

Pupil premium strategy statement 2018-19 Henlow Church of England Academy

1. Summary information					
School	Henlow Church of England Academy				
Academic Year	5-8	Total PP budget	£119,145	Date of most recent PP Review	Feb 2019
Total number of pupils	629	Number of pupils eligible for PP	141	Date for next internal review of this strategy	July 2019

2. Current attainment			
	<i>Pupils eligible for PP (Disadvantaged) at Henlow Academy</i>	<i>Pupils not eligible for PP (Non- Disadvantaged) (local authority average)</i>	<i>Pupils not eligible for PP (Non- Disadvantaged) (national average)</i>
% achieving in reading, writing and maths	24%	67%	70%
Progress in reading	2.7	-1.3	0.3
Progress in writing	-0.7	-1.2	0.2
Progress in maths	-0.4	-1.2	0.3

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Some pupils who are disadvantaged join the school with lower attainment levels than Non-PP pupils in Maths on entry in year 5. Average KS1 Point score for disadvantaged pupils is considerably lower than Non-Disadvantaged pupils. This can be seen in the last 3 year trend.
B.	Some disadvantaged pupils join the school with lower attainment levels than Non-PP pupils in Literacy and Phonics on entry in year 5
C.	Social, Emotional, Mental Health of pupils – increased number of pupils needing additional support in this area
D.	Transition of pupils from y4 to y5 and pupil's transition to upper school - often see a dip in attainment and SEMH concerns
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Disadvantaged pupils on average have lower attendance than non-PP pupils – across all year groups
F.	Mobility of pupils – particularly disadvantaged pupils coming from out of catchment schools in year. In year Forces pupils moves (particularly with the closing down of RAF Henlow).
3. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved progress rates in Maths of disadvantaged pupils Progress and attainment in Maths through in house testing and GL testing	Make progress in-line with peers of a similar starting point. They are at risk of continuing to make less progress each year and falling further behind.
B.	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
C.	Increase pupil's resilience and SEMH Pupil's resilience and coping strategies developed to deal with the world around them. Tested through the PASS test	Increased positivity towards school and learning
D.	Continuing to strengthen transition points for the school for Disadvantaged pupils Staff to be fully aware of Disadvantaged Pupils as they join Henlow Academy. Transition events to take place so pupil's feel confident on transition. Communication with parents. Measured – through parent responses	
E.	Pupil Premium groups in line with Non-PP pupil's attendance. Measured by data	
F.	Designated Pupil Premium Champion to contact previous school and help transition. Testing and support to be put in place as appropriate shortly after arrival	

4. Planned expenditure					
Academic year	2018/19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved progress in Maths and English for disadvantaged pupils	CPD Internally and externally Focus on Maths across the whole school, Maths teaching and Reading Internal additional CPD calendar for staff All staff completing Action Research to develop Quality first teaching in their classroom	Continue to develop and improve Quality First Teaching for all (EEF Toolkit +8) Strategies of how to target and support PP pupils in class shared including focus on feedback	Designated member of staff for CPD	CPD Lead	At end of the year – with SATs and GL Data
Improve focus on PP pupils within lessons to increase progress	Heads of Subject have one development strand/focus within their department for PP	Increase awareness of PP pupils. Different initiatives being run for PP pupils including events, trips.	Through curriculum plans – by Deputy Head of Curriculum Lesson Observations Analysis of project/strand	Deputy Head of Curriculum	July 2019
Increase progress	Specialist Maths teachers in specific Maths groups in Year 6 and targeted in y7 and year 8 Additional Maths support of Head of Subject rotating through in Year 5	Experienced members of staff with proven data track record for targeting these pupils and pupils at risk of not achieving the expected standard.	Tracked through data -2 rounds of mock SATs throughout year Tracked through GL data for KS3 and GCSE style tests in liaison with Upper School	Heads of KS2/3 Maths	July 2019

Increase progress and awareness of pupils for SEMH	Use of SIMs registers and pupil list of disadvantaged pupils available for all staff. Increase staff awareness and increase progress	Continue to develop and improve Quality First Teaching for all	Through Lesson observations and seating plans. Awareness of staff of these pupils at meetings.	PP Lead	July 2019
Mid-Year review of Pupil Premium Pupils – improve staff awareness and increase progress	PP Lead meet with Form Tutors to look at Report data and PASS test 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 profile and awareness of Pupil Premium pupils. To ensure that their needs are being met.	Review throughout the year	PP Lead	April 2019
SEMH support of Vulnerable Pupils including PP Pupils	Weekly team meetings by Heads of Year with tutors. Fortnightly Vulnerable groups meetings for each year group.	Targets well-being and understanding of pupils SEMH.(EEF Toolkit SEMH +4)	Successful programmes and interventions	PP Lead/ DH/SENDCo /Pastoral Lead/ HoY	July 2019
Increase progress and attainment	Access to online homework Maths and English programme	Allow differentiated homework to be set for pupils that responds to the needs of the individual. National Curriculum focused. Ability to set work from different years as appropriate	Tracking of usage Progress through programme and through end of year results – SATs and GL.	PP Lead	July 2019

Tracking and monitoring of pupils through KS2-KS3 Progress – academic and pastoral	GL Testing	Allow for an accurate nationally measured progress measure to take place between y5 and y8. PASS test – used to inform feelings towards school and learning. Pupils targeted for intervention by form tutor, pastoral team or HoY.	Use of data to inform Teaching and Planning	PP Lead/Head Teacher/DH	July 2019
Increase progress and attainment	Pupil Premium Lead and Head of Teaching and Learning (including CPD)	To focus on these key areas as school priorities	Performance Review	Head Teacher	November 2019
Increase opportunities for learning	Chrome book initiative	Increase potential for different learning opportunities. Whole school launch in y5 and y6 of Chrome books to support learning. Subsidised subscription for disadvantaged pupils	Review of Chrome book initiative	Deputy Head	July 2019
Total budgeted cost					£42,000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve attendance (and progress) of disadvantaged pupils	Whole school priority Focus group working on attendance Whole school initiative Disadvantaged pupil strand January review More focus needed on disadvantaged pupils. PP lead intervention. Protocol and letters sent out to parents – additional level of support.	Attendance for disadvantaged pupils is below non-disadvantaged within the school and National non-disadvantaged pupils.	School Priority focus group. Governor involvement. Regular whole governor updates	Deputy Head – Pastoral Engagement	April
Improve and accelerate Phonics/Reading Skills	Read Write Inc Programme intervention	Previous success with the scheme and recognised phonics programme	Tracking of data and progress of pupils	RWI TA supported by SENDCo	July
Increase pupil's motivation for reading for enjoyment	Subscriptions to library Christmas Books	For many disadvantaged pupils there is a literacy gap even by the age of 4. Evidence to support that success is linked to reading age.	Feedback from pupils and librarian	PP Lead/Librarian	January and July
Improve and accelerate Maths and English	One to one and group intervention	Target individual needs and support appropriately After-school for y6 and y7. Additional sessions all year for y6's leading up to SATs Year 8 Mentoring scheme for Y6 pupils in Maths leading up to SATs.	Tracking and data – GL measured against Non-PP pupils and progress of PP group	PP Lead	July
Support SEMH	Pastoral Officer	Support and help pupils develop resilience and ability to cope with life around them. Promote Good Mental Health and Resilience	PASS test – SEMH Referrals SEMH	PP Lead/Deputy Head	July

Support SEMH	School Counsellor	Support and help pupils develop resilience and ability to cope with life around them. Promote Good Mental Health and Resilience	PASS test – SEMH Referrals SEMH	PP Lead/Deputy Head	July
Support for Forces Pupils	Purple Club/Designated member of staff for Forces pupils Trips and other activities to support Forces pupils	To give additional support to pupils whose parent/s are in the armed forces (SEMH). Make staff aware of deployment of parents and put in additional support for these pupils.	Referrals – SEND Pastoral Meetings Feedback from parents.	PP Lead	July
Improve SEMH and behaviour/anger management	CHUMS football programme	To give selected pupils strategies and support in controlling their emotions and dealing with potentially challenging situations	Through feedback from CHUMs and pupils behaviour improving.	PP Lead	January
Review in January (from mid-year review) – Increase Reading Ages and progress in year 5 and year 6	Reading Eggs computer programme. To be run once a week for year 6 disadvantaged pupils then in May year 5 pupils will become the focus – to start Feb/March 2019	To give pupils additional support with their Reading Progress	Reading Progress scores in SATs will show impact.	PP Lead/KS2 Assistant	July/Sept

Support Young Carers – SEMH and academic	Young Carers club Also make staff aware of these pupils.	Many of the Young Carers at the school also fall under a Pupil Premium category as well. Many of these pupils do not have the support at home to do homework, they may have to support an adult or another child in the home. This club offers additional support for these pupils. Also make staff aware of these pupils.	Review – attendance, progress of this group of pupils.	Young Carer club lead	July
Total budgeted cost					£63,000
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Access to learning and support	Breakfast Club, Homework Club and 4:45pm club	Additional access to support and allow for more flexible times for pick up for parents.	Data on pupil's take up of offered clubs	PP Lead/ Assistant Head	July
Access to curriculum and extra-curricular	Trips, music lessons, sports club subsidies	Access for all pupils to education.	Data on pupil's take up of offered clubs	PP Lead	July
Support in engaging in all areas of the curriculum	Food Tech Voucher support	Access for all pupils to education.	Pupil's bringing food tech ingredients and be able to participate in lessons	PP Lead	July
Access to school – curricular and extra-curricular	Uniform Vouchers. Second hand uniform availability. Purchasing of additional resources – gum shields, shin pads, football boots, trainers, calculators, stationery.	Access for all pupils to education.	Review with staff that issue these items. Discussions with form tutors of pupil's needs.	PP Lead	July
Total budgeted cost					£15,000

5. Review of expenditure				
Previous Academic Year		2017-18 Budget £88,675 Spend £90,080		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Improved progress in Maths and English for disadvantaged pupils	CPD Internally and externally	SATs progressed increased across all areas for PP and non-PP pupils. Significantly in Reading for disadvantaged pupils. Progress GL data indicates the same findings in y5, y7 and y8. Staff engaged with the CPD points initiative to do extra CPD.	Very successful. Continue approach to CPD focusing on Maths and English development. Also increase the pastoral/SEMH/SEND CPD for next year to ensure staff are trained for the different needs of the pupils they teach.	£8,000
Increase progress	Specialist Maths teachers in specific groups in Year 5 and 6 and targeted in Year 7 and 8.	SATs results for disadvantaged pupils in Maths – progress increase. GL data indicates the same for other year groups.	Progress varied substantially between some groups in Year 6. This to be considered for next year's development.	Time
Increase progress and awareness of PP pupils	Use of SIMs registers and pupil list of PP pupils available to staff. Increase staff awareness and progress	Staff aware of PP pupils and their needs in their classes. Seen through lesson observations and book looks.	Continue to raise profile and remind staff of the use of SIMs to understand pupils needs better	Time
Provision Maps for Pupil Premium Pupils – improve staff awareness and increase progress Also SEMH of PP pupils	All PP pupils had provision maps to track their needs and support. This was updated at regular intervals	Raised profile of pupils in the school particularly engaged form tutors. Lesser effect with teaching staff. Meetings with form tutors re provision was very useful in making sure pupils were being tracked and supported appropriately.	For the time taken to complete the maps they are not as beneficial as they should be. Different approach for next year. This will run in the form of a mid-year review of PP pupils (more for PLAA/SGO pupils) to check progress and put in support where appropriate. This will be with the form tutor and PP Lead. Fortnightly meetings on Vulnerable pupils in school with each year group (developed at the end of 2018-19) will continue to make sure pupil's needs are being met.	Time
Increase progress and attainment	Access to online homework- Maths and English programme	Great feedback from parents. Used more in Maths than English. Allows staff to set homework that is relevant but not time consuming on marking and feedback as this is done online.	Continue into next year. Need to raise more awareness to parents of use. Usernames although cannot be full names to change (with permission) to identifiable usernames to allow staff to track pupils more easily. Encourage the use in English and Key Stage 3 more.	£3300
Tracking and monitoring of pupils through KS2- KS3 Progress	GL Testing	Shows progress across the 4 years where National testing cannot. Helps staff identify underperforming groups of pupils.	Continue to use. Map to own internal data system to GL for validity. HoD to share data and findings more widely.	
Increase progress and attainment	PP Lead and T&L Lead	Data shows the evidence of impact. Performance review measured also.	Continue but also make HoD responsible for PP development in their department.	£8,400

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve and accelerate Phonics and Reading Skills	Read, Write Inc Programme intervention	SATs data progress for Reading for disadvantaged pupils.	Continue next year as very successful. Look for similar packages for Maths.	£24,000
Increase pupil's motivation for reading for enjoyment	Subscriptions to library Christmas books	English GL scores show great progress across the 4 year groups of most pupils. Some categories need to be targeted further.	Continue for next year.	£1,200
Increased progress and attainment academically and development SEMH	Personalised Learning Programme	Successful for some areas. Difficult to show progress for some groups and track. With the timetable change to 6 lessons (from 5 a day) then with PL some staff felt like they were having to plan 7 different lessons a day. Consider staff-well being and school priorities.	PL to be run by Heads of Year next year rather than curriculum – with a focus on Reading.	£500
Improve and accelerate learning in Maths and English	One to one and small group intervention	Successful for disadvantaged targeted pupils particularly in year 6 Maths. Continue support for next year.	As well as 1-2-1 intervention there will be larger group intervention in Maths particularly in Year 6.	£6000
Support SEMH	Pastoral Officer	Very successful with helping with confidence and social/emotional issues both in school and out of school.	Continue for next year. Consider running more 'group' sessions to meet the needs of more and more pupils being referred.	£18,000
Support SEMH	School Counsellor	Positive improvement scores for all pupils attending sessions	Continue for next year.	£5,500
Support for Forces Pupils	Purple Club/Designated member of staff for Force pupils	Additional support given to SCE pupils. PP lead and designated staff member attended half-termly meetings with RAF Henlow to ensure a strong relationship and sharing of key information.	Continue next year. Also organise Forces pupil specific trips and outings. Continue to raise profile of these pupils in the school particularly when a parent is deployed.	£2,000
Support SEMH	Horse Therapy	Extremely beneficial support for the 6 pupils who attended. Helped keep pupils engaged in school and deal with behaviour and SEMH difficulties – positive ratings for pupils at end of course. Continued benefit.	Successful but potentially too costly for the benefit to such a small number of pupils. Also needed mini-bus and 2 members of staff for the afternoon each week.	£1,140
Support SEMH	CHUMs Football Therapy	Great programme that helped 8 pupils with behaviour and anger issues find strategies to cope.	This was a free programme. Continue to work with CHUMs to build a successful relationship to access vital resources.	Time

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Access to learning and support	Breakfast club, Homework Club and 4:45pm Club	This allowed PP pupils and other pupils access the school at more flexible times for parents to pick up and drop off. Pupils also were given support to complete their homework.	Although PP pupils did not attend the take up rate was not as high as expected. Continue for next year but advertise the clubs more often and clearly. Ask form tutors and subject staff to encourage PP pupils to attend. Consider an alternative to Breakfast club food as some PP pupils cannot attend due to buses – but do not have breakfast.	£4,040
Access to curriculum and extra-curricular	Trips, music lessons, sports club subsidies, events in school	Allowed PP pupils to access all areas of education. Good take up from PP parents of the support for funding.	Ask HoD to make sure PP Lead is aware of any trips/events in advance so this can be planned into budget. Continue with scheme. Ensure that it is clearly written for parents on letters.	£8,000
Improved attendance for disadvantaged pupils (from April)	ESLT focus, Review of whole school approach	Not enough impact made during this time. Clear focus for next year.	Attendance for the year 2018-19 is one of the school's 4 priorities with a clear strand of attendance particularly for disadvantaged pupils.	Time

6. Additional detail

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