

## Pupil premium strategy statement 2020-21 Henlow Church of England Academy

1. Summary information					
<b>School</b>	Henlow Academy				
<b>Academic Year</b>	5-8	<b>Total PP budget</b>	£173471	<b>Date of most recent PP Review</b>	Oct 2020
<b>Total number of pupils</b>	713	<b>Number of pupils eligible for PP</b>	153 (122 disadvantaged)	<b>Date for next internal review of this strategy</b>	Feb 2021

2. Current attainment (KS2 SATs 2018/19 cohort)			
	<i>Pupils eligible for PP (Disadvantaged) at Henlow Academy</i>	<i>Pupils not eligible for PP (Non-Disadvantaged) (local authority average)</i>	<i>Pupils not eligible for PP (Non-Disadvantaged) (national average)</i>
<b>% achieving in reading, writing and maths</b>	69%	66%	71%
<b>% achieving higher standard in reading, writing and maths</b>	6%	9%	13%
<b>Progress in reading</b>	0.3	-1.4	0.3
<b>Progress in writing</b>	-0.3	-1.7	0.3
<b>Progress in maths</b>	-0.3	-1.3	0.4

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers (issues to be addressed in school, such as poor oral language skills)

<b>A.</b>	Some pupils who are disadvantaged join the school with lower attainment levels than Non-PP pupils in Maths on entry in year 5. Average KS1 Point score for disadvantaged pupils is considerably lower than Non-Disadvantaged pupils. This can be seen in the last 3 year trend.
<b>B.</b>	Some disadvantaged pupils join the school with lower attainment levels than Non-PP pupils in Literacy and Phonics on entry in year 5
<b>C.</b>	Social, Emotional, Mental Health of pupils – increased number of pupils needing additional support in this area
<b>D.</b>	Transition of pupils from y4 to y5 and pupil's transition to upper school - often see a dip in attainment and SEMH concerns increase.

#### External barriers (issues which also require action outside school, such as low attendance rates)

<b>E.</b>	Disadvantaged pupils on average have lower attendance than non-PP pupils – across all year groups
<b>F.</b>	Mobility of pupils – particularly disadvantaged pupils coming from out of catchment schools in-year. In year Forces pupils moves (particularly with the closing down of RAF Henlow).
<b>G.</b>	Covid 19 – impact on learning and SEMH

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved progress rates in Maths of disadvantaged pupils Progress and attainment in Maths through in house testing and GL testing	Make progress in-line with peers of a similar starting point. They are at risk of continuing to make less progress each year and falling further behind.
<b>B.</b>	Improved progress and attainment of Phonics/Reading and English of disadvantaged pupils Progress and attainment in Reading and English through in house testing and GL testing	Pupils make accelerated progress

<b>C.</b>	Increase pupil's resilience and SEMH Pupil's resilience and coping strategies developed to deal with the world around them. Tested through the PASS test	Increased positivity towards school and learning
<b>D.</b>	Continuing to strengthen transition points for the school for Disadvantaged pupils Staff to be fully aware of Disadvantaged Pupils as they join Henlow Academy. Transition events to take place so pupil's feel confident on transition. Communication with parents. Measured – through parent responses	PP pupils transition well to Henlow Academy and on to Upper Schools
<b>E.</b>	Pupil Premium groups in line with Non-PP pupil's attendance. Measured by data	Disadvantaged pupils' attendance increases and is significantly above National Disadvantaged attendance levels particularly persistent absentees.
<b>F.</b>	Designated Pupil Premium Champion to contact previous school and help transition. Testing and support to be put in place as appropriate shortly after arrival	Good transition for vulnerable disadvantaged pupils and forces pupils with high mobility both at the start of the year and in-year transition.
<b>G.</b>	Identify and close gaps in learning for disadvantaged pupils – due to COVID. Support disadvantaged pupils who are suffering with SEMH as a result of COVID	Accelerated progress in comparison to peers in Maths and English.

### 5. Planned expenditure

**Academic year**      **2020/21**

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improved progress in Maths and English for disadvantaged pupils	CPD Internally and externally Focus on Maths across the whole school, Maths teaching and Reading Internal additional CPD calendar for staff	Continue to develop and improve Quality First Teaching for all (EEF Toolkit +8) Strategies of how to target and support PP pupils in class shared including focus on feedback and meta-cognition	Designated member of staff for CPD	CPD Lead	At end of the year – with SATs and GL Data
Improve focus on PP pupils within lessons to increase progress	Heads of Department to analyse PP data and implement support for staff through CPD, meetings and resources. HoD to discuss individuals as appropriate with staff	Increase awareness of PP pupils. Different initiatives being run for PP pupils including events, trips.	Through curriculum plans – by Deputy Head of Curriculum Lesson Observations Analysis of project/strand Resources	Deputy Head of Curriculum	July 2021

Increase progress	Specialist Maths teachers in specific Maths groups in Year 6 and targeted in y7 and year 8 Additional Maths group in year 6	Experienced members of staff with proven data track record for targeting these pupils and pupils at risk of not achieving the expected standard.	Tracked through data -2 rounds of mock SATs throughout year Tracked through GL data for KS3 and GCSE style tests in liaison with Upper School	Heads of KS2/3 Maths	July 2021
Increase progress and awareness of pupils for SEMH	Use of SIMs registers and pupil list of disadvantaged pupils available for all staff. Increase staff awareness and increase progress	Continue to develop and improve Quality First Teaching for all	Through Lesson observations and seating plans. Awareness of staff of these pupils at meetings.	PP Lead	July 2021
Mid-Year review of Pupil Premium Pupils – improve staff awareness and increase progress	PP Lead meet with Form Tutors to look at Report data to ensure correct support and challenge is being given to the pupil. This will be more regular for PLAA/SGO pupils – through year team meetings and Vulnerable Groups meetings	To raise the profile and awareness of Pupil Premium pupils. To ensure that their needs are being met.	Review throughout the year	PP Lead	April 2021

SEMH support of Vulnerable Pupils including PP Pupils	Weekly team meetings by Heads of Year with tutors. Fortnightly Vulnerable groups meetings for each year group.	Targets well-being and understanding of pupils SEMH. (EEF Toolkit SEMH +4)	Successful programmes and interventions	PP Lead/ DH/SENDCo/Pastoral Lead/ HoY	July 2021
Increase progress and attainment	Access to online homework Maths and English programme	Allow differentiated homework to be set for pupils that responds to the needs of the individual. National Curriculum focused. Ability to set work from different years as appropriate	Tracking of usage Progress through the programme and through end of year results – SATs and GL.	PP Lead	July 2021
Tracking and monitoring of pupils through KS2-KS3 Progress – academic and pastoral	GL Testing	Allow for an accurate nationally measured progress measure to take place between y5 and y8.	Use of data to inform Teaching and Planning	PP Lead/Head Teacher/DH	July 2021

Increase progress and attainment	Pupil Premium Lead and Head of Teaching and Learning (including CPD)	To focus on these key areas as school priorities	Performance Review	Head Teacher	November 2021
Increase opportunities for learning	Chrome book initiative	Increase potential for different learning opportunities. Whole school launch in y5 and y6 of Chrome books to support learning. Subsidised subscription for disadvantaged pupils. Update - as this was not launched due to chromebook availability and additional set of chromebooks was purchased.	Review of Chrome book initiative	Deputy Head	July 2021
<b>Total budgeted cost</b>					£75,000

<b>i.Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve attendance (and progress) linked to SEMH of disadvantaged pupils – particularly focused on Persistent Absentees	Achievement for All paused during Covid Lockdown - restart Jan 2021 with changed focus of SEMH	Focus on pupils with low attendance (SEMH linked) for disadvantaged pupils is below non-disadvantaged within the school and National non-disadvantaged pupils.	Through Achievement for All	Deputy Head – Pastoral Engagement/Pupil Premium Lead	Sept 2021
Improve and accelerate Phonics/Reading Skills	Read Write Inc Programme intervention	Previous success with the scheme and recognised phonics programme	Tracking of data and progress of pupils	RWI TA supported by SENDCo	July 2021
Increase pupil's motivation for reading for enjoyment	Subscriptions to library Christmas Books	For many disadvantaged pupils there is a literacy gap even by the age of 4. Evidence to support that success is linked to reading age.	Feedback from pupils and librarian	PP Lead/Librarian	January and July 2021

Improve and accelerate Maths and English	One to one and group intervention	Target individual needs and support appropriately After-school for y6, y7 and y8. – in KS3 focus on ADPT, SGO, CLA pupils that are underachieving. Additional sessions all year for y6's leading up to SATs Year 8 Mentoring scheme for Y6 pupils in Maths leading up to SATs.	Tracking and data – GL measured against Non-PP pupils and progress of PP group	PP Lead	July 2021
Support SEMH	Pastoral Officer	Support and help pupils develop resilience and ability to cope with life around them. Promote Good Mental Health and Resilience	Referrals SEMH Discussions at Vulnerable Groups	PP Lead/Deputy Head	July 2021
Support SEMH	School Counsellor/ Trauma Therapist	Support and help pupils develop resilience and ability to cope with life around them. Promote Good Mental Health and Resilience	Referrals SEMH Discussions at Vulnerable Groups	PP Lead/Deputy Head	July 2021
Support SEMH	Mindfit	Outsourced to a company who work with small groups of pupils to focus on SEMH, resilience, anger management etc	Feedback from pupils, parents/carer and staff	PP Lead	July 2021

Support SEMH	Horse Therapy	Targeted at PLAA, SGO and CLA predominantly. Equine Therapy to support pupils dealing with a variety of SEMH issues	Feedback from pupils, parents/carers and staff	PP Lead	July 2021
Support for Forces Pupils	Purple Club/Designated member of staff for Forces pupils Trips and other activities to support Forces pupils	To give additional support to pupils whose parent/s are in the armed forces (SEMH). Make staff aware of deployment of parents and put in additional support for these pupils.	Referrals – SEND Pastoral Meetings Feedback from parents.	PP Lead	July 2021
Increase Reading Ages and Reading for pleasure	Reading Eggs computer programme. To be run twice a week for year 6 disadvantaged pupils. Access at home also	To give pupils additional support with their Reading Progress	Reading Progress scores in SATs will show impact.	PP Lead/KS2 Assistant	Feb 2021

Support Young Carers – SEMH and academic	Young Carers club Also make staff aware of these pupils.	Many of the Young Carers at the school also fall under a Pupil Premium category as well. Many of these pupils do not have the support at home to do homework, they may have to support an adult or another child in the home. This club offers additional support for these pupils. Also make staff aware of these pupils.	Review – attendance, progress of this group of pupils.	Young Carer club lead	July 2020
Parent Meetings – PLAA and SGO  Boxall Profile	Termly meetings with Form Tutor / HoY/PP Lead if appropriate  Boxall profile will also be completed on each pupil to ensure appropriate support is in place SEMH.	Meetings to discuss pupils progress and discuss any intervention or support to be put in place for these pupils	Re-view termly. Offer support and guidance to form tutors.	PP Lead	Jan 2020
<b>Total budgeted cost</b>					£85,000

<b>i. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Access to learning and support	Breakfast Club, Homework Club and 4:45pm club	Additional access to support and allow for more flexible times for pick up for parents.	Data on pupil's take up of offered clubs	PP Lead/ Assistant Head	July 2020
Access to curriculum and extra-curricular	Trips, music lessons, sports club subsidies	Access for all pupils to education.	Data on pupil's take up of offered clubs	PP Lead	July 2020
Support in engaging in all areas of the curriculum	Food Tech Voucher support	Access for all pupils to education.	Pupil's bringing food tech ingredients and be able to participate in lessons	PP Lead	July 2020
Access to school – curricular and extra-curricular	Uniform Vouchers. Second hand uniform availability. Purchasing of additional resources – gum shields, shin pads, football boots, trainers, calculators, stationery.	Access for all pupils to education.	Review with staff that issue these items. Discussions with form tutors of pupil's needs.	PP Lead	July 2020

Providing Sanitary Product and underwear in school	Red Box Project	Free products from Charity to encourage pupils to attend school if they are on their period. Pupils are allowed to take as much as they need for themselves and family.	Continue to monitor usage	PP Lead	N/A
Providing Sanitary Product for at home	Always Period Project	Provides all pupils with starter kits. It also provides additional packs of towels for disadvantaged pupils to take home.	Monitor	PP Lead	N/A
Update Provide additional resources for at home learning during Spring term	PP resources goody bag including books, stationery, cards, maths resources and a 'food package' with how to cook recipe	Support engagement with lockdown learning. Give disadvantaged pupils access to some resources they may not have at home and are limited with due to covid for example they have lack of access to books due to libraries being closed.	Feedback from pupils/parents. Engagement with resources and online learning.	PP Champion	Feb 2020
<b>Total budgeted cost</b>					£15,000

1. Review of expenditure				
Previous Academic Year	2019-20	Budget	£149400	Spend £149640
<b>i. Quality of teaching for all</b>				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improved progress in Maths and English for disadvantaged pupils	CPD Internally and externally Focus on Maths across the whole school, Maths teaching and Reading Internal additional CPD calendar for staff	Due to covid – no SATs results GL results show that pupils have not made as much progress as a typical year however Covid has meant that nearly half a year of school time was in lockdown for most pupils. See GL data for impact.	Was successful in previous year –so continue. Re-assess at the end of 2020/21	£15000
Improve focus on PP pupils within lessons to increase progress	Heads of Subject have one development strand/focus within their department for PP	Heads of Department analysed Interim report data and targeted disadvantaged pupils through CPD and focussed discussions with their team.  Due to COVID difficult to fully assess.	Initial findings early in the year showed positive results so continue next year	N/A
Increase progress	Specialist Maths teachers in specific Maths groups in Year 6 and targeted in y7 and year 8 Additional Maths support of Head of Subject rotating through in Year 5	Due to COVID difficult to fully assess.	Was successful in previous year –so continue	£12600
Increase progress and awareness of pupils for SEMH	Use of SIMs registers and pupil list of disadvantaged pupils available for	Increased numbers of pupils being referred to Pastoral Officer. Staff more aware of needs of pupils.	Staff more aware of pupil's needs. Merits/behaviour points	From other budget

	all staff. Increase staff awareness and increase progress	Behaviour Management strategy - Form Circle time Behaviour Policy is now Relationship policy – based on restorative practice		
Increase progress and attainment	Access to online homework Maths and English programme	Allows staff to set and track homework easily. Allowing more time for planning and marking.	Change to Edplace online learning for academic year 2020-21	£4,500
Tracking and monitoring of pupils through KS2-KS3 Progress – academic and pastoral	GL Testing	PASS test – Pupils attitude to School and self – invaluable information for HoY and form tutors Progress Tests – tracks progress against a National benchmark – allowing to be more accurate with our understanding of where pupils are	Change from PASS test to use Pearson 'Staff and Pupil Wellbeing measurement'. This year after COVID – more focus on general SEMH. GL progress test to continue	£7000
Increase progress and attainment	Pupil Premium Lead and Head of Teaching and Learning (including CPD)	CPD Sessions for staff – PP and SEMH focused CPD Sessions for staff – T&L	Assistant Head to oversee Pupil Premium. New pupil premium champion and administrative assistant (part-time) roles.	£8,400
Increase opportunities for learning	Chrome book initiative	Access to learning for all pupils	New Scheme not rolled out this year so a set of chromebooks purchased instead.	£12,000
Improve attendance (and progress) of disadvantaged pupils	Achievement for all – focus on attendance	Due to covid this is tricky to assess the impact	Continue with Achievement for all.	£2000

Improve and accelerate Phonics/Reading Skills	Read Write Inc Programme intervention	Significant improvement in all pupils participating both PP and Non-PP pupils. Other phonics/reading programmes also used	Continue using a variety of different phonics/reading programmes Difficult to assess through data due to COVID	£24,000
Increase pupil's motivation for reading for enjoyment	Subscriptions to library Christmas Books	Great pupil feedback	Continue as positive encouragement of reading. Extend to subject books (e.g. horrible histories)	£2000
Improve and accelerate Maths and English	One to one and group intervention	Third Space intervention for PLAA/CLA pupils. Built confidence and enjoyment. Pupils not as engaged as previous years. Not data due to COVID Disadvantaged pupils targeted for after school group intervention across ks3. PLAA/CLA pupils 1-2-1 or small group	Continue with intervention using in-house staff	£15,000
Support SEMH	Pastoral Officer	Provide pupils with additional support and strategies to enable access to learning	An increased number of pupils sent to Pastoral Support. Next step: Access additional training on SEMH for staff so that there because a tiered approach to referring pupils	£18,000
Support SEMH	Trauma Counsellor	Provide pupils with additional SEMH needs support and counselling	Trauma Counselling – very successful with pupils they worked with. Although small numbers. Next year – limit pupil sessions (as appropriate) – so more pupils are seen.	£9,000
Support for Forces Pupils	Purple Club/Designated member of staff for Forces pupils Trips and other activities to support Forces pupils	Pupils had a club available to them that they could attend when they needed additional support..	Continue next year	£3,500

Improve SEMH and behaviour/anger management	MINDFIT programme	To help pupils that were struggling with behaviour issues or SEMH in and outside the classroom.	Groups worked better when from one year group rather than mixed. Continue next year	£2000
Review in January (from mid-year review) – Increase Reading Ages and progress in year 5 and year 6	Reading Eggs computer programme. To be run once a week for year 6 disadvantaged pupils then in May year 5 pupils will become the focus – to start Feb/March 2019	Boosted pupils' confidence and enjoyment for reading a variety of books. Reading disadvantaged attainment was 73% inline with National and progress 0.54	Covid restrictions make it tricky to run this intervention while pupils are class based. Consider continuing when groups can be mixed.	£500
Support Young Carers – SEMH and academic	Young Carers club Also make staff aware of these pupils.	Pupils have support within school. A lot of pupils were also identified that were unknown.	Continue club. Raise more awareness within schools and with parents. Find ways of tracking pupils – data and attendance more robustly.	£100
Access to learning and support	Breakfast Club, Homework Club and 4:45pm club	Offer wrap around care for families that need this.	Continue – even though there are small PP numbers accessing this support it is vital. Continue to raise the profile of parents knowing they can use this support for free.	£4040
Access to curriculum and extra-curricular	Trips, music lessons, sports club subsidies	Offer a fully rounded experience of school to all pupils.	Music lessons have increased for PP pupils. This will continue to be encouraged.	£8000
Support in engaging in all areas of the curriculum	Food Tech Voucher support	Support the financial cost of Food Teach	Great number of parents accessed this support. Continue next year.	£1000
Access to school – curricular and extra-curricular	Uniform Vouchers. Second hand uniform availability. Purchasing of additional resources – gum shields, shin pads, football boots, trainers, calculators, stationery.	Support financial costs of school	Great take up. It allowed parents to get to know staff individually and support be offered as appropriate – including Christmas presents of football boots being purchased for siblings.	July £1000

**2. Additional detail**

Please see the data section of the Henlow Academy's website for more information regarding attainment and progress