

Heron Primary School Pupil premium strategy statement 2018-2019

1. Summary information					
School	Heron Primary School				
Academic Year	2018-2019	Total PP budget	£80,960	Date of most recent PP Review	June 2018
Total number of pupils	419	Number of pupils eligible for PP	61 (14.5%)	Date for next internal review of this strategy	June 2019

2. Current attainment				
<i>ASP Data. End of KS2 data. No of Yr 6 pupils eligible for PP = 12</i>				
	Heron disadvantaged pupils	Heron not disadvantaged pupils	National disadvantaged pupils (2017 data)	National not disadvantaged pupils 2017/18 Provisional
Average progress score- Reading	-1.8	+0.8	-0.7	+0.3
Average progress score- Writing	+1.0	+1.0	-0.4	+0.2
Average progress score- Maths	+1.5	+0.5	-0.6	+0.3

3. Summary of main barriers to learning for children eligible for Pupil Premium	
In-school barriers	
A.	Emotional resilience
B.	Access to and affordability of enrichment activities
C.	Reading attainment with a focus on Comprehension
External barriers	
D.	Attendance / persistence absence

4. Desired outcomes		
	<i>Desired outcomes</i>	<i>Success criteria</i>
A.	Resilience, concentration and attitudes to learning – to be improved	Pupils engage positively in lessons and wider school life resulting in higher levels of attainment
B.	All children have access to a wide range of enrichment activities	No pupil is excluded from an activity due to financial constraints

C.	Numbers of children achieving ARE or above increase	The gap between the outcomes for disadvantaged and non-disadvantaged is narrowed
D.	For the attendance of disadvantaged children to be at least comparable to that of all children nationally/school (whichever is higher).	Attendance is consistently high for all children

5. Planned expenditure					
Academic year	2018-2019				
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?
Further teaching and learning opportunities that result in PP children making progress that is in line (or exceeding) non PP pupils in all subjects	Intervention TA's in R-Y6 in classroom. Class Teachers to support with booster groups where necessary Accurate provision mapping	Following evaluation of 17/18 this was found to be an effective strategy. 50% of eligible pupils were at ARE or GDS Regular pupil progress meetings identify children, identify needs and allow SMT to identify and implement most suitable intervention. This is then added to the pupils' provision map to enable effective monitoring of progress by staff leads and class teachers	Through: <ul style="list-style-type: none"> • Early identification of need • Phonics grouping • Fine/Gross motor skills programs eg Fizzy • Monitoring behaviour • A focus on Listening Skills/Attention • Increased frequency of interim reviews Phonic Support Y1/2/3 KS1 Numeracy/Literacy intervention eg ELS KS2 small group/tutoring eg Rapid Reading	Jo Mason Claire Brookes	On-going and regular assessments by all staff 6 x per year in line with pupil progress meetings/ at term end in line with summative assessment judgements
Increased pupil engagement with feedback Pupils more skilled in self-assessment	Further development of marking and feedback strategies Ensure feedback is consistent across the school Ensure that feedback is appropriate and effective	EEF research suggests that pupils need timely, effective feedback and strategies to enable to judge accurately how effectively they are learning	Through regular book scrutiny Through pupil conferencing	Claire Brookes	Termly
Total budgeted cost					£18,548
ii. Targeted support					
Desired outcome	Chosen	What is the evidence and rationale	How will you ensure it is	Staff lead	When will you

	action/approach	for this choice?	implemented well?		review implementation?
Pupils needing extra support in reading receive targeted individual and small group intervention Children demonstrate improved attainment through assessment data and make progress in line with their peers.	Identify pupils needing extra support in reading in KS2 and implement appropriate intervention strategies via TA and Teacher intervention groups including focussed guided reading sessions.	Strategies implemented at KS2 resulted in positive outcomes for all children.	Use regular pupil progress meetings to identify children, identify needs and implement most suitable intervention e.g. Rapid Reading, Dancing Bears. Meet with TA's and Class Teacher's to review impact.	SENDCo Matt Kitson	On-going and regular assessments by all staff 3 x per year in line with pupil progress meetings And at term end in line with summative assessment judgements
Reading data demonstrates good progress for all children To enthuse and ignite excitement in reading.	Use of Accelerated Reader- whole school strategy	AR requires the children to have read their text effectively and be able to demonstrate clear understanding through quizzing. The children are excited by this and are keen to quiz and improve their scores.	Staff will regularly check AR assessment data for their class. Regular pupil progress meetings with a focus on disadvantaged children	English Team	As above
Reading data demonstrates children's increasing ability to comprehend a range of texts	Use of Predators and Vipers to teach comprehension strategies EEF training programme strategies	The EEF research evidence suggests that the impact of teaching of reading comprehension strategies through modelling and supported practise is very extensive	Monitoring of The Big Read and Guided Reading. A focus on Reading within the classroom through lesson obs/ drop ins Pupil conferencing	SMT	Termly x6
Ensure all TAs have access to up to date training for intervention	Facilitate TA training in new initiatives such as AR	TA's need to be kept up to date to effectively support pupils when leading intervention groups/ new initiatives TA peer to peer SENCO Whole staff TAs confident in delivery of initiatives	SENDCo will conduct meetings with TAs to gauge what their training needs are. SENDCo will facilitate in house/ external training as appropriate	SENDCo	On- going throughout the year
Total budgeted cost					£26,542
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?

<p>Pupils emotional wellbeing is supported developing emotional resilience and having a positive impact on self-esteem, social and collaborative skills</p>	<p>Nurture Groups e.g. Forest school Thrive approach Autism Mark training Project Group for PP children led by Outdoor Learning Consultant (6 in a group) Resources to support. 6's & 7's self-esteem group Cooking Club Thrive</p>	<p>EEF research findings Pupils will engage positively in lessons and wider school life resulting in higher levels of attainment</p>	<p>FSW will have a dedicated role in delivering these strategies</p> <p>SENDCO/ FSW/ LM will monitor the impact of these strategies</p>	<p>Jo Mason</p>	<p>Monthly through Pupil Care Team Meetings</p>
<p>Children attend school 100% of the time Children talk about feeling happy/ safe</p>	<p>Enrichment Activities:</p> <ul style="list-style-type: none"> • Maths Breakfast Club • Year 6 PGL residential visit • Year 4 residential visit • Music lessons • Gym Club • Trips and visits 	<p>Provision of breakfast Maths club to support specific learning and to provide a calm learning environment to enable to prepare for the school day.</p> <p>Increased confidence, group independence, better team working skills to support attainment</p> <p>Opportunities to be involved in extracurricular activities with peers</p>	<p>Monitoring attendance</p> <p>Liaising with parents</p> <p>Monitoring lateness</p> <p>Pupil Conferencing</p> <p>Outcomes reported from e.g. peripatetic music teachers</p>	<p>Claire Pambianchi</p> <p>Kate Phillips</p> <p>Analie Hart</p>	<p>Termly through reporting</p>
<p>Staff have increased confidence and knowledge of activities to perform roles and support pupils emotional well-being</p>	<p>Use of Boxall profiling tool EEF training programme Use of Widget online</p>	<p>EEF research findings Pupils will engage positively in lessons and wider school life resulting in higher levels of attainment</p>	<p>Staff training Monitoring of vulnerable groups</p>	<p>Jo Mason</p>	<p>Termly through pupil progress meetings/ PCT meetings Monitoring of provision map outcomes</p>
<p>To support emotional resilience and access to learning for identified PP pupils</p>	<p>Individual Needs met through</p> <ul style="list-style-type: none"> • Toucan play therapy sessions • Reading interventions • Home Learning 	<p>Individual needs are identified by staff and are supported to enable pupils to develop emotional resilience and access learning</p>	<p>Pupil premium pupils responses recorded PP pupils academic progress recorded to assess impact</p>	<p>Jo Mason</p>	<p>Termly through pupil progress meetings</p>

	Resources e.g. access to iPads				
<p>Reduction in persistent absentees</p> <p>Improved behaviour of target group at home and school</p> <p>Parents more confident in supporting their children</p>	<p>The Community Family Worker and Attendance officer will:</p> <p>Support parents/carers to meet attendance targets, providing strategies</p> <p>Lead professional for family support ensuring co-ordinated help for identified needs</p> <p>Organising and delivering parenting courses</p> <p>Provide holiday activity sessions</p> <p>Provide drop in sessions twice per week</p>	<p>Persistence absenteeism is still proving to be a significant barrier to learning for some children.</p> <p>The learning from 17/18 resulted in school appointing a specific attendance officer to focus on this</p>	<p>Monitor attendance of target pupils weekly</p> <p>Governors monitor attendance figures provided by AO at Curriculum meetings</p> <p>Monitor the impact and attendance of parenting courses, holiday sessions and drop-ins</p>	<p>Governors</p> <p>Claire Brookes</p> <p>Claire Pambianchi</p> <p>Kate Phillips</p>	<p>Termly through attendance officer review</p>
<p>Increased pupil confidence</p> <p>Pupils feel safe and secure at school</p> <p>Positive feedback at Pupil Care Team meetings</p> <p>Children demonstrate improved attainment through assessment data and make progress in line with their peers.</p>	<p>Timetabled weekly sessions to provide pastoral support and support for learning targets</p> <p>To provide an adult mentor at school where pupils can access support with any concerns or worries</p> <p>Use of the results of the online pupil survey to further promote well being</p>	<p>Increased numbers of pupils presenting with social/ emotional needs for example those highlighted through the OPS</p>	<p>Pupil Care meetings take place twice per term</p> <p>Assessment and attainment data monitored</p> <p>Pupil conferencing shows that pupils know where to go for support and advice</p>	<p>Elaine Neate/Claire Brookes/Jo Mason/ Karen Overthrow/ Helena Skerrat</p>	<p>Twice termly in PCT meeting</p> <p>Through pupil progress meetings</p>
<p>Language development and communication skills improve</p>	<p>Further opportunities for 'Talk for Writing'</p> <p>Focus on Talk Boost and ELS for early literacy skills</p> <p>Opal project</p>	<p>EEF research suggests that the Vocabulary gap between disadvantaged and non-disadvantaged pupils is significant</p>	<p>Through a series of staff training meetings followed by feedback from staff and pupils</p>	<p>Jo Mason</p> <p>Play team</p>	<p>Termly at PP meetings</p> <p>At strategic points in the OPAL programme</p>
Total budgeted cost					£36,870

Total Budgeted Spend 2018/2019	£81,960
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6. Review of expenditure (to be completed at the end of the year)

Previous Academic Year

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)
Further teaching and learning opportunities that result in PP children making progress that is in line (or exceeding) non PP pupils in all subjects	Intervention TA's in R-Y6 in classroom. Class Teachers to support with booster groups where necessary Accurate provision mapping	<ul style="list-style-type: none"> - TA in every classroom across the school. - PP children assessed and appropriate interventions identified. - Provision maps reviewed termly by class teachers and SENCO and updated as appropriate. - Provision mapping monitored during pupil progress meetings by SMT. 	<p>Staff have a clear understanding of pupil needs. Provision is appropriate and largely effective and where provision is not effective, alternative provision is implemented.</p> <p>Data shows that 33% of PP children are achieving the expected standard than previous academic year.</p>
Increased pupil engagement with feedback Pupils more skilled in self-assessment	Further development of marking and feedback strategies Ensure feedback is consistent across the school Ensure that feedback is appropriate and effective	<ul style="list-style-type: none"> - SMT have carried out a number of book looks, pupil conferences and learning walks. This has shown that there are some inconsistencies in both marking and feedback and the use of self-assessment across the school 	Feedback and marking is a focus for staff CPD in the new academic year (2019-2020).

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)

Pupils needing extra support in reading receive targeted individual and small group intervention Children demonstrate improved attainment through assessment data and make progress in line with their peers.	Identify pupils needing extra support in reading in KS2 and implement appropriate intervention strategies via TA and Teacher intervention groups including focussed guided reading sessions.	<ul style="list-style-type: none"> - Pupils who need extra support in KS2 have been identified. - Teachers and TA's have worked with the SENCO to decide on the most effective intervention. - Class teachers use appropriate approaches to meet the needs of the children for teaching and learning e.g. whole class reading, carousel guided reading and reading interventions. 	<p>Whole class guided reading is effective and more training is planned to support this approach in the new academic year.</p> <p>Our review of AR has prompted us to review its effectiveness at KS1. All of our KS1 reading material has been banded according to the phonics phases.</p>
Reading data demonstrates good progress for all children To enthuse and ignite excitement in reading.	Use of Accelerated Reader- whole school strategy	<p>2019 reading data</p> <p>KS1: 82% (NAT 75%) expected standard and above 35% (NAT 25%) higher standard</p> <p>KS2: 83% (NAT 73%) expected standard and above 27% (27%) higher standard</p> <ul style="list-style-type: none"> - Feedback from pupils about AR is positive. 	<p>Through further staff training, we need to ensure a more consistent approach to using AR data to inform assessment and future planning.</p> <p>Staff will continue to provide a diagnostic report detailing the progress to SMT.</p>
Reading data demonstrates children's increasing ability to comprehend a range of texts	Use of Predators and Vipers to teach comprehension strategies EEF training programme strategies	<ul style="list-style-type: none"> - Predators and Vipers display in each classroom across the school. - Subject leaders are monitoring the use of Vipers and Predators through book scrutiny and lesson drop-ins. - Power of Reading has been trialled in Year 5, Year 2 and Year 1. 	<p>Star reader assessments demonstrate that the pupil's comprehension skills are improving.</p> <p>The English team plan to introduce the Power of Reading across the school.</p> <p>In the new academic year, each year group will have a reading spine for the teachers to read to the class to promote reading for pleasure.</p>
Ensure all TAs have access to up to date training for intervention	Facilitate TA training in new initiatives such as AR	<ul style="list-style-type: none"> - Class teachers have shared relevant AR data with TA's to inform relevant interventions. - All TA's have received up to date training in phonics. 	It is important to ensure that all staff are up to date and further training will take place throughout the new academic year.
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)

<p>Pupils emotional wellbeing is supported developing emotional resilience and having a positive impact on self-esteem, social and collaborative skills</p>	<p>Nurture Groups e.g. Forest school Thrive approach Autism Mark training Project Group for PP children led by Outdoor Learning Consultant (6 in a group) Resources to support. 6's & 7's self-esteem group Cooking Club Thrive</p>	<ul style="list-style-type: none"> - All staff have had the Autism Mark training. - All children throughout the year have access to outdoor learning. - Specific children as discussed PCT meetings are supported by FSW/Learning mentor as appropriate. - All classroom have a dedicated 'Calm Corner' including age-appropriate resources. - OPAL has been successfully implemented and we have experienced a fall in the number of behaviour issues at lunchtime. 	<p>Children respond well to being given access to a range of resources at lunchtime for OPAL.</p> <p>Children are positive about the dedicated Calm Corners and are using them effectively. Staff have suggested that it gives them further insight into children's emotions.</p> <p>The PSHCE subject-leaders are in the process of applying for the Mental Health Champions award and this will be continued in the new academic year.</p> <p>FSW and LM work will continue to support both pupils and families as appropriate</p>
<p>Children attend school 100% of the time Children talk about feeling happy/ safe</p>	<p>Enrichment Activities:</p> <ul style="list-style-type: none"> • Maths Breakfast Club • Year 6 PGL residential visit • Year 4 residential visit • Music lessons • Gym Club • Trips and visits 	<ul style="list-style-type: none"> - Breakfast Maths club and Breakfast club continue to be successful in supporting some families in terms of attendance. - Both residential visits are well-attended. - Peripatetic music staff report positively about the children they teach in terms of increased confidence, independence and skill. - The school has facilitated the attendance of a number of pupils on trips, visits and after-school clubs. - We have appointed a dedicated attendance officer. 	<p>We need to further investigate the correlation between improved attendance and breakfast club attendance. Does paying for breakfast club places improve attendance?</p> <p>Heron will continue to subsidise trips, visits and after-school clubs for disadvantaged pupils.</p> <p>Mrs Hart will continue to keep parents informed about the opportunities available in music.</p> <p>Teachers will begin to share attendance information with parents as appropriate. Our attendance officer will seek clarification from governors regarding the next steps Heron want to take to address persistence absentees.</p>
<p>Staff have increased confidence and knowledge of activities to perform roles and support pupils emotional well-being</p>	<p>Use of Boxall profiling tool EEF training programme Use of Widget online</p>	<ul style="list-style-type: none"> - All staff are able to use Widget online and the symbols are being consistently used around the school. - CB, JM, PB, CR and MK attended EEF training. 	<p>To further utilise the Widget online to ensure that all aspects of the school are appropriately labelled.</p> <p>Further dissemination of EEF training to all staff in upcoming year.</p>

<p>To support emotional resilience and access to learning for identified PP pupils</p>	<p>Individual Needs met through</p> <ul style="list-style-type: none"> • Toucan play therapy sessions • Reading interventions • Home Learning Resources e.g. access to iPads 	<ul style="list-style-type: none"> - Individual needs identified by the class teacher and appropriate interventions put in place e.g. 1:1 reading and play therapy. - Resources provided for children who do not access outside of school e.g. homework pack. - See previous point regarding 'Calm Corners'. 	<p>These strategies are successful so will continue in the new academic year. Further work to be done to ensure we are supporting emotional resilience.</p>
<p>Reduction in persistent absentees Improved behaviour of target group at home and school Parents more confident in supporting their children</p>	<p>The Community Family Worker and Attendance officer will: Support parents/carers to meet attendance targets, providing strategies Lead professional for family support ensuring co-ordinated help for identified needs Organising and delivering parenting courses Provide holiday activity sessions Provide drop in sessions twice per week</p>	<ul style="list-style-type: none"> - No percentage decrease in persistent absentees. Attendance officer now sends letters to parents when attendance is unacceptable. - Attendance officer analyses attendance data on a weekly basis and seeks clarification on lack of attendance where necessary. 	<p>Attendance officer needs to deploy further strategies to deter absenteeism and promote good attendance including AIMS.</p> <p>Attendance officer to seek clarification from Governors regarding penalties for holidays taken during term-time. Family support worker and attendance officer will work closely to support families where there are attendance concerns.</p>

<p>Increased pupil confidence Pupils feel safe and secure at school Positive feedback at Pupil Care Team meetings Children demonstrate improved attainment through assessment data and make progress in line with their peers.</p>	<p>Timetabled weekly sessions to provide pastoral support and support for learning targets</p> <p>To provide an adult mentor at school where pupils can access support with any concerns or worries</p> <p>Use of the results of the online pupil survey to further promote well being</p>	<ul style="list-style-type: none"> - Pupils have been identified and weekly sessions are in place with the FSW and learning mentor. - Where needed, specific staff members have been allocated to pupils to support on a daily basis. - PSHCE leaders have analysed the online pupil survey and the results have formed the basis of the SDP for the coming year. 	<p>Many pupils have come to rely on the support given by FSW and the learning mentor. We need to ensure that strategies are given to the children to ensure adult support can be decreased and pupils build resilience.</p> <p>There has been an increase in the number of children needing social and emotional support. We will seek to provide further training for staff on how to support pupils in this area.</p>
<p>Language development and communication skills improve</p>	<p>Further opportunities for 'Talk for Writing' Focus on Talk Boost and ELS for early literacy skills Opal project</p>	<ul style="list-style-type: none"> - Big Talk has been a focus in preparation for big write. KS1 has implemented 'Talk Boost' for specific groups of children. - OPAL has successfully implemented in order to further the opportunities for talk for children and staff. 	<p>The English Team will be implementing 'Talk Boost' across the school and will be introducing slow writing.</p> <p>School will continue to implement further aspects of the OPAL project in the next 15 months.</p>

<p>Cost</p>	<p>£77,000</p>
<p>Staffing</p>	<p>£65,681 / 84%</p>
<p>Curriculum</p>	<p>£12,672 / 16%</p>