

# Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	The Henry Beaufort School
Number of pupils in school	1052
Proportion (%) of pupil premium eligible students	16.2% (171/1052)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024 Updated Sept 2022
Date this statement was published	September 2021
Date on which it will be reviewed	Sept 2022 - updated. To be reviewed again in December 2022.
Statement authorised by	Miss S Hearle
Pupil premium lead	Miss Colebourn
Governor / Trustee lead	Chris Wilson

## Funding overview \*

Detail	Amount
Pupil premium funding allocation this academic year	£188,490
Recovery premium funding allocation this academic year	£24,544
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£31,318 (including Covid catch up premium)
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£244,352</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all of our students, irrespective of background or the additional barriers they are faced with are able to succeed at The Henry Beaufort School: this includes academic progress, alongside cultural enrichment and emotional health and wellbeing.

The focus of our pupil premium statement is to support our disadvantaged students in achieving this goal and ensure that they leave The Henry Beaufort School as happy, successful and well-rounded individuals. This statement has taken into account the diverse, varied and individual challenges that our disadvantaged young people may face, including our LAC and PLAC students. Our strategy statement is linked closely to our 'Disadvantaged Roadmap' which outlines the key interventions (academic, pastoral, enrichment and equipment) in all year groups. All interventions for our disadvantaged students are also logged on our central 'Disadvantaged Intervention Tracker', this tracker closely monitors the range of interventions that each and every disadvantaged child in the school is receiving every academic year.

Our Pupil premium statement covers an imaginative and personalised range of interventions to support our young people. Academically, this begins with Quality First teaching, alongside specific interventions we have put in place to encourage the academic progress of our young people. We are working with the National Tutoring Programme to support our disadvantaged people in catching up with missed learning during the covid lockdown periods. This includes two 3:1 tutoring programmes for our disadvantaged Year 9 and 10s, as well as a 1:1 tutoring programme for our most disadvantaged Year 11s. We have also introduced a phonics-based literacy programme to support our Year 7 & 8 disadvantaged students arriving with a reading age of under 9 years old, in addition to a fluency-based 'Whole Group Read' graduation programme for students with a reading age of between 9-11 years old. Our statement also covers strategies such as additional core intervention during the school day with Heads of Departments with a disadvantaged emphasis, as well as remote learning opportunities during holiday periods. We have also introduced 'The Brilliant Club' (part of the National Tutoring Programme) to ensure our high attaining disadvantaged Year 8s continue to be stretched and challenged to attain the highest grades they are capable of and to encourage them into higher education.

In terms of cultural enrichment and emotional wellbeing support, we again have developed a range of strategies bespoke to the needs of our disadvantaged children. This includes a mentoring programme in year 11 for all disadvantaged students, as well as full financial support for students in need of CBT counselling or who would like to learn a musical instrument. From a cultural enrichment perspective, we are passionate about ensuring all of our disadvantaged students have access to a range of cultural experiences, this includes financially supporting trips for our disadvantaged students through our department bids for 'Cultural enrichment', and also providing students with additional enrichment trips during the school year as we use the hbX tracker to audit what students have or have not had exposure to. We also provide 'Holiday Hobby Kits' for our FSM students twice a year to encourage them to take up a new enriching hobby outside of the classroom. To support with the attendance of our disadvantaged students, we are also introducing termly 'Attendance raffles', this initiative has been launched with year 11 in the Autumn term and will be expanded to other year groups for the spring and summer terms, 2022.

A number of our families are in need of additional support given the current economic and social climate. Our Family Support Worker is a new post designed to work with and support families for whom

education is not a priority. The aim is to re-engage families with the school community so that education has value and purpose.

Ultimately, we are passionate and committed to driving the academic and pastoral success of our disadvantaged students, no matter how large the barriers that they must overcome.

## Challenges

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

Challenge number	Detail of challenge
1	Analysis of current Year 11 'on track for' data indicates that disadvantaged learners make less progress than their peers at GCSE and attainment is less. The disadvantaged students attainment overall is less than the non-disadvantaged peers.
2	Disadvantaged pupils continue to do less well in Maths than English Language GCSE Grade 9-5 although the gap is closing. Analysis of Yr 11 GCSE 2022 outcomes: The 2022 results showed that Disadvantaged students attaining a 4+ in English and maths was 53.3% (non-disadvantaged 83.1%, all 78.8%). In 2021 results the disadvantaged students attaining a 4+ in English and Maths was 54.5% (TAG)
3	<b>Reduced experiences</b> – our observations are that disadvantaged students have less exposure to cultural capital opportunities and have fewer opportunities. Disadvantaged students do not engage in extra-curricular provision like non-disadvantaged.
4	<b>Attendance</b> - Attendance rates for Disadvantaged students remain lower than their peers. Pupil Premium disadvantaged students have lower attendance in school than their non-disadvantaged peers. In 21-22, whole school annual attendance was 91.65%, compared to disadvantaged attendance at 86.60%
5	<b>Boys progress</b> – Year 11 leavers 2022 shows nearly one grade difference in attainment (girls average grade was 6, boys was 5.03). The gap is also evident in progress (girls progress8 score was 0.84 whereas boys was – 0.05). This trend is reflected in disadvantaged boys.
6	<b>Emotional Wellbeing</b> - Pupil Premium students may be disadvantaged by their emotional health if they are not in the appropriate mindset to learn effectively at school. Conversations with HOY's indicate that the esteem and vulnerability of some girls is of concern and a challenge.
7	<b>Home learning/Revision</b> - Internal data for home learning suggests there is a Pupil Premium gap surrounding home learning.
8	<b>Literacy</b> - Pupil Premium students are more likely to arrive below KS2 expectations for English skills. Alongside this, PP disadvantaged students may lack the cultural capital in knowledge and vocabulary meaning within subject-specific and carrier language causing them difficulty in accessing subject curriculums. 9/42 (21%) of Year 7 arrived with a reading age below 9 in 2020; 10/27 (37%) of Year 7 in 2021. Year 7 2022 it is 5/25 (20%).
9	<b>Valuing Education</b> – Pupil Premium students may be disadvantaged by their perceived barriers to Post 16, careers and further education.
10	<b>Parental Engagement</b> - Assessments of parental engagement for Disadvantaged pupils at progress' evenings, celebration events & online events indicate that attendance to these events is lower than for other pupils.
11	<b>Equipment and Digital technology</b> - Pupil Premium students less likely to have access to digital technology available to boost learning through online resources. Students may also be inhibited by lacking essential learning resources (such as revision guides/texts). Learning may also be impacted by lack of quality uniform/ winter coats/ well-fitting shoes

## 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
Improved attainment among disadvantaged students across the curriculum- in year 11, improvement in the basics measure 4+, 5+ and 7+ GCSEs including English and Maths as well as Progress8 Disadvantaged score	<p>By the end of our current plan in 2024-25, our Progress 8 score should have increased from -0.62 (summer 2021) to 0.</p> <p>Summer 2022 the Progress8 score is 0 – which we will look to maintain and improve.</p> <p>Disadvantaged students attaining a 4+ in English and Maths will rise from 54.5% (2021) to between 65-70%. The 2022 results showed that Disadvantages students attaining a 4+ in English and maths was 53.3%</p> <p>In 2022 the attainment 8 score of all students was 5.48 and disadvantaged students was 3.84. We will aim to continue to reduce this attainment gap.</p>
Internal progress measures indicate our disadvantaged students are on track (FFT 20 data and SISRA) and that the gender gap is closing, particularly in subjects such as English, D&T, Photography, History, Geography	Departments use SISRA regularly at each Data Drop point to assess the Disadvantaged gender gap where this is appropriate so that in-year intervention can be actioned. By 2025 there will be an incremental decrease in the disadvantaged gender gap
Disadvantaged students engage well with school, taking pride in their learning and completing home learning and revision successfully and effectively	Improvement in attitude and Home Learning grades at each Data Drop point, especially focus on improvement of Outstanding HL and attitude grades to ensure Disadvantaged students are ambitious to succeed.
Improved reading comprehension among disadvantaged students in Year 7&8 in order to ensure students can access curriculum effectively	STAR testing of reading ages in Year 7&8 at the end of each year demonstrates improved reading ages/ comprehension skills among disadvantaged students and their non-disadvantaged peers. Teachers will recognise this improvement through engagement in lessons. Book scrutiny will evidence improvement engagement in home learning and progress will be in line with their attainment bands.
Our disadvantaged students are happy to attend school regularly and improve the attendance figures for disadvantaged students.	<p>Sustained high attendance by 24-25 demonstrated by improved annual attendance figures over the 3 year plan in all year groups.</p> <p>The attendance rate of disadvantaged students is reduced by 5% to more closely match the whole school attendance figure and aim for 95% attendance</p> <p>2019-2000 – Whole School 94.20% DIS 89.94%</p> <p>2020-2021 – Whole School 93% DIS 88.76%</p> <p>2021 – 2022 – Whole School 91.65% DIS 86.60%</p>
Students exposure to experiences that develop cultural capital is increased so that disadvantaged students feel enriched culturally and are more confident and successful as a result	<p>Frequent and consistent opportunities for all disadvantaged students to engage with culturally enriching experiences outside of the classroom- close monitoring of trips offered and students who attended and benefitted from these, student voice and surveys capture how students feel they have benefited from these trips and experiences are tracked on the Hbx tracker. All interventions logged on the disadvantaged intervention tracker to ensure parity of opportunity.</p> <p>Disadvantaged students engagement in extra curricular clubs are monitored and analysed to ensure that they are attending.</p>
Students to have access to digital technology at home that works effectively, alongside all essential equipment required to support them to succeed both academically and from a physical wellbeing perspective	Qualitative data from student voice and student feedback forms. An initial audit to ensure all disadvantaged students have access to a laptop and all equipment they need in order to complete all learning and home learning tasks. Evidence of successful learning at home through improvement of HL grades at each DD point

<p>Student's emotional wellbeing is improved to ensure that they can succeed with their learning and personal development at school and have ambitions to succeed at post 16.</p>	<p>Sustained high levels of wellbeing demonstrated by:  Qualitative data from student voice, student and parent online surveys and teacher observations  A significant increase in engagement with enrichment/cultural capital activities</p>
<p>Increasing engagement of families so that education is valued and seen as having purpose</p>	<p>Attendance to events will improve by 10%. We will be more effective in collecting data to measure engagement and ensure that all parents of disadvantaged parents are contacted personally to events. This will lead to stronger academic outcomes and attendance for students and will be reflected by Sustained levels of engagement within lessons evidence by stamp totals. Decrease in behaviour issues. HOY to analyse data drop attitude grades and stamp totals.</p>

## 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: £ 30,842

Activity	Evidence that supports this approach	Challenge number(s) addressed
Relaunch of HB2 – Henry Beaufort, Habit Building. Ensure key themes of how to be successful learners are implemented to all lesson to ensure progress	Improving high quality inclusive teaching has the largest impact on disadvantaged students (EEF)	1, 2
Enhance the quality of teaching for all students, through comprehensive professional development.	In October 2021 the EEF report on professional development supports that “high quality teaching can narrow the disadvantage gap”	1, 2 5
Embed processes for the setting and tracking of home learning through class charts	Home Learning supported by home learning clubs is shown to have a positive impact on students (5+ months). Home learning can be monitored by teachers using class charts – to assess submission and quality of home learning.	7
CPD for all teachers to develop further expertise in teaching vocabulary and ‘tier’ words	Acquiring disciplinary literacy is key for pupils to write in a more academic way. ‘Closing the Vocabulary gap’ Alex Quigley EEF ‘Improving Literacy in Secondary Schools’ Guidance Report 2019 EEF: “Spending on developing high quality teaching may include investment in professional development, training and support for early career teachers, along with recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil.” Autumn 2021 Book Looks	8
CPD for all teachers to develop further expertise in improving revision. Including the way metacognition is used in class so that learning is made more visible./ retrieval practice/ spaced learning – led by the revision working party	EEF Teaching and Learning Toolkit: Metacognition and Self- regulation” very high impact for very low cost based on extensive evidence” Received curriculum conversations with pupils ‘Visible Learning and the Science of How we Learn’ John Hattie	1, 2, 5, 7
Recruitment and retention of high quality leaders and teachers and support staff	A teacher with oversight of the support of disadvantaged students – to track progress, behaviour and attendance and introduce timely interventions when required in support with the HOY, SIO’s, Family Support worker, Services manager, aspiration co-ordinator	1, 2, 4, 6, 9

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

Budgeted cost: £ 50, 290

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring support for all Year 10 disadvantaged students.	All Year 10 student have a mentor in school to meet fortnightly. This additional support allows the mentor to assess and address any needs and barriers for the student. This regular meeting support progress and behaviour of the student.	1, 2, 4, 6
Deliver bespoke exam focused sessions to ensure Yr 11 students are prepared emotionally and academically for exams. Delivered by the aspiration co-ordinator	Ensuring that all the Year 11 disadvantaged students have all the resource and tool kit in order to revise effectively.	1, 2, 7
Comprehensive online revision programme for students during Easter and May half term (where applicable offering this in school for our disadvantage cohort)	Ensure effective revision is completed in the preparation for the summer exams	7
Additional tuition in maths, English and science during tutor time - personalise the sessions addressing any gaps in knowledge	EEF evidence shows that one to one support and small group tuition rates highly in its toolkit gaining 5+ months	1, 2, 5
Additional summer tuition programme which is bespoke and targeted depending on the needs of the cohorts (including transition work for Year 6 into 7)	EEF evidence shows that one to one support and small group tuition rates highly in its toolkit gaining 5+ months	1, 2, 7, 8
Curriculum support lessons for small groups	EEF evidence shows that one to one support and small group tuition rates highly in its toolkit gaining 5+ months. Students benefit from additional support in small groups.	1, 2, 8,
Access to post 16 and higher education opportunities and careers - bespoke careers programme for Disadvantaged pupils ensuring experiences with additional careers guidance. EBP days within school and individual careers interviews with PP dis as the first priority. Ensuring that all Year 10 students have a valuable Work Experience placement	Students complete work experience during Year 10 – we want this to be a valuable and worthwhile experience so that disadvantage students are aspiring for careers and post 16 opportunities. Staff will be supporting this process to maximise the work experience opportunity. Gatsby Benchmark 3 – opportunities for advice and support needs to be tailored to the needs of each pupil. Careers programmes should embed equality and diversity,	9
Students have access to literacy intervention to support students through a catch up programme. Literacy intervention strategies. Y7 phonics programme 'Read Write Inc' purchased/ Year 8 Fluency programme- Whole Group Read	EEF highlights importance of small group intervention in catch students up with peers with a focus on improving reading ages  STAR testing of reading ages in Year 7&8 at the end of each year demonstrates improved reading ages/ comprehension skills among disadvantaged students and their non-disadvantaged peers.	8

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

Budgeted cost: £ 117,058

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional funding for high quality pastoral support to ensure PP Dis students are happy to attend school regularly and engage positively in their learning. Social inclusion officers, Service support worker, Family Support Worker, Mental health lead, OLC	Social and emotional learning have the potential to help young people acquire the skills they need to make good academic progress as there is a clear link between student well being and attainment.	1, 2, 4, 6,9
CBT counsellor available for weekly counselling sessions with PP Dis students during school day to support students in need with their mental/ emotional health and wellbeing	'Healthy minds' EEF project states the importance of non-cognitive skills alongside cognitive skills in determining academic results. Supporting a student's resilience and wellbeing likely to have a significant effect on academic performance	1, 2, 4, 6,9
School Uniform/ equipment. Academic leaders and Head of Departments, and Head of Years to review the 'bid for need' termly for disadvantaged students to barriers to learning.	Funding is assigned to provide uniform where pupils need additional support with this or with equipment to access the curriculum e.g ingredients for Food lessons, art materials This is completed by AL's and HoD in the 'Wave 1' funding bid	1, 2, 7, 11
Removal of barriers to Digital technology- complete an audit each year to ascertain if all disadvantaged students have access to a laptop at home	Pupil premium students less likely to have access to digital technology available to support with home learning, remote learning and accessing of school online resources. EEF toolkit-digital technology can accelerate progress 4+months. School produced student voice data sites lack of technology as significant barrier.	1, 2, 5, 7, 11
Transport to school	Funding is assigned to provide transport in case of safeguarding risks or where transport becomes a barrier to attending school.	1, 2, 4
Curriculum trip support	Received curriculum conversations with students and parents tells us that financial support for curriculum trips enables children who would otherwise struggle to participate in trips linked to specific curriculum areas or culturally enriching trips. e.g Geography Field work, Enrichment week. Being involved in a extra curricular club will 'tether' a student to the school and ideally improve their engagement and attendance at school. To be completed in 'Wave 2 – funding for trips relating to the curriculum'	1, 2, 3, 4, 9
Extended Curriculum – culturally enriching opportunities beyond the classroom eg Enrichment week, extra curricular clubs	Received curriculum conversations with students and parents tells us that financial support for trips , including payment for a passport, enables children who would otherwise struggle to participate in trips have access and exposure to new trips and experiences. Enrichment week. Being involved in a extra curricular club will 'tether' a student to the school and ideally improve their engagement and attendance at school. To be completed in 'Wave 3 – funding for culturally enriching opportunities beyond the classroom'	3, 4, 9
Fully funded Music lessons available to select PP Dis	DFE states importance of music lessons in promoting listening skills, aural awareness, abstract thinking as well as improving reading skills. If applicable, this will also	1, 2, 3, 9



students to remove barriers and ensure keen musicians have access to weekly lessons	help to improve outcomes in GCSE Music	
Bespoke curriculum intervention for student identified by HOY to support engagement in school life eg 'This Girl Can' course	Working with allocated teachers to develop social and life skills that support learning. Our analysis and received curriculum conversations tell us that vulnerable girls in secondary phase are at risk of poor academic achievement as they lack the self-belief and resilience which comes with strong mental health and growth mindset approach.	1, 2, 4, 6, 9
Bespoke curriculum intervention for high achieving disadvantaged Year 8 students to be involved in the 'Brilliant Club'	Working with the Aspirations Co-Ordinator, 24 Year 8 students complete the Brilliant Club programme (part of the National Tutoring Programme). This is to ensure our high achieving disadvantaged students continue to be stretched and challenged to attain the highest grades they are capable of and encourage them into higher education.	1, 2, 9
Secondary ELSA sessions	The ELSA programme is recognised as an evidence-informed intervention that complements other programmes. The tailor-made approach and ability of ELSAs to design bespoke programmes tailored to the specific needs of each child or young person allows schools to intervene early when social, emotional and wellbeing needs arise.	4, 6
Improvement of attendance of disadvantaged students in all year groups with termly attendance raffles for disadvantaged students who have maintained and attendance of 95% or who have improved their attendance by 5% in a term.	Use of incentives to encourage students to attend school more regularly. This initiative also encourages discussion around attendance and the importance of attending school	4
All PP Dis students have access to a healthy breakfast at the beginning of the school days to prevent hunger and promote learning	EEF evidences huge importance of breakfast in order to ensure students can learn effectively. A healthy breakfast greatly develops concentration span and energy	1, 2, 6
All disadvantaged students provided a 'hobby kit' over the Easter, Christmas and Summer holidays	An opportunity for disadvantaged students to take up a new hobby and help occupy them during the holidays	3, 6
Provide parental courses which are bespoke and addressing current issues specifically impacting this cohort	Levels of parental engagement and support is consistently associated with improved academic outcomes	10

**Total budgeted cost: £198,190**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

In 2020 – 2021 the Year 11 Disadvantaged cohort outcomes have indicated that the gap is narrowing. By the end of our current plan in 2024-25, our Progress8 score and attainment gap should continue to narrow and diminish.

The Summer 2022 the Progress8 score is 0 – which we will look to maintain and improve. The 2022 results showed that Disadvantaged students attaining a 4+ in English and maths was 53.3%. In 2022 the attainment 8 score of all students was 5.48 and disadvantaged students was 3.84. We will aim to continue to reduce this attainment gap.

We will continue to look at improving the attendance of our disadvantaged students. In 2021 – 2022 – the Whole School attendance was 91.65%, where as the disadvantaged cohort was 86.60%. Strategies to ensure students enjoy coming to school and are tethered to school will be reviewed in 2022-2023 and will continue to be a priority.

The Hbx tracker and the disadvantage intervention tracker continue to track and monitor disadvantaged students access and uptake on culturally enriching opportunities. Any gaps will be addresses and bespoke opportunities made available where required. There is now a clear system in place to track attendance at extra-curricular opportunities and will in turn support to address any barriers to why some disadvantaged students are not attending extra-curricular clubs.

With the many emotionally demands on students and specifically our disadvantaged cohort the school have reviewed the provision and have increased the capacity. For 2022-2023 we have employed a family support worker who will work closely with disadvantaged families to improve the engagement with school.

The Year 11 cohort that left in Summer 2022 significantly benefited from the mentoring programme whereby each disadvantaged students was assigned a mentor. We have reviewed this and in 2022-2023 this is now being introduced with the Year 10 disadvantaged cohort so that they can build and develop a 2 year relationship with the mentor. This will enable the mentor to fully understand the academic, pastoral, social and emotional needs of their mentee.

Academic leaders and head of departments are supporting the disadvantaged cohort with their Wave 1, Wave 2 and Wave 3 bids.

### Externally provided programmes

Programme	Provider
MyTutor Year 3:1 Core Tuition (15 week programme) – Year group chosen depending on need	MyTutor (part of National Tutoring Programme)
Bespoke MyTutor 1:1 Core tuition where required (10 week programme) – student chosen on need	MyTutor (part of National Tutoring Programme)
MyTutor 3:1 Core Maths and English Summer programme for Yr 6 into Yr 7 (10 hour programme)	MyTutor (part of National Tutoring Programme)
The Brilliant Club Year 8 8 week programme for 2x groups of 12 students	The Brilliant Club (part of National Tutoring Programme)

## Service pupil premium funding (optional)

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Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Students with SEMH needs are supported by the Service Family Worker, a specific counsellor and a member of the youth team from Worthy Down. Weekly drop in sessions are held to support these students and counselling sessions are offered to students who require additional support. These students attending trips for 'team building' to allow students to support one another and allow the Service Family worker get to know the students.</p> <p>CPD opportunity for staff to raise awareness and support staff in ensuring that students have the best opportunities to maximise progress.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>The outcome for the Yr 11 cohort for 2022 was positive. Attainment 8 for services – 5.55 (all was 5.48)            9-4 % for English and maths 4+ = all was 78.8%, services was 70%.</p>

## Further information (optional)

*\*to be updated for 2022-2023. This information is 2021-2022.*