

# Pupil premium strategy statement – Henley-in-Arden School

This statement details our school's use of pupil premium (and recovery 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	690
Proportion (%) of pupil premium eligible pupils	20.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022 – 2023 2023 - 2024
Date this statement was published	September 2021
Date on which it will be reviewed	July 2024
Statement authorised by	Mr J Roper Associate Headteacher
Pupil premium lead	Mr M Pearson Assistant Headteacher
Governor / Trustee lead	Dr K Williams Link Governor

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,312.00
Recovery premium funding allocation this academic year	£33,672.00
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£nil
<b>Total budget for this academic year</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>	£179,984.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Henley-in-Arden School, we want all students, regardless of disadvantage to receive the same opportunities, support and experiences to enable them to succeed into the next stage of their education or employment. We aim to raise aspirations and offer a broad range of opportunities for our disadvantaged students. Research has shown that disadvantaged students have been worst affected by partial school closures and the demands placed upon young people through periods of self-isolation (Russell Viner UCL Great Ormond St. Institute of Child Health). We have drawn upon the research conducted by the Education Endowment Foundation on the strength of effective practices in creating a robust and effective plan to make a difference to the lives of the students in our care. Our plan focuses on implementing and reviewing carefully selected provision that will make a difference: PUSH Strategy through Quality First Teaching, targeted academic support and mentoring, parental engagement, careers and post-16 guidance and a focus on improving literacy and raising reading ages.

## Challenges

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

Challenge number	Detail of challenge
1	To reduce the gap of attainment between PP and non PP students in the exam year 2022-23
2	To improve the literacy levels of PP students across the school
3	To ensure that students are supported to meet Henley-in Arden's high expectations about behaviour for learning and be ready for the next steps of their lives.
4	To significantly reduce persistent absence and ensure that students are supported to attend school
5	To ensure that PP students improve their Cultural Capital and have equal opportunities of enrichment trips than non PP students.
6	To ensure that help and referrals are there to support students mental and emotional wellbeing.

## 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
<p>Improve pupil progress and outcomes for all and especially for key cohorts.</p>	<p>PP students to achieve, or exceed, 4+ basics, in line with national average for all students.</p> <p>PP students to achieve, or exceed, P8 averages, in line with national averages for all students.</p> <p>PP students to achieve, or exceed, ATT8 averages, in line with national averages for all students.</p>
<p>To improve literacy levels so that students can access the whole curriculum.</p>	<p>PP students to achieve, or exceed, 4+ basics, in line with national average for all students.</p> <p>PP students to achieve, or exceed, P8 averages, in line with national averages for all students.</p> <p>Standardised reading scores are in line, or above, national averages.</p>
<p>Improve pupil behaviour for learning and engagement in lessons in order to impact positively on progress and improve the proportion of students achieving the national standard or above in English and Maths.</p>	<p>Reduce the number of behaviour incidents logged for PP students and bring in line with average for all students.</p> <p>Improved parental engagement, evidenced by parental meeting records and parent meetings</p> <p>Increased engagement is evident in lesson observations, learning walks, access to the curriculum and progress.</p>
<p>Improve attendance levels</p>	<p>PA rate for PP will be in line, or lower than national averages</p> <p>PP students will achieve, or exceed, attendance percentages in line with national averages</p>
<p>Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience. To improve aspirations in order to secure post 16 destinations.</p>	<p>For all year 10 PP students to be offered the opportunity to achieve the DofE Bronze award FOC</p> <p>Offer PP pupils at least 50% off all trips</p> <p>100% of PP students attend a meeting with the careers officer in year 11.</p> <p>Zero NEET figures for PP</p>

Provide meaningful support to pupils with Social Emotional Mental Health problems.	Students are to take part in SEMH survey. Wellbeing app Malachi Lifespace Range of internal and external referrals pertinent to personalised barriers to learning (from bereavement to Parenting support)
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## 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: £ 89,992

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Menu of approaches:</b>		
To provide high quality professional development for teachers to improve the quality of teaching for all students focusing on personalisation and the AMAT Core Teaching and Learning procedures.	G is for Genes: The Impact of Genetics on Education and Achievement (Asbury and Plomin, 2014) states that pupils need to be taught in a way that makes sense to them, and their precise level of understanding at the beginning of the learning process has to be identified in order for education and skill formation to progress in a logical, hierarchical sequence.	1
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1
Raising boys' attainment	The forgotten: how White working-class pupils have been let down, and how to change it. (Parliament.uk, June 2021) found that while White British pupils are less likely to be	1

	FSM-eligible than pupils from ethnic minorities, FSM eligible White British pupils as a whole are the largest disadvantaged ethnic group.	
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: £ 44,996

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Menu of approaches:</b>		
Academic mentor to support key students.	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	2
Academic Intervention and tuition	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)	1, 2
Literacy interventions	Evidence states that children who receive literacy intervention performed better on measures of language and reading comprehension than those who did not (Fricke et al, 2013).	2
Librarian and library	Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy, and gives them an insight into the world view of others (The Reading Agency 2015).	2
Teach and test academic vocabulary	Beck identified three tiers of words, and 90% of words are only encountered in books. We need to ensure all pupils understand these Tier 2 words (written but not spoken) Vocabulary is a significant predictor of attainment – by age 7 there is a 4000- word gap between lower class	1, 2

	and middle class. Vocabulary explicitly taught through each domain. (Tier 3 1,2 7 words) (Matt Bromley, Bromley Education Sec Ed Pupil Premium Conference, 23/3/2018) EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.	
Books and revision materials (including Seneca premium) provided to students as part of year 11 strategy.	To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and selfregulation.	1,2

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

Budgeted cost: £ 44,996

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Menu of approaches:</b>		
Pupil Premium students to be mentored by a member of staff to put together (or adapt if already created) a pupil passport for them	Evidence from the EEF states that in general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations	1, 4, 5, 6.
Alternate provision supports academic progress as well as SEMH support	PP students are 4X more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018) Keeping them in alternate provision and shaping the curriculum to meet their needs will avoid this.	1, 3, 4, 6.
Use pastoral behaviour support workers to positively reinforce attitude to learning.	EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.	3, 6.
Offer consistency through our whole school behaviour policy.	Creates a purposeful learning environment for all students. Clear expectations and boundaries for	3

	students. EEF 3 8 Supporting Behaviour in Schools Guidance	
Ensure all identified PP students with poor attendance to school have access to key staff including pastoral staff and attendance Officer	The attendance of PP students to school is significantly below National expectations. Many PP students have significant social and emotional barriers to learning and are subject to external multiagency plans.	4
Improve family home school liaison and relationships by supporting potential attendance barriers such as uniform and food hardship.	Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. Attendance Manager and year leads arrange appointments at all parent events. EEF Toolkit Parental Engagement suggests +3 months progress.	3, 6
Offer bespoke SEMH interventions to pupils and parents who require it using a qualified counsellor.	Increasing evidence of Social Emotional Mental Health Problems in young people especially following the Pandemic. EEF Toolkit Social and Emotional Learning +4 months	6
Work with external agencies including CAMHS, Kooth and MASH to support pupils and families.	Ofsted expect to see learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements. 2021	6
Increase participation in extra-curricular activities. Increase uptake to educational visits. Music lessons for disadvantaged students. Subsidised education visits	University of Northampton research increase cultural capital and engagement EEF Toolkit - +4 months for outdoor adventure. EEF toolkit indicates that "sports participation" can generate +2 months. EEF toolkit indicates that "arts participation" can generate +2 months. A child's birth becomes its destiny. 'The Matthew Effect' suggests the disadvantaged will get more disadvantaged over time.	6
All students take part in the Henley Learning Pride Award	The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 Pupils with no absence are 1.3	5

	times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons	
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**Total budgeted cost: £ 179,984**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Intended outcome	Success criteria
Improve pupil progress and outcomes for all and especially for key cohorts.	Working Towards The gap between PP and non-PP students reduced to -0.33 in the year 2021. This is better than 2019 but still not level with non-pp students.
To improve literacy levels so that students can access the whole curriculum.	Working Towards Students across Y8, Y9 and Y10 are improving their English results
Improve pupil behaviour for learning and engagement in lessons in order to impact positively on progress and improve the proportion of students achieving the national standard or above in English and Maths.	Working Towards Students are improving behaviour for learning with around 8 praise points for every 1 negative point
Improve attendance levels	No Judgement We are unable to make an accurate comparison between attendance due to the disruption to the academic year caused by the school closures.
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience. To improve aspirations in order to secure post 16 destinations.	Achieved – but working on year on year. No PP students were NEET in the year 2021/22 and students Equal number of PP students and none PP students taking part in extra-curricular opportunities.
Provide meaningful support to pupils with Social Emotional Mental Health problems.	Working Towards A number of PP students have accessed support with SEMH needs still a high priority to continue to tackle over the next academic year.

### Externally provided programmes

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

Programme	Provider
Attendance Support	Malachai

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*