

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Henlow Church of England Academy
Number of pupils in school	576
Proportion (%) of pupil premium eligible pupils	18.2%
Disadvantaged pupils	3.8%
Service Pupils	
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21-22, <b>22-23</b> and 23-24
Date this statement was published	December 2022
Date on which it will be reviewed	Autumn 2023

Statement authorised by	Mrs C Earp Head Teacher
Pupil premium lead  Pupil Premium Champion	Mrs Jodie Gregory Assistant Head Teacher  Miss J Cave
Governor / Trustee lead	Mr K Callard

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159088
Recovery premium funding allocation this academic year	£26486
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12664
<b>Total budget for this academic year</b>  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£198238

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this success across the curriculum regardless of ability. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are considered disadvantaged or not.

Quality first teaching is at the centre of our approach, with a focus on areas in which disadvantaged pupils require the most support academically and pastorally. We have used the Education Endowment Fund guidance to drive our Pupil Premium provision. The targeted approaches we have chosen to use are proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the Recovery Premium Funding in addition to our Pupil Premium Funding for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment through our work with parents and other stakeholders, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

The school already has a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

### **Update: 2022/23**

The school is acutely aware of the current Cost of Living crisis and how this is affecting many families nationally. We are committed to supporting our students and their parents/carers through this period. The school is always seeking

additional provision (financial and SEMH) being made available and sourced through local and national funding to help support our families.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Our internal data and KS1 results show that some pupils who are disadvantaged join the school in Year 5 with lower attainment levels than Non-PP pupils in Maths. Average KS1 Point score for disadvantaged pupils is considerably lower than Non-Disadvantaged pupils. This can be seen in a continuing data trend.
2	Our internal data and KS1 results show that some disadvantaged pupils join the school in Year 5 with lower attainment levels than Non-PP pupils in Literacy and Phonics.
3	Our internal data shows an increase in the number of pupils needing to access additional support for their Social, Emotional, Mental Health
4	Our internal data over several years illustrates the transition of pupils from y4 to y5 and pupils' transition to upper school - often see a dip in attainment. There has also been an increase in SEMH concerns (supported by numerous psychological research)  ( <a href="https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/school-based-risk-factors/transitions/">https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/school-based-risk-factors/transitions/</a> )
5	The attendance at clubs (particularly after school) of disadvantaged pupils is below non-disadvantaged pupils as noted by Ofsted.

6	Our data has identified that disadvantaged pupils on average have lower attendance than non-PP pupils – across all year groups
7	For several years there has been a significantly high mobility of pupils – particularly disadvantaged pupils coming from out of catchment schools in -year to join the school. There has been an increase in 'in-year' Forces pupils moves (particularly with the long-term proposal of closing RAF Henlow). Due to a transitioning school there are also places available in some year groups.
8	Covid 19 – impact on learning and SEMH
9	A significant barrier to many of our disadvantaged pupils is the access to full curriculum eg. barriers such as additional costs - food technology ingredients, specialised equipment, music lessons and trips.
10	Cost of living crisis (National)

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

	Intended outcome	Success criteria
1	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.
2	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

3	<p>Increase pupils' resilience and SEMH</p> <p>Pupils' resilience and coping strategies developed to deal with the world around them. Tested through the PASS test</p>	<p>Increased positivity towards school and learning - tracked by attendance and reward system</p>
4	<p>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 take place so pupils feel confident on transition. Communication with parents.</p> <p>Measured – through parent responses</p>	<p>PP pupils transition well to Henlow Academy</p> <p>Good attendance and behaviour</p>
5	<p>Significant number of disadvantaged pupils attend at least 1 club per week. Measured by registers from clubs</p>	<p>High % of disadvantaged pupils attend extra-curricular activities. (At least in line with % of non-disadvantaged pupils)</p>
6	<p>Pupil Premium groups in line with Non-PP pupil's attendance. Measured by data</p>	<p>Disadvantaged pupils' attendance increases and is significantly above National Disadvantaged attendance levels, particularly persistent absentees.</p>
7	<p>Designated Pupil Premium Champion to contact previous school and help transition. Testing and support to be put in place as appropriate shortly after arrival</p>	<p>Good transition for vulnerable disadvantaged pupils and forces pupils with high mobility both at the start of the year and in-year transition.</p>
8	<p>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</p>	<p>Accelerated progress in comparison to peers in Maths and English.</p>
9	<p>All pupils to have fair access to the whole curriculum and extracurricular activities</p>	<p>Disadvantaged pupils will have the access and ability to attend clubs, trips, food tech lessons and breakfast club.</p>
10	<p>Support our families both PP and Non PP through the cost of living crisis</p>	<p>All students be able to access the whole curriculum and school offering</p>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD Internally and externally Focus on Engagement, Challenge, Feedback</p> <p>Focused on positive behaviours for learning (strategies) and enabling metacognition. Internal additional CPD calendar for staff. Magic Weaving focused document work</p>	<p>Continue to develop and improve Quality First Teaching for all (EEF Toolkit +7)</p> <p>Strategies of how to target and support PP pupils in class shared including focus on feedback and metacognition. (EEF +6)</p>	<p>1,2, 8</p> <p><i>(Improved progress in Maths and English for disadvantaged pupils)</i></p>
<p>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</p>	<p>Increase awareness of PP pupils. Different initiatives being run for PP pupils including events, trips.</p>	<p>1,2,8</p>
<p>Specialist Maths teachers in specific banded groups in Year 5 to Year 9</p>	<p>Experienced members of staff with proven data track record for targeting these pupils and pupils at risk of not achieving the expected standard.</p>	<p>1, 8</p>
<p>Mid-Year reviews (after interim reports)</p> <p>PP Lead meetings 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</p>	<p>To raise the profile and awareness of Pupil Premium pupils and ensure that their needs are being met</p>	<p>1,2,4,8</p>

meetings and Vulnerable Groups meetings		
Access to online homework Maths and English programme	<p>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.</p> <p>Ability for pupils to do additional work that is supportive and challenging.</p>	1,2,4,8,10
<p>GL Testing</p> <p>Tracking and monitoring of pupils through KS2-KS3</p> <p>Progress – academic and pastoral</p>	<p>Standardised tests allow for an accurate nationally measured progress measure to take place between y5 and y8.</p> <p>Use of data to inform teaching, feedback and planning</p>	1,2,4,8
Pupil Premium Lead, Pupil Premium Champion and Head of Teaching and Learning (including CPD)	To focus on these key areas as school priorities	Ensuring all challenges are being addressed
Mastery Learning - White Rose Maths	<p>EEF +5</p> <p>Mastery approach challenges all pupils and ensures that support is given appropriately</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	1,4,8
<p>Relationship Policy (replacing behaviour policy)</p> <p>Staff have been given specific training on a restorative style approach (Paul Carlisle). Continue to revisit this training and induct new members of staff into the restorative practice approach.</p>	<p>EEF +4</p> <p>Behaviour Interventions - whole school approach</p>	Supports all challenges
Homework re-launch and parental focus	EEF +5	1,2,4,8

Use of Edulink and Google Classroom (ensuring technology is accessible to all)		
--	--	--

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 109,000 (including Covid Recovery Premium £26,486)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated Member of staff to contact all PP students when not in school. Designated Member of staff to build a relationship with Persistent Absentees PP families.	Focus on pupils with low attendance (SEMH linked) for disadvantaged pupils is below non-disadvantaged within the school and National non-disadvantaged pupils.  EEF +4 Social and Emotional Learning	3,4,5,8,10
Read Write Inc Programme intervention and other literacy interventions	Previous success with the scheme and recognised phonics programme  (EEF Toolkit +5)	2,4,8
Additional Reading/Book Access for PP Pupils 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.	2,4,8
One to one and group interventions for Maths and English across all year groups using Covid Recovery Premium and Pupil Premium funding Maths and English interventions by NTP trained Teaching Assistant. Maths and English intervention by Qualified teachers.  Additional after-school intervention/subject clubs. – focus on ADPT, SGO, CLA and pupils that are underachieving.	Targeting individual needs and supporting appropriately will improve and accelerate Maths and English progress (as shown by internal data published on website)  Groups/Intervention EEF +4/+5  Reading Comprehension Intervention (EEF+6)	1,2,4,8

Additional sessions all year for y6's leading up to SATs		
Pastoral Officer(s) equivalent to FTE)	Support and help pupils develop resilience and ability to cope with life around them. Promote Good Mental Health and Resilience. Support Student Development Centre students  (EEF +4 Behaviour Interventions)	3,4,8
Admin Support officer for PP (equivalent to 30% FTE)	Support attendance team with PP students. Support SLT and PP Champion in completion of PP admin tasks including organising SEMH sessions for our PP students. Source support for Cost of Living Crisis Compile publications of support to be communicated to parents e.g SEMH support for families (EEF +4 Behaviour and attendance Interventions)	3,4,6,7,8
Mindfit	Outsourced to a company who work with small groups of pupils to focus on SEMH, resilience, anger management etc (EEF +4 Behaviour Interventions)	3,4,6,7,8
Horse Therapy	Targeted at PLAA, SGO and CLA predominantly. Equine Therapy to support pupils dealing with a variety of SEMH issues (EEF +4 Behaviour Interventions)	3,4,6,7,8
Alternative Learning style Projects - Wise Wood Project Ceramics/Art Based therapies	Outsourced to companies who work with small groups of pupils (and their families) to focus on SEMH, resilience, anger management, bereavement etc (EEF +4 Behaviour Interventions)	3,4,6,7,8
Support Young Carers – SEMH and academic	Young Carers club - Rainbow Bees Young Carers Homework 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. (EEF +4 Behaviour Interventions)	3,4,6,7,8
Parent Meetings – PLAA and SGO 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 pupil - if an additional need is identified	All Challenges

<p>Designated member of staff for Forces pupils</p> <p>Work with local RAF Henlow to support pupil needs.</p> <p>Purple Club - lunchtime club for forces and ex-forces pupils</p> <p>Purple Club Trips -to build and establish relationship and an awareness of other forces pupils in the school</p>	<p>From Service Premium Funding to offer additional support for pupils where necessary</p> <p>SEMH support (EEF +4 Behaviour Interventions)</p>	<p>4,6,7</p>
---	---	--------------

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly team meetings by Heads of Year with tutors.</p> <p>Fortnightly Vulnerable groups panel meetings - SENDCo, Deputy Head Pupil Engagement and Assistant Head - PP/Interventions</p> <p>SEMH support of Vulnerable Pupils including PP Pupils</p>	<p>Targets well-being and understanding of pupils SEMH. (EEF Toolkit SEMH +4)</p>	<p>3,4,6,7,8, 10</p>

Laptop loaning scheme	Following the EEF toolkit guidance to enhance how technology is used to enhance learning, feedback and progress of pupils  <a href="https://d2fic4wvo1iusb.cloudfront.net/eeef-guidance-reports/digital/EEF_Digital_Technology_Summary_of_Recommendations.pdf">https://d2fic4wvo1iusb.cloudfront.net/eeef-guidance-reports/digital/EEF_Digital_Technology_Summary_of_Recommendations.pdf</a>	1,2,4,8,9,10
Breakfast Club (Free for disadvantaged pupils) and Homework Club (free for all)	Additional access to support and allow for more flexible times for pick up for parents.	1,2,4,5,6,9,10
Access to curriculum and extra-curricular  Trips, music lessons, sports club subsidies	Access for all pupils to education	3,5,6,8,9,10
Support in engaging in all areas of the curriculum  Food Tech Vouchers, GCSE art packs, revision guides, texts books, DofE funding	Access for all pupils to education.	9,10
Access to school – curricular and extra-curricular  Uniform Vouchers. Second hand uniform (Brand new quality) availability. Purchasing of	Access for all pupils to education.	9,10

<p>additional resources – gum shields, shin pads, football boots, trainers, calculators, stationery.</p>		
<p>Providing Sanitary Products for at home</p> <p>Always Period Project and government funding</p>	<p>Provides all pupils with starter kits. It also provides additional packs of towels for disadvantaged pupils to take home.</p>	<p>6,9,10</p>
<p>Increase number of disadvantaged pupils attending extra-curricular activities</p> <p>Investigate barriers to attending extra-curricular clubs. Look at patterns of when disadvantaged pupils attend clubs. Ask form tutors to promote with pupils and discuss any barriers including providing journey home after extra-curricular clubs if suitable via public transport.</p>	<p>Attendance at clubs by disadvantaged pupils is lower than the % of disadvantaged pupils. Approx. 15-18% of pupils attending extra-curricular clubs.</p>	<p>5 (3,6,8,9)</p>

**Total budgeted cost: £ 199,000**

## **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 2020 to 2021 academic year.

For our Pupil Premium students, particularly disadvantaged students, the school has found continuing trend of lower attendance compared to non-disadvantaged students, higher SEMH needs for these students and although on average these students are making a year's progress through our GL testing, there is still a gap between non-disadvantaged and disadvantaged, however, this gap is not widening. For next academic year 2022/23, there will be administrative support/pastoral support for this focus.

Although not nationally reported, our SATs results illustrate the mirroring trend with our GL testing that the disadvantaged students are on average working below non-disadvantaged. The progress of this group is below National non-disadvantaged students showing the further impact that Covid has had on this group of students attainment and progress. This will continue to be a focus in 2022/23 with Maths and English intervention.

Our internal assessments using a standardised nationally benchmarked testing system for Maths and English during 2021/22 continues to show varying results for progress across the year groups for both non-disadvantaged and disadvantaged pupils. Similar to previous years, most year groups see the standardised age score for pupils in Maths and English increase from the period 2020/2021 to 2021/2022 or stay within a very small range. This means that on average pupils continued to make a whole year's progress. There are key areas that we will continue to prioritise for intervention to ensure pupils make accelerated progress through 2022/23 - predominantly focusing on Maths/English interventions and SEMH whole school and individual interventions.

The school, due to transition (from Middle to Secondary) currently has no entry point to the school in year 5 but the school has a legacy of our average disadvantaged profile on entry to the school in Year 5 lower than non-disadvantaged pupils. It is our priority to ensure this gap does not widen further and that we use evidenced driven (proven through data) intervention to ensure that these pupils make accelerated progress. Intervention this year has ensured that disadvantaged students continue on average to make a year's academic progress in Maths, English and Science.

The attendance of our disadvantaged pupils has for the last three years continued to be slightly below non-disadvantaged pupils. Our targeted approach is to use trained staff to build positive relationships with families of low or persistent absentee students. The school has focused on interventions for Social, Emotional and Mental Health as this was identified as a significant barrier for a number of these pupils in school. This focus through Pupil Premium funding, alongside the additional Covid catch up funding, has allowed our pastoral interventions to develop and we expect to see the attendance figures in the different pupil premium groups increase over the next few years as these interventions are embedded in our school. These include sport related interventions, art based therapies, Equine Therapy, alternative curriculum opportunities alongside our other internal provision of a pastoral officer, ELSA therapy, Lego Build to express and other interventions supported through our SEND department but funded through our Pupil Premium funding.

Our assessments demonstrate that pupil behaviour, wellbeing and mental health continued to be significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Behaviour, Wellbeing and Mental Health were already a key focus of our pupil premium strategy however, these have had to be developed significantly further to meet the additional needs we are facing. There is a renewed focus in our school on our restorative practice approach and meeting the needs of all individuals through the curriculum.

## 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*

Programme	Provider
Mindfit	Mindfit
Horse Therapy	Eagala

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Designated member of staff for Forces pupils</p> <p>Work with local RAF Henlow to support pupil needs.</p> <p>Purple Club-available for students that needed this support</p> <p>Prioritised access to Pastoral Officer and other interventions through Vulnerable Group Meetings</p> <p>Pupils are tracked and monitored academically as a separate group</p> <p>Well-being Trip to Grafham Water - focusing on team building, resilience and emotional support</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Service pupils performed in line with our non-disadvantaged pupils across all years in Maths and English.</p> <p>Attendance was in line with non-disadvantaged and above disadvantaged pupils.</p>