



'I have come that they may have life,
and have it to the full.'
John 10:10

2023 – 2024 Pupil Premium Strategy

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	587 (December 2023)
Proportion (%) of pupil premium eligible pupils Disadvantaged pupils Service Pupils	17.4% 3.1%
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 2023
Date on which it will be reviewed	Autumn 2024
Statement authorised by	Mrs C Earp Head Teacher
Pupil premium lead	Mrs Jodie Gregory Assistant Head Teacher
Governor / Trustee lead	Mr K Callard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142648
Recovery premium funding allocation this academic year	£26711
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£169359

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.

Update: 2023/24

The school has now transitioned to a Secondary School (Year 7-11) following the government initiative of moving Central Bedfordshire from a 3 tier system to a 2 tier system. The school site also has Meppershall Academy (part of Poppy Hill Trust) Year 5 and 6 on site.

There has been an increase in SEMH provision including a bereavement and trauma counsellor and more focus on art and alternative therapies and programmes.

The school has heavily invested in further CPD for staff including 13 teaching staff who have completed or who are in the process of completing their NPQ's, Trauma Informed Teaching training for all staff, Equality/Diversity/Inclusion CPD and have begun a 2 year programme through the SSAT - Embedding Formative Assessment.

Following training a review of communication with Pupil Premium parents/carers has taken place focusing on uptake of different programmes and initiatives. A new information letter has been devised to boost the uptake of these resources and programmes available. Within a month of the letter being sent out there has been a significant increase in uptake including other initiatives such as Food Bank referrals.

Due to the high numbers of PLAA and SGO students within the school (alongside CLA students), an experienced teacher has been appointed to support the Pupil Premium Lead with the PLAA and SGO students ensuring that these students have access to a designated teacher.

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 (CATs and GLs) and KS2 results 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.
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.
3	During the transition between year 6 and year 7 the school has seen 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. (https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/school-based-risk-factors/transitions/)
4	The attendance at clubs (particularly after school) of disadvantaged pupils is below non-disadvantaged pupils as noted by Ofsted.
5	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.
6	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.
7	Covid 19 – impact on learning and SEMH.
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.
9	Cost of living crisis (National)

10	The school has seen a large increase in significant bereavements or trauma for students. This has been higher for disadvantaged students than non-disadvantaged within the school.
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).

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, Reading and Writing of disadvantaged pupils 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.
2	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
3	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. Measured – through parent responses	PP pupils transition well to Henlow Academy Good attendance and behaviour
4	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)
5	Pupil Premium groups in line with Non-disadvantaged pupil's attendance. Measured by data	Disadvantaged pupils' attendance increases and is significantly above National Disadvantaged attendance levels, particularly persistent absentees.

6	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	Good transition for vulnerable disadvantaged pupils and forces pupils with high mobility both at the start of the year and in-year transition.
7	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.
8	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.
9	Support our families both PP and Non PP through the cost of living crisis	All students be able to access the whole curriculum and school offering
10	School to have the provision for a number of staff to have bereavement training in order to support young people and their families during this time. Follow Winston's Wish best practice support.	Students and families feel they have access to the support they need
11	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	Disadvantaged students attending trips and initiatives, having equipment, uniform, food tech ingredients etc

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: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD Internally and externally</p> <p>Including a 2 year programme - SSAT - Embedding Formative Assessment Programme</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>Trauma Informed Training (6 hour programme for all staff)</p> <p>Equality, Diversity and Inclusion training</p> <p>NPQ programme - 13 staff members either completed or currently doing courses</p>	<p>Continue to develop and improve Quality First Teaching for all (EEF Toolkit +7)</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment (EEF toolkit +2)</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>1,2,3,5,6,7,10</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>1,2,3,5,6,7,11</p>

Underperforming disadvantaged students contacted early by teachers		
Additional Maths, English and Science groups in Year 10 and year 11.	Experienced members of staff with proven data track record for targeting these pupils and pupils at risk of not achieving the expected standard.	1, 9
Mid-Year reviews (after interim reports) 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	To raise the profile and awareness of Pupil Premium pupils and ensure that their needs are being met	1,3,5,9
Access to online homework Maths and online Reading/Library 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. Ability for pupils to do additional work that is supportive and challenging.	1,3,5,9,11
GL Testing Tracking and monitoring of pupils through KS2-KS3 Progress – academic and pastoral	Standardised tests allow for an accurate nationally measured progress measure to take place between y5 and y8. Use of data to inform teaching, feedback and planning	1,3,5,9
Pupil Premium Lead, SGO/PLAA Designated teacher 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	EEF +5	1,5,9

	<p>Mastery approach challenges all pupils and ensures that support is given appropriately</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	
<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>	<p>Supports all challenges</p>
<p>Homework re-launch and parental focus</p> <p>Use of Edulink and Google Classroom (ensuring technology is accessible to all)</p>	<p>EEF +5</p>	<p>1,3,5,9</p>

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

Budgeted cost: £ 95,000 (including Covid Recovery Premium £26,711)

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>EEF +4 Social and Emotional Learning</p>	<p>4,5,6,9,11</p>
<p>Reading Plus intervention and other literacy interventions</p>	<p>Previous success with the scheme and recognised phonics programme (EEF Toolkit +5)</p>	<p>3,5,9</p>

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.	3,5,9
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 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)	1,3,5,9
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)	4,5,9
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)	4,5,7,8,9
Mindfit	Outsourced to a company who work with small groups of pupils to focus on SEMH, resilience, anger management etc (EEF +4 Behaviour Interventions)	4,5,7,8,9
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)	4,5,7,8,9
Alternative Learning style Projects - Wise Wood Project	Outsourced to companies who work with small groups of pupils (and their	4,5,7,8,9

Ceramics/Art Based therapies	families) to focus on SEMH, resilience, anger management, bereavement etc (EEF +4 Behaviour Interventions)	
Support Young Carers – SEMH and academic	Young Carers club Homework Club- young carers targeted to attend. 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)	4,5,7,8,9
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
Use of alternative provision to support disadvantaged students struggling or at risk of suspension or permanent exclusion Restart Dan Gaze	https://www.centreforsocialjustice.org.uk/newsroom/what-the-evidence-tells-us-about-good-quality-alternative-provision EEF Alternative Provision	2,3,5,7,10
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 (EEF +4 Behaviour Interventions)	5,7,8

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly team meetings by Heads of Year with tutors. Fortnightly 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 Toolkit SEMH +4)	4,5,7,8,9,11
Laptop loaning scheme	Following the EEF toolkit guidance to enhance how technology is used to enhance learning, feedback and progress of pupils https://d2fic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Summary_of_Recommendations.pdf	1,3,5,9,10,11
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.	1,3,5,6,7,10,11
Access to curriculum and extra-curricular Trips, music lessons, sports club subsidies	Access for all pupils to education	4,6,7,9,10,11
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.	10,11
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	Access for all pupils to education.	10,11

Providing Sanitary Products for at school and home	Availability of sanitary resources in toilets, with designated members of staff and in community lockers.. To increase attendance	7,10,11
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 including providing journey home after extra-curricular clubs if suitable via public transport. Target specific students. Student focus groups to ensure an increase in attendance in extra-curricular activities	Attendance at clubs by disadvantaged students is lower than non-disadvantaged clubs https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation (Arts participation +3 EEF toolkit) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity (Physical activity clubs +1 EEF toolkit)	6 (4,7,9,10)
Parental Engagement (and School communication) More accessible access to provision PP Admin support to contact home Additional contact by teachers for disadvantaged students Calendar shared early with parents/carers	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement (+4 EEF toolkit)	11 (and all challenges to some extent)

Total budgeted cost: £ 170,000

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 2022 to 2023 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, progress for disadvantaged students is good across the year groups and is often higher than non-disadvantaged students.

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. The focus will remain on these students as they move into Year 7 (as well as new joining disadvantaged students) and will continue to be a focus in 2023/24 with Maths and English intervention.

Our internal assessments using a standardised nationally benchmarked testing system for Maths and English during 2022/23 show good results for progress across the year groups for both non-disadvantaged and disadvantaged pupils. The GL tests (y7, y8, y9) show that the interventions linked to Maths and English have been successful across the board. The general average progress of disadvantaged students (apart from in one subject in one year group) has been above a typical year group nationally. A typical year group would have an average progress score of 0 and the disadvantaged group, have produced a positive progress measure above this (expected progress score). This means that on average pupils continued to make at least a whole year's progress. The supports our focus on and success of intervention throughout this year using the NTP provision and additional Pupil Premium funding alongside an strategic and planned investment in CPD for all staff. There are key areas that we will continue to prioritise for intervention to ensure pupils make accelerated progress through 2023/24 - predominantly focusing on Maths/English interventions and SEMH whole school and individual interventions.

The attendance of our disadvantaged pupils has for the last three years continued to be slightly below non-disadvantaged pupils but above National figures for disadvantaged students. 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 internal assessments demonstrate that pupil behaviour, wellbeing and mental health needed to be a focus for this year. Some of this is 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. A significant number of alternative therapies and support have been accessed this year successfully including a Wise Wood Programme run through the Greensands trust to engage disadvantaged students. These will continue to be developed alongside our SEND, Pastoral and Behaviour team through our Vulnerable Groups team.

The employment of administrative support for Pupil Premium allowed more focus on ensuring that families received and had access to the support available. This will continue to be developed in 2023/24.

This year has been reviewed and amendments and new initiatives/programmes have been included in this document including 2 additional challenges of supporting bereavement students or those who have suffered significant trauma and also the challenge of engagement and communication with parents/carers of our disadvantaged students.

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
Wise Wood Programme	Greensands Trust

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 - attending meetings and accessing support as appropriate and engaging in wellbeing opportunities run through RAF Henlow for the students.</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>
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 measured through our GL data (Nationally benchmarked)</p> <p>Attendance was in line with non-disadvantaged and above disadvantaged pupils.</p>