

This Pupil Premium Strategy Statement details Haybrook College's plan for our use of pupil premium and recovery premium across the next 3 years, in order to enable improved outcomes for our most disadvantaged pupils.

This Strategy covers 2022-2023 to 2024-2025: it outlines the challenges our pupils face, our pupil premium strategy, how we intend to spend the funding during this 3-year plan and the effect that the last year's spending had within Haybrook College.

## College overview

Detail	Data
College name	Haybrook College Trust
Number of pupils in Haybrook College	PAN - 177
Proportion (%) of pupil premium eligible pupils	49% (64)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2023 – 2024-2025
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Jamie Rockman
Pupil premium lead	Carol Goodridge
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,040 (£985 per pupil – x 64 pupils)
Recovery premium funding allocation this academic year	£55,752 (£552 per pupil – x 101 pupils)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£118,792</b>

## Part A: Statement of intent

At Haybrook College (HBC), we aim to use our pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst not all our pupils at HBC receive pupil premium grants, we recognise that all our pupils are vulnerable and disadvantaged and therefore we take our responsibility seriously, to support all of them to achieve positive outcomes. We have high aspirations for all our pupils and support them to flourish, despite the disadvantages they experience. Our thorough knowledge of our pupils enables funding to be allocated effectively.

In addition, the disruption to school life caused by the COVID-19 pandemic from March 2020, continues to have a sustained negative impact on the learning and wellbeing of our pupils and their families. Compensating for the negative impact of the pandemic on the learning gap will require a sustained response of teachers and school leaders. We will use the 'Menu of Approaches' to give us the best chance of maximising the impact of the additional funding. All our pupils will require additional support to ensure they get the best possible outcomes.

The key principles of the strategy plan are based around the EEF's PP guidance and recognise that with an effective strategy, HBC can make a significant difference to all pupils. When using the three-tiered approach to develop high quality teaching, targeted academic support (based on comprehensive assessment of need) and wider strategies that help to meet the need of our SEMH pupils, we can support our disadvantaged pupils to make both academic and social progress. Due to these complex SEMH needs, the implementation of our wider strategies that help pupils develop 'readiness for learning' are vital to securing academic success. Using information from the Education Endowment Foundation Toolkit, we have identified targeted evidence-based interventions that have been shown to have maximum impact as we recognise that due to the special needs and complex backgrounds of our pupils, many learn best in targeted interventions. Our planned spending of pupil premium will help us to close academic gaps, offer therapeutic intervention, support the development of personal skills and character, build resilience, and ensure high quality inclusive teaching. The focus is ambitious and aspirational for each pupil to; achieve their potential, make outstanding progress, close attainment gaps, achieve qualifications then lead them onto an appropriate post 16 pathway.

Although our strategy is focused on the needs of our most disadvantaged pupils, we are confident that it will benefit all pupils at HBC.

## Challenges

Our pupils face complex and varied challenges, however detailed below are those key challenges we consider to be a continued barrier to achievement amongst our disadvantaged pupils.

Challenge number	Detail of challenge
1	<b>Challenging behaviour, emotional dysregulation and low levels of emotional literacy:</b> due to being an AP and special school for pupils with SEMH, all our pupils have long-standing difficulties managing their behaviours and emotions and this is often linked to wider low levels of emotional literacy.

	The level of need in this area significantly increased due to the impact of the pandemic and continues to be a challenge for our young people.
2	<b>Low literacy levels and hidden difficulties with speech, language and communication:</b> our assessments clearly indicate that 90% of our pupils have significant difficulty in at least one area of speech, language and communication. This evidenced by the assessments completed by our Speech and Language Therapist, in addition to our own observations of pupils' needs at Haybrook. The level of need in this area significantly increased due to the impact of the pandemic and continues to be a challenge for our young people.
3	<b>Poor attendance due to changing and/or challenging home circumstances:</b> many of our pupils often have long-standing poor attendance due to their wider difficulties when they arrive at HBC; however, the level of challenge with attendance has increased due to the impact of the pandemic - in part due to anxiety around coronavirus but also the pandemic exacerbating other anxieties.
4	<b>Not being 'emotionally ready to learn' due to external factors:</b> our pupils have very often experienced multiple ACEs (Adverse Childhood Experiences) resulting in pupils having difficulty focusing on learning. Our most disadvantaged pupils have significant challenges facing them on a daily basis, and often, learning is not their priority. The level of need in this area significantly increased due to the impact of the pandemic and continues to present a challenge for our young people.

### Intended outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan (2024-2025) and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Pupils make at least expected levels of progress in literacy and numeracy	<ul style="list-style-type: none"> <li>75% of pupils at KS3 make 'enough' progress in literacy and numeracy</li> <li>85% of pupils at KS4 make 'enough' progress in literacy and numeracy (SDP targets)</li> </ul>
Year 11 pupils leave HBC having achieved an appropriate English and Maths qualification	<ul style="list-style-type: none"> <li>100% HBC pupils, who have been at the college for at least two terms, leave with a recognised English and Maths qualification (SDP target)</li> </ul>
Pupils increase their attendance to school	<ul style="list-style-type: none"> <li>Centre attendance will improve by 5% overall when compared to last academic year</li> <li>For 80% of pupils at each centre to have at least 60% attendance (SDP targets)</li> </ul>
Pupils develop skills to manage their behaviour independently	<ul style="list-style-type: none"> <li>Positive reports of independent behaviour will increase for each centre</li> </ul>

	<ul style="list-style-type: none"> <li>For there to be a 5% reduction in FTE across the college and the length of FTE to be reduced when compared to 21-22 academic year (SDP targets)</li> </ul>
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### Activity in this academic year: 2022 - 2023

This details how we intend to spend our pupil premium (and recovery premium funding) to address the challenges listed above.

### Teaching

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Recruitment of a Curriculum Consultant to ensure our curriculum responds to the needs of our pupils.</b> A Curriculum Consultant has been employed to evaluate our curriculum, ensure it meets the needs of our specific cohort and develop the quality of teaching and learning. The 'Haybrook Way' has been established to ensure teachers are delivering high quality teaching which ensures the best outcomes for our pupils: this incorporates the 5 evidence-based strategies recommended by the EEF. During 2022-2023, we will embed these strategies in our teaching and learning and all curriculum plans will reflect the 'Haybrook way'	<a href="https://www.educationendowmentfoundation.org.uk/blog/five-evidence-based-strategies-to-support-teaching-and-learning">EEF Blog: Five evidence-based strategies to support...   EEF (educationendowmentfoundation.org.uk)</a>	1, 2, 3, 4
<b>Comprehensive CPD programme for all staff.</b> All staff continue to have access to a comprehensive CPD programme – we recognise the importance in training staff so they are equipped to support our pupils' complex needs. This programme of training will be delivered by the Educational Psychologist, Speech and Language	<a href="https://www.educationendowmentfoundation.org.uk/effective-professional-development">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk/metacognition-and-self-regulated-learning">Metacognition and Self-regulated Learning   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://attachmenttraumanetwork.org/">Developmental Trauma Disorder - Attachment and Trauma Network (attachmenttraumanetwork.org)</a>	1, 2, 3, 4

<p>Therapist and Mental Health Support Team in addition to the Senior Leaders at HBC.</p> <p>The CPD programme for 2022-2023 will include further training on:</p> <ul style="list-style-type: none"> <li>*Metacognition strategies – training for teachers and separate training for all support staff. (Educational Psychologist)</li> <li>*Developmental Trauma and Attachment (Educational Psychologist)</li> <li>*Emotion Coaching (Educational Psychologist)</li> <li>*SLCN strategies to improve pupils' access to learning. (Speech and Language Therapist)</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Our own evidence (from SaLT assessments upon admission) show that 90% of our pupils have significant difficulty in at least one area of Speech, Language and Communication.</p> <p><a href="https://ican.org.uk">What works database (ican.org.uk)</a></p>	
<p><b>Membership of the Chartered College of Teaching</b></p> <p>All teachers can access the support, CPD and good practice shared by this professional body for teachers.</p>	<p><a href="https://chartered.college">Chartered College of Teaching Home – chartered.college</a></p>	1, 2, 3, 4

### Targeted academic support

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Specialist Teacher of Language and Communication role</b></p> <p>We appointed a Specialist Teacher of Language and Communication following our work with the Speech and language Therapist and her identification of SLCN in our cohort.</p>	<p><a href="https://educationendowmentfoundation.org.uk">EEF Blog: Five evidence-based strategies to support...   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,4
<p><b>1: 1 Learning interventions</b></p> <p>Highly differentiated and bespoke learning interventions for those with SpLD, literacy and numeracy difficulties with the Specialist Teacher. We recognise the importance of using a highly qualified teacher for this role due</p>	<p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a></p>	1,2,4

to the complex needs of our pupils. The Specialist Teacher also helps pupils develop metacognition strategies.		
<b>Reading comprehension resources</b> We have purchased various ranges of 'high teen interest - low ability' books for pupils to ensure they can access reading – these are mainly from Barrington Stoke. We have also purchased evidence-based reading comprehension interventions such as Rapid Plus - both online and paperback books.	<a href="https://educationendowmentfoundation.org.uk">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>  <a href="https://pearsonschoolsandfecolleges.co.uk">Rapid Plus (pearsonschoolsandfecolleges.co.uk)</a>  <a href="#">Every child can be a reader - Barrington Stoke</a>	1,2,4
<b>SaLT course for intervention staff</b> Language for Behaviour and Emotion Programme - an intervention that helps young people overcome problems with language and emotional skills and develop more positive interactions. Pupils improve their behaviour, mental health and well-being and are more able to access their learning.	<a href="https://routledge.com">Language for Behaviour and Emotions: A Practical Guide to Working with (routledge.com)</a>	2
<b>Bedrock Vocabulary</b> We purchased membership to this language resource, so that pupils can increase their vocabulary and understanding of language, whilst also developing some independence in their learning skills.	<a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://bedrocklearning.org/what-is-bedrock-learning/research-and-results/">https://bedrocklearning.org/what-is-bedrock-learning/research-and-results/</a>	1,2,4

### Wider strategies

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Additional ELSAs trained and supervised</b> All centres will have a qualified ELSA and time will be provided to them to deliver 1:1 ELSA sessions with pupils in most need. ELSAs help our young people develop skills to recognise and	There is substantive evidence to show that developing pupils' self-regulation and emotional regulation has a positive impact on academic achievement for disadvantaged pupils. This is a vital element of our overall strategy HBC's	1,2,3,4

manage emotions, supporting them to better self-regulate and developing their readiness to learn.	<p>approach to meeting our complex pupils' needs.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Social and emotional learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Social skills training - Youth Endowment Fund</a></p>	
<b>LEGO Therapy</b> All centres will have a certified LEGO Therapist who can support pupils with development of communication skills and be used as specific play therapy. This enables pupils to develop communication skills away from the formal learning environment. Improved communication skills improve readiness for learning.	<a href="https://www.autism.org.uk">Using Lego therapy with autistic pupils (autism.org.uk)</a>	1,2,4
<b>No22 Counselling</b> In response to the pandemic's impact on the mental health of our pupils, Haybrook invested in a counsellor for each centre: they provide 26 hours of counselling each week. No22 use CBT as a basis for their approach.	<p><a href="#">Cognitive Behavioural Therapy - Youth Endowment Fund</a></p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	1,2,3,4
<b>Families First Workers:</b> The COVID-19 pandemic has had detrimental impact on the mental health of many of our pupils and our most vulnerable families, HBC created new positions in each centre, in response to this increased need across the college. They will work with our most vulnerable families to support parental engagement, improve attendance and offer wider support.	<p><a href="https://www.educationendowmentfoundation.org.uk">EEF Parental Engagement Guidance Report.pdf (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.gov.uk">Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</a></p>	3
<b>Breakfast Club and free healthy lunch for all</b> As recognised by Maslow, it is important that all pupils have the opportunity to start the day with a healthy breakfast. HBC recognises this need as fundamental to their well-being and readiness to learn. It is also important to us that pupils start the day with positive interactions with adults and their peers alike. Offering free Breakfast Club provision to all pupils also supports attendance/punctuality. We extend this further by	<a href="https://www.educationendowmentfoundation.org.uk">Magic Breakfast   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4

ensuring all pupils have access to a free, healthy lunch as we recognise that it is key to supporting the pupils to improve all elements of their development.		
<b>Contingency Fund for acute issues</b>	Based on our experiences, we have identified a need to set aside a small amount of funding to respond quickly to needs that have not yet been identified.	1,2,3,4

**Total budgeted cost: £ 120k**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the last academic year - **2021 to 2022.**

Aim	Outcome
<p><b>Academic achievement:</b> Pupils make at least expected levels of progress in literacy and numeracy</p> <p><i>Increase the level of challenge for pupils so that 85% of young people in KS4 to achieve at least their expected level of progress in English and Maths and 75% at KS3 from their 2020-21 baselines.</i> (SDP target)</p>	<p>It is important to note that due to the COVID-19 pandemic, pupils' progress has been significantly affected, despite the best efforts of all college staff to support the learning and well-being of pupils.</p> <p>Against our aim of 75% of KS3 pupils achieving at least expected levels of progress: 73% of pupils made enough progress or better in Maths, whilst 60% made enough progress or better in English.</p> <p>The figures are impacted by the unusually high numbers of pupils joining KS3, that the college experienced last year. We also recognise that due to the complex needs and negative external social impact on our pupils, the data only shows a snapshot of performance at one point in time – it does not reflect their peak performance or their highest grade but what they achieved in their last assessment.</p> <p>Against our aim of 85% of KS4 pupils achieving at least expected levels of progress: Pupils did not meet this outcome.</p>
<p><b>Academic achievement:</b> Year 11 pupils leave Haybrook having achieved an appropriate English and Maths qualification</p> <p><i>For <b>all</b> young people who have been at the College for at least two terms to leave with a nationally accredited English and maths qualification.</i> (SDP target)</p>	<p>It is important to note that due to the COVID-19 pandemic, pupils' achievements may have been adversely affected, despite the best efforts of all college staff to support the learning and well-being of pupils.</p> <p>Most pupils at the college make rapid and sustained progress over time and achieve triple the national rate of qualifications for Alternative Provision. In 2021-2022, 36% of all pupils achieved 5 GCSEs or equivalent 1 to 9 compared to 12% nationally, according to the latest AP data set available. This rises to 45% of those assessed as working at GCSE level.</p>

Aim	Outcome
	<p>Pupils in receipt of Pupil Premium achieved comparably or slightly above their non-pupil premium peers (see table below.)</p> <p>Despite our best efforts, not all our pupils achieved a nationally accredited English and Maths qualification at the appropriate level. 82% of our Yr11 pupils gained nationally accredited qualifications in both English and Maths: the 10 pupils who did not gain both English &amp; Maths, had serious school attendance issues or did not turn up for their exams.</p>
<p><b>Wider outcomes – attendance:</b> Pupils increase their attendance to school</p> <p><i>For 80% of pupils to have at least 60% attendance.</i> (SDP target)</p>	<p>It is acknowledged that attendance is one of the most important factors that influence educational outcomes: pupils with attendance of 60% and above have better outcomes at Haybrook College, than those with less.</p> <p>Despite the best efforts of all staff this year, attendance has continued to be impacted by the pandemic. Unadjusted attendance for 2021-2022 was 64%, whilst the adjusted attendance rate was 72%.</p> <p>Attendance of pupils in receipt of pupil premium was slightly less than those not eligible.</p> <p><small>*Unadjusted data includes pupils that are on our role that may never attend the setting. Adjusted data is where pupils whose attendance has been less than 20% have been taken off and those pupils who are on roll but do not attend the setting.</small></p>
<p><b>Wider outcomes – independence:</b> Pupils develop skills to manage their behaviour independently</p> <p><i>For there to be a 5% reduction in FTE across the College and the length of FTE to be further reduced when compared to 2018-19 academic year.</i> (SDP target)</p>	<p>The impact of the pandemic on pupils' ability to manage their behaviour has been significant and staff have worked tirelessly to support pupils to improve their well-being and behaviour. Fixed term exclusions were at a similar number to 2018-2019, however the average length of exclusions has slightly reduced.</p> <p>Independent behaviour is rewarded through a points system which unlocks a range of certificates and rewards, including outdoor activities and other educational and leisure trips. Pupil voice has continued to be important to us, and pupils have represented their school council on staff recruitment panels and as peer mentors, for example.</p> <p><small>*We compare our data to 2018-2019 as the last academic year prior to the COVID-19 pandemic.</small></p>

<b>Pupil Premium</b>		% 5 or more GCSE's	% 4 or more GCSE's	% 3 or more GCSE's	% 2 or more GCSE's	% 1 or more GCSE's	% No GCSE's
Whole Cohort (61 pupils)	PP (36)	36	50	58	67	78	22
	Non - PP (25)	36	48	56	64	68	32
GCSE level (49 pupils)	PP (29)	45	62	72	83	97	3
	Non - PP (20)	45	60	64	80	85	15
GCSE Level and took exams (45 pupils)	PP (28)	46	64	75	86	100	0
	Non - PP (17)	53	71	82	94	100	0

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Units of Sound	Nisai
RapidPlus	Pearsons
Academy 21 Online Learning	Academy 21
MyMaths	MyMaths
Times Table Rock Stars	Times Table Rock Stars
Bedrock Vocabulary	Bedrock Learning