

# Pupil Premium Strategy Statement

## Henlow Church of England Academy

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	601
Proportion (%) of pupil premium eligible pupils	Disadvantaged 20.3% Forces 2.3%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	24/25 <b>25/26</b> 26/27
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs C Earp
Pupil premium lead	Mrs J Gregory
Governor / Trustee lead	Mr P Moore

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,240
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£161,240</b>
<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	

# 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. Using the EEF tiered approach; 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 alongside other academic research on inclusion. 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 overarching strategy allows for an approach that 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 are set
- act early to intervene at the point need is identified

With a core belief of inclusion throughout the school, the school uses academic research to ensure barriers are removed for all learners. For Pupil Premium students this includes a 'universal design for learning' (CAST 2018), communication friendly spaces (Jarman, 2009), and the school operates as a Attachment Aware School (<https://bit.ly/39Q4Asr>) and Trauma Informed School (<https://www.traumainformedschools.co.uk/>).

The school is acutely aware of the current Cost of Living crisis and how this is affecting many families nationally. The school is committed to supporting our students and their parents/carers through this period and is always seeking additional provision (financial and SEMH) being made available and sourced through local/national funding to help support our families.

The school has used the EEF 5 point plan to develop and sustain an effective pupil premium strategy. Using a wide range of data to diagnose pupils' needs and identify barriers (including attendance data, attainment and progress data, achievement and behaviour data, feedback from staff, students and families alongside research and curriculum information). The EEF provides strong evidence for our strategy alongside research regarding inclusion, attachment, and trauma. The tiered approach has guided our delivery of the

strategy. The school has developed more robust measures to monitor and track impact of interventions. This will be reviewed throughout the year and modified where appropriate. SLT and governors have reviewed this strategy to ensure key stakeholders understand their role in the strategy. Training and support information is given regularly to all staff regarding Pupil Premium.

#### Context:

Our school is a recently transitioned Secondary School (Year 7-11) following the government initiative of moving Central Bedfordshire from a 3 tier system to a 2 tier system. This is still causing turbulence in Central Bedfordshire particularly in our area (Shefford/Stotfold) where some schools have transitioned and others have not yet. The school site also has Meppershall Academy (part of Poppy Hill Trust) Year 5 and 6 on site.

#### Update 24/25:

The school challenges have remained the same on review of 24/25. We have undertaken a significant provision review of our interventions. Reading Plus is being re-launched using different timings of the day to access intervention. Academic interventions will be completed by current teaching staff rather than bought in tutors. We are trialling a new intervention 'Tackle Life' with a group of Y10 students with the Blues Foundation in the Spring Term. This focuses on preparing these students for Y11 and beyond.

The school has been accepted onto Central Bedfordshire's 1 year pilot scheme with ARC (Attachment Research Community) supporting the further development in the school's focus on attachment and trauma informed training for all staff. This will begin in January 2026.

The school has planned a programme of Reading initiatives to support the DfE's National Year of Reading 2026 with the central aim to support disadvantaged students to engage in reading and to develop a life-long love of reading.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Our attendance data for 24/25 shows, on average, our Pupil Premium (disadvantaged) student attendance is below National figures for students who do not qualify for Pupil Premium. The same is true for Persistent Absence of Pupil Premium (disadvantaged) students.</p>
2	<p>Attainment and Progress is below Non-disadvantaged students on entry to school.</p> <p>On entry to school, pupil premium students profile, on average, as working below age related expectations (through SATs results and GL baseline testing).</p>

	<p><b>Entry Profile</b></p> <p>25-26</p> <p>Year 7 Entry profile 30 PP students (Disadvantaged)</p> <p>SATs reading 63% of students are working at the expected standard or above</p> <p>SATs Maths 50% of the students are working at the expected standard or above.</p> <p>24-25</p> <p>Year 7 Entry profile 31 PP students (Disadvantaged)</p> <p>SATs reading 54% students are working at the expected standard or above</p> <p>SATs Maths 32% students are working at the expected standard or above</p> <p><b>Year 11 GCSE results</b></p> <p>There are no progress measures for the 24/25 GCSE results. Attainment 8 is below non-disadvantaged National figures for this group of students.</p> <p>The 23/24 GCSE results show disadvantaged students with a progress score of -1.1.</p>
3	<p>Student engagement in whole school</p> <p>Ensure Pupil Premium access extra-curricular activities, engage with the school community and feel a sense of belonging.</p>
4	<p>Parental/Carer engagement</p> <p>The number of PP parents/carers attending parents evening is lower than non-pp parents/carers</p>
5	<p>Cost of living - access to education barriers</p> <p>The National cost of living crisis has had a significant impact on our disadvantaged students with considerably more families accessing uniform support, food bank referrals and general support requests.</p>
6	<p>A high percentage of our Pupil Premium students are profiling with SEMH needs. This can be seen in the number of additional referrals for interventions each year. There has also been a significant increase in the number of Pupil Premium students with Adverse Childhood Experiences</p>
7	<p>Due to the current climate of change of age range of school phases in Central Bedfordshire, the school has noted a high mobility of Pupil Premium students transitioning into the school. In the year 23/24, 27.2% of students joining during the year or joined a year group (not Year 7 as a typical transition) in September were Pupil Premium. This equated to 24 students. In the 24/25 year this figure is 36.6% (15 students) who have joined as an in year admission or who have transitioned to a year group without an intake.</p>

## 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
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<p>Attendance - Pupil Premium students attendance is in line with non-pp students aspirations (School target 95%)</p> <p>Reduce the number of Pupil Premium students who are classed as Persistent Absent</p>	<p>Pupil Premium students on average achieve school target of 95%</p> <p>Number of students who are classed as persistent absentees reduces (shown in data)</p>
<p>Pupil Premium students on average make more than a year's progress in an academic year in Maths and English</p>	<p>GL data in English and Maths will show a positive value (above 0) on average standardised age score progress</p> <p>GCSE results for disadvantaged students are in line with non-disadvantaged students. Progress and Attainment.</p>
<p>Parental Engagement increases of Pupil Premium students. Build a strong relationship between home and school for Pupil Premium families</p>	<p>All Pupil Premium students parents/carers attend at least one tutor/subject consultation a year</p> <p>Increase in attendance</p>
<p>Pupil Premium students fully embrace all the opportunities at Henlow Academy</p>	<p>All PP students engage in at least one extra-curricular activity a term</p> <p>All PP students attend all trips/events planned for their year group during school time</p>
<p>Pupil Premium families feel they can allow their child to fully engage with school without financial barriers</p>	<p>All PP students fully access Food Technology and any lessons with a cost involved.</p> <p>All PP students fully engage in trips and events that take place during school time</p>
<p>Pupil Premium students have a wealth of resources and support provided to support their Social, Emotional and Mental Health needs</p> <p>Pupil Premium students and all student benefit from a trauma informed approach to school life</p>	<p>Students feedback</p> <p>Testing to assess pupils SEMH needs at the beginning of the year will show data improves by the end of the year</p> <p>Successful programmes of intervention to support ACE's</p> <p>Behaviour approach is trauma informed seen through systems, training and interactions in school between students and staff</p>
<p>Provide successful support for in year transition for Pupil Premium students</p>	<p>Feedback from students and families</p> <p>Students transition successfully (seen in attendance data, attainment progress, achievements and behaviour)</p>

## Activity in this academic year

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

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

Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD internally and externally (NPQ courses, SEND training, subject specific courses) WALTHRUS programme <a href="https://walkthrus.co.uk/">https://walkthrus.co.uk/</a> through faculty delivery following success of SSAT 2 year programme	Continue to develop and improve Quality First Teaching for all (EEF Toolkit +7)  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</a> (EEF toolkit +2)	1,2,3,6,7
Trauma informed training for all staff during September inset	Strategies of how to target and support PP pupils in class shared including focus on feedback and meta-cognition. (EEF +6) <a href="https://researchschool.org.uk/hisp/news/my-metacognition-takeaways">https://researchschool.org.uk/hisp/news/my-metacognition-takeaways</a>	
Attachment Research Community Pilot Project (ARC)	Collaborative Learning Approaches (EEF +5)  <a href="https://the-arc.org.uk/research-and-reports">https://the-arc.org.uk/research-and-reports</a>	
Mastery Learning - White Rose Maths (all years)		
Relationship and behaviour Policy - restorative practice approach		
Homework approach - rewards based	Metacognition and self-regulation (EEF +7)	
Heads of Department to analyse PP data and implement support for staff through CPD, meetings and resources. HoD to discuss	Individualised instruction (EEF +4)  Feedback (EEF +6)	1,2,3,4,5

<p>individuals as appropriate with staff.</p> <p>Underperforming disadvantaged students contacted early by teachers</p> <p>Increase awareness of PP pupils. Different initiatives being run for PP pupils including events, trips.</p>	<p>Relationship and understanding needs. (Trauma and Attachment Aware)</p>	
<p>Additional Maths and English groups in year 11.</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>Reduce Class size (EEF +2)</p> <p>Individualised instruction (EEF +4)</p> <p>Relationship and understanding needs. (Trauma and Attachment Aware)</p>	1, 2,3,7
<p>Mid-Year reviews (after interim reports). Tutors meet with each PP student following reports to go through and identify targets and any need for support.</p> <p>Followed by PP Lead meetings with Form Tutors to look at Report data to ensure correct support and challenge is being given to the pupil.</p> <p>Feedback to parents</p> <p>This will be termly for CLA/PLAA/SGO pupils – through year team meetings and Vulnerable Groups meetings</p>	<p>EEF 5 point strategy - identify/ diagnose needs of students. Using evidence to support this.</p> <p>Relationship and understanding needs. (Trauma and Attachment Aware)</p> <p>Parental Engagement</p> <p>EEF +4</p>	All
<p>Access to online eLibrary programme</p> <p>Supporting Reading comprehension and phonics</p> <p>Form time - class reading with tutor from eLibrary - exposing all students to wider reading</p> <p>Set for homework also</p> <p>Literacy focus - reading</p>	<p>Phonics and Reading comprehension</p> <p>EEF +6</p>	2,3

Investing in subject specific novels. Work with Literacy Lead on National Reading Year 2026 initiatives.		
GL Testing Tracking and monitoring of pupils through KS3 Progress – academic and pastoral  English, Maths and Science Standardised tests allow for an accurate nationally measured progress measure to take place between y7-9. Use of data to inform teaching, feedback and planning.  Pastoral test for all year groups  PASS test - Pupils attitude to school and self	EEF 5 point strategy  Step 1 Diagnose your pupils' needs  Step 2 Use strong evidence to support your strategy	1,2,3,6,7
Pupil Premium Lead, SGO/PLAA Designated teacher and Head of Teaching and Learning (including CPD)	To focus on these key areas as school priorities using the 5 point EEF PP strategy	Ensuring all challenges are being addressed
Mastery Learning - White Rose Maths	EEF +5  Mastery approach challenges all pupils and ensures that support is given appropriately <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/mastery-learning">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/mastery-learning</a>	2,3
Relationship Policy (replacing behaviour policy) 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.	Behaviour Interventions - whole school approach  EEF +4  Trauma and Attachment Aware Relationship focused	Supports all challenges
Homework  Use of Edulink and Google Classroom (ensuring technology is accessible to all)	EEF +5	2,3,4

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

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p> <p>Focus on pupils with low attendance(SEMH linked) for disadvantaged pupils is below non disadvantaged within the school and National non-disadvantaged pupils.</p>	<p>Parental Engagement EEF +4</p> <p>Behaviour interventions EEF +4</p> <p>Social and Emotional Learning EEF +4</p>	<p>1 (and potentially all challenges)</p>
<p>Reading Plus intervention and other literacy interventions</p> <p>Additional Reading/Book Access for PP Pupils Subscriptions to library Christmas Books</p>	<p>Recognised phonics programme (EEF Toolkit +5)</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>	<p>1,2,3,5</p>
<p>One to one and group interventions for Maths across all year groups</p> <p>Intervention by a Qualified teacher.</p> <p>Additional after-school intervention/subject clubs. – focus on ADPT, SGO, CLA and pupils that are underachieving.</p>	<p>Small Groups/Individual Intervention EEF +4/+5)</p>	<p>1,2,3</p>
<p>Easter school for Y11's</p> <p>(focus on disadvantaged students attending)</p>	<p>Summer Schools EEF (+3)</p>	<p>2,3</p>
<p>Family support workers (part PP funded)</p> <p>Support and help pupils develop resilience and ability to cope with life around them working with their families where appropriate. Promote Good Mental Health and Resilience.</p> <p>Support Student Development Centre students</p>	<p>EEF +4 Behaviour Interventions</p> <p>Social and Emotional Learning EEF +4</p>	<p>1,3,4,5,6</p>

<p>Admin Support officer for PP</p> <p>Complete Admin work regarding intervention and track impact.</p> <p>Report findings to PP Lead.</p> <p>Lead communication to PP families</p> <p>Source support for Cost of Living Crisis. Compile publications of support to be communicated to parents e.g SEMH</p>	<p>EEF 5 point strategy</p> <p>Step 4 Deliver and monitor your strategy</p> <p>Behaviour Interventions</p> <p>EEF +4</p> <p>Parental Engagement</p> <p>EEF +4</p>	<p>1,3,4,5,6</p>
<p>Mindfit</p> <p>Outsourced to a company who work with small groups of pupils to focus on attendance, SEMH, resilience, anger management etc</p>	<p>Behaviour Interventions</p> <p>EEF +4</p> <p>Social and Emotional Learning</p> <p>EEF +4</p>	<p>1,3,4,6</p>
<p>Horse Therapy</p> <p>Targeted at PLAA, SGO and CLA predominantly. Equine Therapy to support pupils dealing with a variety of attendance or SEMH issues</p>	<p>Behaviour Interventions</p> <p>EEF +4</p> <p>Social and Emotional Learning</p> <p>EEF +4</p>	<p>1,3,4,6</p>
<p>Counsellor</p> <p>Trauma/Bereavement</p> <p>Drawing and Talking sessions</p>	<p>Behaviour Interventions</p> <p>EEF +4</p> <p>Social and Emotional Learning</p> <p>EEF +4</p>	<p>1,3,4,6</p>
<p>Alternative Learning style Projects - Wise Wood Project</p> <p>Ceramics/Art Based therapies</p> <p>Outsourced to companies who work with small groups of pupils (and their families) to focus on attendance, SEMH, resilience, anger management, bereavement etc</p>	<p>Behaviour Interventions</p> <p>EEF +4</p> <p>Arts Participation</p> <p>EEF +3</p> <p>Social and Emotional Learning</p> <p>EEF +4</p>	<p>1,3,4,6</p>
<p>Support Young Carers – SEMH and academic</p> <p>Young Carers club Homework Club- young carers targeted to attend.</p> <p>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</p>	<p>Behaviour Interventions</p> <p>EEF +4</p> <p>Social and Emotional Learning</p> <p>EEF +4</p>	<p>1,3,4,6</p>

child in the home. This club offers additional support for these pupils.		
PLAA and SGO Termly meetings with Form Tutor / HoY/PP Lead if appropriate  Boxall profile will also be completed if needed 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
Use of intervention to support disadvantaged students struggling or at risk of suspension or permanent exclusion Restart  Brook (SEMH)  Blues Foundation - 'Tackle Life' 10 week programme	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-internal-alternative-provision-for-students-at-risk-of-persistent-absence-or-exclusion">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/understanding-the-use-of-internal-alternative-provision-for-students-at-risk-of-persistent-absence-or-exclusion</a>  Behaviour Interventions  EEF +4   Social and Emotional Learning EEF +4	1,2,3,4,6
Designated member of staff for Forces pupils Work with local RAF Henlow to support pupil needs.  Purple Club - lunchtime club for forces and ex-forces pupils  Purple Club Trips -to build and establish relationship and an awareness of other forces pupils in the school  From Service Premium Funding to offer additional support for pupils where necessary SEMH support	Behaviour Interventions  EEF +4  Social and Emotional Learning EEF +4	1,3,6
Transition support (Teacher and Pastoral/Admin)  Due to the number of PP students transitioning during the academic year	Behaviour Interventions  EEF +4  Social and Emotional Learning EEF +4  Parental Engagement  EEF +4   Trauma and Attachment Aware	7  (and all to an extent)

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

Budgeted cost: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly team meetings by Heads of Year with tutors. Weekly Vulnerable groups panel meetings - SENDCo, Deputy Head Pupil Engagement and Assistant Head - PP/Interventions SEMH support of Vulnerable Pupils including PP Pupils  Targets well-being and understanding of pupils SEMH	EEF 5 point strategy  Step 1 Diagnose your pupils' needs Step 3 Develop your strategy Step 4 Deliver and monitor your strategy	All
Breakfast Club (Free for disadvantaged pupils) and Homework Club (free for all)	Homework EEF +5  Parental engagement EEF +4  Cost of living support	1,3,4
Access to curriculum and extracurricular Trips, music lessons, sports club subsidies	Access for all pupils to education	1,3,4,5,6
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.	1,3,5
Access to school – curricular and extra-curricular Uniform Vouchers. Second hand uniform (Brand new quality) availability. Purchasing of additional resources – gum shields, shin pads, football boots, trainers, calculators, stationery. Community Locker scheme Food Bank referral from school  Providing Sanitary Products for at school and home	Access for all pupils to education.	1,3,5

	Availability of sanitary resources in toilets, with designated members of staff and in community lockers.. To increase attendance	
Increase the number of disadvantaged pupils attending extra-curricular activities including music lessons. Supported by form tutors	<p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/arts-participation">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/arts-participation</a> (Arts participation +3 EEF toolkit)</p> <p><a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/physical-activity">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/physical-activity</a> (Physical activity clubs +1 EEF toolkit)</p>	1,3,5
Parental Engagement (and School communication) more accessible access to Pupil Premium families  Google forms - more user friendly contact Additional contact by teachers for disadvantaged students Calendar shared early with parents/carers Disadvantaged students' parents/carers contacted where appropriate to support parents evening booking	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement</a> (+4 EEF toolkit)	4 (and all challenges to some extent)

**Total budgeted cost: £162,000**

## Part B: Review of the previous academic year (3 year review of strategy)

### Outcomes for disadvantaged pupils

Challenge Number	Detail of Challenge	Intended Outcome and Success Criteria	Actual Outcome Evidence Next steps
1	Our internal data (CATs and GLs) and KS2 results	Improved progress rates in Maths and Reading of disadvantaged pupils	During the years 21/22 and 22/23, our in house assessment

	<p>show that some students who are disadvantaged join the school in Year 7 with lower attainment levels than Non-disadvantaged pupils. This can be seen in a continuing data trend.</p>	<p>Progress and attainment measured 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.</p>	<p>system using GL shows, on average, disadvantaged students making at least a year's progress of learning, often performing above non-disadvantaged. Students on average, however, attainment wise are still working below non-disadvantaged students.</p> <p>During the year 23/24, the GL results on average, show a more varied result. In a number of year groups disadvantaged students make at least a year's progress in Maths and English. On the ones that do not, attendance is a contributing factor to progress.</p> <p>During the year 24/25, the GL results show on average across y7 to y9 that all students including disadvantaged students are making a year's progress in line with their cohort. Those students who do not are targeted for specific focus/intervention the next year. Next steps: Relaunch Reading Plus. Launch Literacy Programme - supporting the</p>
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			National Year of Reading. Develop mentor system for supporting Maths. Continue to develop SEMH strategies within school - specifically focusing on resilience and learning behaviours. Focus on supporting students and their families who struggle with attendance.
2	Our internal data shows a significant increase in the number of students and their families needing to access additional support for their Social, Emotional and Mental Health.	Increase pupils' resilience and SEMH Pupils' resilience and coping strategies developed to deal with the world around them. Tested through the PASS test Increased positivity towards school and learning - tracked by attendance and reward system	A considerable number of SEMH interventions have taken place to support students. These include Horse Therapy, Boxing Saves Lives, Dan Gaze Mentoring, Mindfit, Wisewood Greensands Trust projects, Mindful Art, Football mentoring, and restart. These focused on resilience, self esteem and developing relationships. Feedback from students/families was very positive and impactful. With certain older students, the impact of these interventions and relationships they have developed can be seen in positive choices they are making as they move towards their GCSEs.  During the 24/25 academic year these interventions continued. For 25/26, interventions such a 'Tackle Life' through the Blues foundation and a Drawing & Talking programme has been introduced.
3	During the transition between year 6 and year 7 the school has seen	Continuing to strengthen transition points for the school for Disadvantaged pupils Staff to be fully aware of Disadvantaged Pupils as they	A new head of year has been appointed to Year 7 with the specific focus on transition from Primary to Secondary.

	<p>a trend in a dip in attainment of students - this is often seen more in disadvantaged students. There has also been an increase in SEMH concerns (supported by numerous psychological research). The school currently has high mobility of students joining the school across all year groups. A higher % of the disadvantaged joiners need additional support through our SEMH programmes. (<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>)</p>	<p>join Henlow Academy. Transition events take place so pupils feel confident on transition. Communication with parents. Measured – through parent responses</p> <p>PP pupils transition well to Henlow Academy Good attendance and behaviour</p>	<p>Important key data and information is collected from primary schools in order to place students in form groups before joining in Year 7. The current year 7's transition has been very successful. Additional information evenings and parents evenings have been put in place early in the Autumn term to support transition.</p> <p>24/25 - Transition for new Year 7's was a priority with key new y7 starters families being met with our Head of year 7/SEND team, before the start of the academic year. The particular focus was predominantly on attendance and those with low attendance during their primary education.</p> <p>Next steps: Continue to develop this y6-y7 transitional role.</p>
4	<p>The attendance at clubs (particularly after school) of disadvantaged pupils is below non-disadvantaged pupils as noted by Ofsted.</p>	<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>	<p>Attendance in 23/24 In most year groups only 1 or 2 PP students did not attend a club in the year.</p> <p>24/25 Form tutors focused on encouraging PP students to attend clubs and activities. Where students did not attend - interventions such as mindfit and boxing were prioritised for these students.</p> <p>Next steps: continue with programmes</p>

5	<p>Our data has identified that disadvantaged pupils on average have lower attendance than non-PP pupils – across all year groups. The disadvantaged figures were above National % attendance in 2022/23 however still below non-disadvantaged students.</p>	<p>Pupil Premium groups in line with Non Disadvantaged pupil's attendance. Measured by data</p> <p>Disadvantaged pupils' attendance increases and is significantly above National Disadvantaged attendance levels, particularly persistent absentees.</p>	<p>In 21/22 and 22/23 the attendance of disadvantaged students were above the national average. In 23/24 the attendance of disadvantaged students fell below national figures. On further data interrogation, in year joiners and students joining not at typical transitional points significantly affected this. Attendance - Pupil Premium attendance officer recruited to work directly with target families. Family support officers recruited for 24/25 to work directly with target students and their families. Vulnerable groups meeting focus. 24/25 update - attendance for disadvantaged students continues to be below National average. New measures of transition meetings and further family support put in place by attendance team.</p>
6	<p>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</p>	<p>Designated Pupil Premium Lead and Head of Year 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>	<p>Due to the change in the 3-tier to 2-tier system in Central Bedfordshire this continues to be a focus due to the high numbers of PP students transitioning. Head of Year and Attendance officer (where appropriate) meet with any students (and their families) wishing to join the school. Structured in-year transition programme put in place to support.</p>

	Henlow). Due to a transitioning school there are also places available in some year groups.		
7	Covid 19 – impact on learning and SEMH.	<p>Identify and close gaps in learning for disadvantaged pupils – due to COVID.</p> <p>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>	<p>During the years 21/22 and 22/23, our in house assessment system using GL shows, on average, disadvantaged students making at least a year's progress of learning, often performing above non-disadvantaged. Students on average, however, attainment wise are still working below non-disadvantaged students.</p> <p>During the year 23/24, the GL results on average, show a more varied result. In a number of year groups disadvantaged students make at least a year's progress in Maths and English. On the ones that do not, attendance is a contributing factor to progress.</p> <p>During the year 24/25, the GL results show on average across y7 to y9 that all students including disadvantaged students are making a year's progress in line with non-disadvantaged students - however, their attainment data is lower due to their initial start point. Those students who do not are targeted for specific focus/intervention the next year.</p> <p>Next steps:</p>

			<p>Continue to develop SEMH strategies within school - specifically focusing on resilience and learning behaviours.</p> <p>Focus on supporting students and their families who struggle with attendance.</p>
8	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.	<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>	<p>A more accessible letter sent out to Pupil Premium families 3 times a year. Links to how they can request various support or they can email directly.</p> <p>Food technology voucher and trip participation high from Disadvantaged students.</p> <p>Next steps: Continue strategies of support</p>
9	Cost of living crisis (National)	<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>	<p>Vulnerable group meetings share and profile families/students who may need additional support (financially) with accessing the whole curriculum and school offering. Staff training on how the school can support students who are struggling for equipment etc.</p> <p>Higher uptake of staff providing stationery etc for students.</p> <p>School provides a considerable amount of stationery to students to support their learning and give access to the curriculum.</p> <p>Next steps: Continue raising the profile of Pupil Premium students and what the funding can provide to staff (and parents/carers).</p>
10	The school has seen a large increase in	School to have the provision for a number of staff to have bereavement training in order	Counsellor employed with specific experience in bereavement.

	significant bereavements or trauma for students. This has been higher for disadvantaged students than non-disadvantaged within the school.	<p>to support young people and their families during this time. Follow Winston's Wish best practice support.</p> <p>Students and families feel they have access to the support they need</p>	<p>The counsellor has been able to see 4 students every 6 weeks.</p> <p>Next steps:</p> <p>Due to increased demand - the counsellor can now see 8 students every 6 weeks.</p> <p>More staff training.</p>
11	Access to support and parent/carer uptake of resources, programmes and initiatives we offer. (RADY - 'Should I have to ask' training and Pupil Premium Conference 2023).	<p>Engagement and communication High uptake of offered initiatives and programmes so that parents/carers and students that qualify under a 'disadvantaged' Pupil Premium category feel they have full access to opportunities within the school</p> <p>Disadvantaged students attending trips and initiatives, having equipment, uniform, food tech ingredients etc</p>	<p>A more accessible letter sent out to Pupil Premium families 3 times a year. Links to how they can request various support or they can email directly.</p> <p>Food technology voucher and trip participation high from Disadvantaged students.</p> <p>Increased uptake in food bank referrals now this can be made via google forms.</p> <p>Significant increase in uniform requests.</p> <p>Next steps:</p> <p>Continue strategies of support as more requests have been made for these items than in previous years.</p>

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Equine (Horse) Therapy	Eagala
Mindfit	Mindfit
Mentoring	Dan Gaze
Mentoring	Crete
Boxing	Boxing Saves Lives
Counselling	Debbie Metcalfe
Wise Wood Project and Mindful Walks	Greensands Trust

## Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

Designated member of staff for Forces pupils Work with local RAF Henlow to support pupil needs - attending meetings and accessing support as appropriate and engaging in wellbeing opportunities run through RAF Henlow for the students. Purple Club-available for students that needed this support. Prioritised access to Pastoral Officer and other interventions through Vulnerable Group Meetings Pupils are tracked and monitored academically as a separate group

### The impact of that spending on service pupil premium eligible pupils

Service pupils made progress in line with our non disadvantaged pupils across all years in Maths and English measured through our GL data (Nationally benchmarked)

Any students that needed additional pastoral intervention were prioritised to receive this. This included mindfit, horse therapy, ELSA and other interventions.