

Please note: Pupil premium funding is estimated because the student census and financial year are different.

### 1) Summary information

Metric	Data
School name	The Henry Beaufort School
Pupils in school	1071
Proportion of disadvantaged pupils	16.1% (172/1071)
Pupil premium allocation this academic year	£188,490
Academic year or years covered by statement	2021-22
Publish date	September 21
Review date	January 22
Pupil premium lead	Verity Gist

### 2) Key indicators (Year 11 PP Disadvantaged leaving 2021)

Progress 8	-0.62
Ebacc entry	12% of Dis cohort (4/33 students) school 48/164 29%
Attainment 8	38.66
Percentage of Grade 4+ in English and maths	18/33 (54.5%)
Percentage of Grade 5+ in English and maths	7/33 (21.2%)

3) Barriers to future attainment (for PP Disadvantaged students)

In-school barriers (to be addressed in school)	
A.	<p><b>Recognition of the bespoke needs of each PP disadvantaged cohort by year group and at an individual student level, requiring teacher intervention at a classroom level and structured pastoral support.</b></p> <ul style="list-style-type: none"> <li>Year 7 26/207 – 12% of cohort are PP Disadvantaged</li> <li>Year 8 40/209 – 19% of cohort are PP Disadvantaged</li> <li>Year 9 41/237 - 17% of cohort are PP Disadvantaged</li> <li>Year 10 35/210 – 16% of cohort are PP Disadvantaged</li> <li>Year 11 30/208 – 14% of cohort are PP Disadvantaged</li> </ul>
B.	<p><b>Boys progress-</b> Year 11 performance data shows a significant gap for male pupils, particularly those who fall into the low and middle attaining pupil premium bracket.</p>
C.	<p><b>Home learning/Revision-</b> Internal data for home learning suggests there is a Pupil premium gap surrounding homelearning. This is supported by student voice evidence through questionnaires and student voice exercises, departmental data drop analysis that documents gaps with knowledge retention and recall.</p>
D.	<p><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.</p>
External barriers (which require action outside school)	
E.	<p><b>Attendance</b> Pupil premium disadvantaged students have lower attendance in school than their non-disadvantaged peers.</p>
F.	<p><b>Reduced experiences</b> to build the required cultural capital to successfully access the higher levels of the curriculum and be successful beyond Secondary school</p>
G.	<p><b>Digital technology-</b> Pupil premium students less likely to have access to digital technology available to boost learning through online resources</p>

4) Desired outcomes

Desired outcome- for all Disadvantaged Pupil premium students to be in line with their non- disadvantaged peers in the following areas	Success criteria

A.	Year 11 basics measure 5+ GCSEs including English and Maths grade 4+	Difference diminished
B.	Subject progress scores in line with nationally reported subject grades	Difference diminished
C.	Internal progress measures indicate they are on track (FFT 20 data and SISRA)	Difference diminished
D.	Our disadvantaged students are happy to attend school regularly, engage well taking pride in their work and complete home learning and revision	Internal register showing increase on previous year
E.	Students exposure to experiences that develop cultural capital is increased	HBX and trip log showing deficit areas being addressed. (although external trips currently postponed due to Covid-19)
F.	Students have high ambitions for their future and enrolment into higher education or training increased	Destinations data, achievements and apprenticeship figures showing increase on previous year
G.	Increased parental engagement with school life throughout 5 year journey	Internal attendance data to events showing increase on previous year
H.	Students attend afterschool opportunities for enrichment and academic support	Attendance data- increase on previous years

Priority 1	<p><b>Bespoke identification of needs</b> for each Pupil Premium Disadvantaged students. As a school our vision recognises that we are not a one size fits all school, this should be mirrored in our approach to identifying the needs of our Pupil Premium disadvantaged students to ensure any interventions can have most impact. For example from support with mental health, providing uniform and equipment, to supporting with home learning and positive relationships in school we have a vast array of support within school which needs to be deployed precisely for maximum impact.</p>
Priority 2	<p><b>Development of Cultural Capital for all and address gaps for Pupil Premium disadvantaged students where this is most lacking.</b> At The Henry Beaufort School we believe that all students should be exposed to opportunities and experiences beyond the classroom. These opportunities and experiences will help students to broaden their horizons and develop and challenge them personally. (please see our Cultural Capital pages on the website)</p>
Priority 3	<p><b>Distributed Leadership for Identification of Pupil premium disadvantaged students needs and funding allocation.</b> All academic areas, pastoral teams and professional support areas should have access to identify the specific needs of Pupil premium students within their areas, create priorities within their improvement plans.</p>

5) Planned expenditure 2021-2022

This section is split into three headings to demonstrate how we are using Pupil Premium disadvantaged spending to focus on *Quality first teaching for all*, *Targeted academic support* and *wider whole school strategies*.

i) Quality first teaching for all						
Desired outcome	Chosen action/approach	Our evidence and rationale for this choice?	How we ensure it is implemented well?	Henry Beaufort Staff lead	When we will review implementation?	Budgeted cost per year
Pupil premium students have high quality teaching	Recruitment and retention of high quality leaders, teachers  Performance management structure in place to ensure highest quality teaching available  Staff CPD	Improving teaching has the largest impact on disadvantaged students (EEF)	Line management meetings, Middle leaders meetings, Staff training and INSET events	All senior leaders and middle leaders	Quality assurance in place through line management of subject areas	£3479 Senior teacher i/c of vulnerable students
5 Year Curriculum plans are well sequenced to address gaps and barriers to learning in knowledge and cultural capital	CPD, INSET, TLM planning time, Middle leaders sharing good practice and training. Subject Leader and hub network meetings.	Improving teaching has the largest impact on disadvantaged students (EEF)	5 year curriculum maps in place by Summer term 2021 ready for academic year 21-22	All senior leaders, middle leaders and class teachers	5 year curriculum maps in place by Summer term 2021	Directed time
High quality teaching for all to maximise student progress	Relaunch of successful no hands up policy PP disadvantaged students are 'front and centre' or 'front near wall' if appropriate for student  All lessons to include scaffolding and focus on language needed for success	Teaching and learning focus for all staff in all subject areas	Relaunch at INSET Sept 2021 by GST, Middle leaders meetings, evidence from lesson observations and learning walks	All Senior Leaders, middle leaders and class teachers	Through line management and quality assurance within subject areas	Meeting time

ii) Targeted academic support						
Desired outcome	Chosen action/approach	Our evidence and rationale for this choice?	How we ensure it is implemented well?	Henry Beaufort Staff lead	When we will review implementation?	Budgeted cost per year
<p>All Pupil premium students have access to resources and experiences that are</p> <p>1) <b>'needed' for success in each subject areas</b> throughout the 5 year learning journey</p>	<p>Wave 1 'need funding' to take place in the Summer term 2021. All Departments to take part and member of the professional services team allocated to centrally order all resources to reduce timescales. School equipment (pencil cases etc.) ordered centrally by GST for all Dis students.</p>	<p>Previously access to this funding for 'need' resources was not distributed evenly across team areas and the time resources were ordered and delivered to students varied significantly. Centralising this prevents learning time lost for Pupil premium disadvantaged Students.</p>	<p>Regular review of the process and the amount of funding that has been spent throughout the year. Team areas will need to robustly evidence the impact of this funding to be included in bidding for funds for future years.</p>	<p>GST (Senior Teacher i/c of vulnerable students)</p>	<p>SLT meetings, link meetings and as part of interim and annual review of team improvement plans.</p>	<p>Wave 1: Disadvantaged bid for 'NEED' Autumn 2021: £15000</p>
<p>2) <b>'Culturally enriching' for success in each subject areas</b> throughout the 5 year learning journey</p>	<p>Wave 2 'cultural enrichment bids to take place in Autumn 2021 with full consideration of the bigger picture to ensure students' needs addressed across all subject areas across the 5-year journey</p> <p>N.B: Due to Covid-19 departments can now include 'Disadvantaged Enrichment Kits' in</p>	<p>Wave 2 'cultural enrichment bids' considered as a whole school package to prevent uneven allocation of funds.</p>	<p>Regular review of the process and the amount of funding that has been spent throughout the year. Team areas will need to robustly evidence the impact of this funding to be included in bidding for funds for future years.</p> <p>Extra-curricular cultural enrichment expenditure to form an additional part of the bid process</p>	<p>GST (Senior Teacher i/c of vulnerable students)</p>	<p>SLT meetings, link meetings and as part of interim and annual review of team improvement plans.</p>	<p>Wave 2: Disadvantaged bid for 'ENRICHMENT' 2021: £9000</p>

	<p>their bids alongside trips.</p> <p>FSM Holiday Hobby Kits created as additional enrichment intervention for FSM students during Christmas and Easter holidays (this proved highly successful in 20-21)</p>					£1500
<p>Pupil Premium students not making progress identified and given extra tuition in Maths and English during tutor time (Sept 21- May 22)</p> <p>Underperforming Dis students targeted for Online Summer revision programme with SD trainees to support progress and prevent September regression in learning after Summer holidays</p> <p>Additional Revision room created for Disadvantaged students for Easter holidays 2021 and Summer half term 2021</p>	<p>Academic Leader in Maths and English removed from being tutors to offer bespoke intervention in Maths and English</p> <p>English and Maths SD trainees supported to create bespoke online revision programme during Summer 2021 for small groups</p>	<p>EEF evidence shows that one to one support and small group tuition rates highly in its toolkit gaining 5+ months.</p>	<p>Progress reviewed as part of data drop analysis 3 times a year</p> <p>Progress reviewed as part of Y11 DD1 analysis</p>	<p>AL English (GST) AL Maths (TOW)</p> <p>BRN (English NQT 21-22) VIC (Maths NQT 21-22)</p>	<p>Student voice of students and staff involved alongside quantitative analysis of performance data.</p> <p>Student voice of students and staff involved alongside quantitative analysis of performance data.</p>	<p>NA</p> <p>£320 (£40/ session for four sessions over August)</p> <p>Easter PP Dis revision room-£1000</p> <p>Summer PP Dis revision room- £500</p>

iii) Wider Whole School strategies						
Desired outcome	Chosen action/approach	Our evidence and rationale for this choice?	How we ensure it is implemented well?	Henry Beaufort Staff lead	When we will review implementation?	Budgeted cost per year
Additional funding for high quality pastoral support to ensure PP Dis students are happy	Recruitment and retention of high quality pastoral support roles	Improving pastoral support available for Disadvantaged students ensuring more bespoke 1-1 interventions	Line management meetings, CPD and INSET meetings	SLT, ELT, Line managers	Line management meetings throughout year	£1000 Aspirations Coordinator (new role 2021-22) £4683 attendance administrative

<p>to attend school regularly and engage positively in their learning.</p> <p>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</p>	<p>External CBT Counsellor employed by The Henry Beaufort School to work 1-1 with students requiring support</p>	<p>'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</p>	<p>GST/ ECK regular liaison with CBT counsellor/ raise awareness of counselling sessions with tutors/ class teachers</p>	<p>GST, ECK (Services oversight)</p>	<p>Review of students involved every 10 week course of sessions</p>	<p>support £11395 Seclusion Officer £14397 Social Inclusion Officer £16,413 Head of Years £5,500 Careers Officer £9299 OLC Learning Manager £2500 OLC LSA £4,316 Services Family support worker £2615 SLT admin assistant £460 Pastoral assistant</p> <p>£1500 based on 5 students for 10 week course (figure will be reviewed if more students require counselling)</p>
<p>All Pupil premium students have quick access to PP funding to quickly remove individual barriers to learning and engagement, for example with equipment and uniform</p>	<p>GST to manage 'Uniform &amp; Supplies' contingency with pastoral admin. Tutors/ HoYs to liaise with GST to purchase all uniform/ equipment in a fast and effective way</p>	<p>Staff working directly with students (HoYs in particular) can identify needs for small scale Funding and address this directly with GST. This reduces the time taken to reengage the student with their learning once this barrier is removed.</p>	<p>Regular review of the use of funding and publicity within the school community of this new approach</p>	<p>GST</p>	<p>Termly with finance team, Review Sept 2021</p>	<p>£3000</p>
<p>Cultural Capital/ Personal Development Days/ Duke of Edinburgh subsidies we believe that all students should be exposed to opportunities and experiences</p>	<p>These opportunities and experiences will help students to broaden their horizons and develop and challenge them personally.</p>	<p>EEF toolkit Metacognition and self-reflection +7, Outdoor adventure learning +4, Social and emotional learning +4, Sports and arts participation</p>	<p>Cultural Capital plan in place for September 2021 including HBX- see website</p>	<p>TLR- SLT Cultural Capital lead (BGG)/ GST</p>	<p>SLT meetings</p>	<p>£5000 (CC and PD days)  £1000 (DofE subsidies)</p>



beyond the classroom.						
Careers	EBP days within school and individual careers interviews with PP dis as the first priority	To develop career aspirations and encourage social mobility - Sutton Trust	Meetings have occurred and destinations data	SHE/ AHT careers and working party	Termly review and QA as part of Personal Development days	£2000
Students have access to literacy intervention to support students in catching up with peers (especially in light of Covid-19) and support/ encouragement in accessing home learning club	Literacy intervention strategies delivered in Community Suite during intervention time: Y7 phonics programme 'Read Write Inc' purchased/ Year 8 Fluency programme- Whole Group Read  Additional Supervisor for HL club	EEF highlights importance of small group intervention in catch students up with peers  Home learning data and student voice indicate that home learning is challenge for many PP dis students and that doing HL in school is beneficial to this.	4 members of English team and 2 LSAs timetabled to lead and support literacy intervention groups at specific and consistent lesson times throughout 2 week timetable  Records of attendance at intervention at HL club showing impact on progress in CLA data.	GST, FRA, KNI, BRN, HER, IRV, HAR	At each termly Data Drop	£14,366 Librarian £2490 2x purchases of Read Write Inc £100 purchasing of novels for Year 8 Whole Group Read £600 Breakfast during literacy intervention
Removal of barriers to Digital technology- 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 during Covid-19 quarantine periods	Second-hand laptops fully re-built by IT department with safeguarding and website filter software. Distributed to all PP Dis students without access to their own laptop at home: 86 laptops distributed in total over the course of 2020-21 academic year  Dongles purchased for students without internet	EEF toolkit-digital technology can accelerate progress 4+months. School produced student voice data sites lack of technology as significant barrier.	Tracking of student data throughout trial, use of student voice evidence.	GST, SIL	At each termly Data Drop	£8000 including new laptops, refurbished laptops, dongles, website filter software

	connection					
All PP Dis students have access to a healthy breakfast at the beginning of the school days to prevent hunger and promote learning	Bistro Breakfasts offered to all FSM students requiring them every morning between 8:15-8:30am	EEF evidences huge importance of breakfast in order to ensure students can learn effectively. A healthy breakfast greatly develops concentration span and energy	GST to review regularly with Kitchen- use of Microsoft Form at beginning of each term to all FSM students to ensure all students in need of breakfast are included	GST, Kitchen	Half termly review	£1000
Fully funded Music lessons available to select PP Dis students to remove barriers and ensure keen musicians have access to weekly lessons	10 PP Dis students offered fully funded music lesson for whole academic year (and future years). Number under review and likely to increase if more students interested	DFE states importance of music lessons in promoting listening skills, aural awareness, abstract thinking as well as improving reading skills	GST to review attendance and GCSE music progress regularly with SED (HoD-music)	GST, SED	Termly review	£2580
					Total	<b>£149,022</b> (Other remaining Deprivation funding to be allocated where necessary over course of academic year). Services Pupil Premium and Post-LAC funding has been allocated separately. Please see separate statement for 'Recovery Premium' spending

