

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	658
Proportion (%) of pupil premium eligible pupils	
Disadvantaged pupils	17.3%
Service Pupils	4.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	21-22, 22-23 and 23-24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022

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

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,250
Recovery premium funding allocation this academic year	£18,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,000
Total budget for this academic year	£191,810
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

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.

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 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.
2	Our internal data and KS1 results show that some disadvantaged pupils join the school with lower attainment levels than Non-PP pupils in Literacy and Phonics on entry in year 5
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 overall several years illustrates transition of pupils from y4 to y5 and pupil's transition to upper school - often see a dip in attainment and SEMH concerns (supported by numerous psychological research) (https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/school-based-risk-factors/transitions/)
5	The attendance at clubs (particularly afterschool) of disadvantaged pupils is below non-disadvantaged pupils as noted by Ofsted. (due to Covid - extra curricular clubs have not taken place in 2020-21)
6	Our data have 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 on 'in-year' Forces pupils moves (particularly with the long-term proposal of closing RAF Henlow). This has decreased over the last year due to several factors; full years groups across most years, covid and the slow closing of RAF Henlow. This will continue to be a focus - predominantly for our Service Pupils.
8	Covid 19 – impact on learning and SEMH
9	A significant barrier to many of our disadvantaged pupils is the access to full curriculum barriers such as additional costs - food technology ingredients, specialised equipment, music lessons and trips.

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	Increase pupil's resilience and SEMH	Increased positivity towards school and learning - tracked by attendance and reward system

	Pupil's resilience and coping strategies developed to deal with the world around them. Tested through the PASS test	
4	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 pupil's feel confident on transition. Communication with parents. Measured – through parent responses	PP pupils transition well to Henlow Academy Good attendance and behaviour
5	Significant number of disadvantaged pupils attend at least 1 club per week. Measured by registers from clubs	High % of disadvantaged pupils attend extra-curricular activities. (At least in line with % of non-disadvantaged pupils)
6	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.
7	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.
8	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.
9	All pupils to have fair access to the whole curriculum and extracurricular activities	Disadvantaged pupils will have the access and ability to attend clubs, trips, food tech lessons and breakfast club.

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</p> <p>Focus on Engagement, Challenge, Feedback</p> <p>Focused on positive behaviours for learning (strategies) and enabling metacognition.</p> <p>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 meta-cognition. (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</p>	<p>1, 8</p>

	pupils at risk of not achieving the expected standard.	
<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 meetings and Vulnerable Groups meetings</p>	To raise the profile and awareness of Pupil Premium pupils. To ensure that their needs are being met	1,2,4,8
<p>Access to online homework Maths and English programme</p>	<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
<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
<p>Pupil Premium Lead, Pupil Premium Champion and</p>	To focus on these key areas as school priorities	Ensuring all challenges are being addressed

Head of Teaching and Learning (including CPD)		
Mastery Learning - White Rose Maths	EEF +5 Mastery approach challenges all pupils and ensures that support is given appropriately https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1,4,8
Relationship Policy (replacing behaviour policy) Staff have been given specific training on a restorative style approach (Paul Carlisle).	EEF +4 Behaviour Interventions - whole school approach	Supports all challenges
Homework re-launch and parental focus Use of google classroom	EEF +5	1,2,4,8

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

Budgeted cost: £ 102,000 (including Covid Recovery Premium £18,560)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Achievement for All changed focus of SEMH and pastoral structure	Focus on pupils with low attendance (SEMH linked) for disadvantaged pupils is below	3,4,5,8

(moving to Secondary provision)	<p>non-disadvantaged within the school and National non-disadvantaged pupils.</p> <p>EEF +4 Social and Emotional Learning</p>	
Read Write Inc Programme intervention	<p>Previous success with the scheme and recognised phonics programme</p> <p>(EEF Toolkit +5)</p>	2,4,8
<p>Additional Reading/Book Access for PP Pupils</p> <p>Subscriptions to library</p> <p>Christmas Books</p>	<p>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.</p>	2,4,8
<p>One to one and group interventions for Maths and English across all year groups using Covid Recovery Premium and Pupil Premium funding</p> <p>This currently provides the equivalent to 3 days a week of intervention sessions over the course of the year.</p> <p>Additional after-school intervention/subject clubs. – focus on ADPT, SGO, CLA and pupils that are underachieving.</p> <p>Additional sessions all year for y6's leading up to SATs</p>	<p>Target individual needs and support appropriately will improve and accelerate Maths and English progress (as shown by internal data published on website)</p> <p>Groups/Intervention EEF +4/+5)</p> <p>Reading Comprehension Intervention (EEF+6)</p>	1,2,4,8

Pastoral Officer	Support and help pupils develop resilience and ability to cope with life around them. Promote Good Mental Health and Resilience (EEF +4 Behaviour Interventions)	3,4,8
Additional Pastoral/Admin Support officer (Easter 2022 appointment)	Recruit additional pastoral officer. There has been a significant rise in SEMH cases and pupils needing support. (EEF +4 Behaviour 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
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	3,4,6,7,8

	<p>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.</p> <p>(EEF +4 Behaviour Interventions)</p>	
<p>Parent Meetings – PLAA and SGO</p> <p>Termly meetings with Form Tutor / HoY/PP Lead if appropriate</p> <p>Boxall profile will also be completed on each pupil to ensure appropriate support is in place SEMH.</p>	<p>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</p>	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 Trip -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</p> <p>(EEF +4 Behaviour Interventions)</p>	4,6,7

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. Fortnightly Vulnerable groups meetings for each year group</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</p>
<p>Purchase of additional ChromeBooks for subject/lunchtime club/homework use</p>	<p>Following the EEF toolkit guidance to enhance how technology is used to enhance learning, feedback and progress of pupils</p> <p>https://d2tic4wvo1iusb.cloudfront.net/ee-f-guidance-reports/digital/EEF_Digital_Technology_Summary_of_Recommendations.pdf</p>	<p>1,2,4,8,9</p>
<p>Breakfast Club (Free for disadvantaged pupils) and Homework Club (free for all)</p>	<p>Additional access to support and allow for more flexible times for pick up for parents.</p>	<p>1,2,4,5,6,9</p>
<p>Access to curriculum and extra-curricular</p> <p>Trips, music lessons, sports club subsidies</p>	<p>Access for all pupils to education</p>	<p>3,5,6,8,9</p>
<p>Support in engaging in all areas of the curriculum</p> <p>Food Tech Vouchers</p>	<p>Access for all pupils to education.</p>	<p>9</p>
<p>Access to school – curricular and extra-curricular</p> <p>Uniform Vouchers. Second hand uniform availability. Purchasing of</p>	<p>Access for all pupils to education.</p>	<p>9</p>

additional resources – gum shields, shin pads, football boots, trainers, calculators, stationery.		
Providing Sanitary Products for at home Always Period Project and government funding	Provides all pupils with starter kits. It also provides additional packs of towels for disadvantaged pupils to take home.	6,9
Increase number of disadvantaged pupils attending extra-curricular activities 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.	Attendance at clubs by disadvantaged pupils is lower than the % of disadvantaged pupils. Approx. 15-18% of pupils attending extra-curricular clubs.	5 (3,6,8,9)

Total budgeted cost: £ 192,000

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.

*During the Spring Term 2020/21, there was a National Lockdown and most pupils were accessing education through online home learning. Despite strategic and targeted approaches our disadvantaged pupils engaged less with this period of learning.

Our internal assessments using a standardised nationally benchmarked testing system for Maths and English during 2020/21 shows varying results for progress across the year groups for both non-disadvantaged and disadvantaged pupils. Most year groups see the standardised age score for pupils in Maths and English increase from the period 2019/2020 to 2020/2021 or stay within a very small range. This means that on average pupils continued (despite lockdown) to make a whole year's progress. There are key areas that we will be prioritising for intervention to ensure pupils make accelerated progress through 2021/22.

We continue to see 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.

Please see the data link for 2020/21 breakdown.

Due to 2019/20 and 2020/21 national lockdowns and impact of Covid some of the aims have not been fully realised as the impact of both lockdown and covid still within the school affect all subjects and support in the school. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy. Therefore they continue into this academic year. For example Achievement for All and our Chromebook initiative has been altered to fit the needs of the school.

The attendance of our pupil premium pupils has for the last three years continued to approximately slightly below non-pupil premium pupils. Our targeted Achievement for All programme focused on this and persistent absenteeism using 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 year as these interventions are embedded in our school

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were 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.

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	Egala
The Gap Counselling	JV Trauma Tools and Training

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?	Designated member of staff for Forces pupils Work with local RAF Henlow to support pupil needs.

Purple Club

Prioritised access to Pastoral Officer and other interventions through Vulnerable Group Meetings

Pupils are tracked and monitored academically as a separate group

Planned Trips and other activities to support Forces pupils (however due to covid were postponed)

What was the impact of that spending on service pupil premium eligible pupils?

Service pupils performed in line with our non-disadvantaged pupils across all years in Maths and English.

Attendance was in line with non-disadvantaged and above disadvantaged pupils.

