

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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	Heron Hill Primary School
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	9.5% = 40/422
Academic year/years that our current pupil premium strategy plan covers	2022 - 2023
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Patricia Merritt
Pupil premium lead	Naomi Jones
Governor / Trustee lead	Jacqui Cottam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,835
Recovery premium funding allocation this academic year	£4,640
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£51,475

Part A: Pupil premium strategy plan

Statement of intent

At Heron Hill Primary School, it is our intention to ensure that all pupils, irrespective of their background or the challenges they face, make good progress throughout their primary education. We strive for all our students to achieve academic success as well as develop emotional resilience and confidence for future life. We are committed to making evidence-informed decisions about pupil premium spending and recent research and recommendations has been taken into account.

learning together, playing together, growing together

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our principles are:

- High quality teaching will always be our first priority
- Ensuring that teaching and learning opportunities meet the needs of all our pupils
- Early intervention with targeted support will be responsive to common challenges and individual needs
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Challenges

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

Challenge number	Detail of challenge
1	Lower levels of language (and emotional) development both in EYFS and KS1, exacerbated by Covid-19 Lockdowns.
2	Maintain and embed mathematical knowledge and recall of basic number facts in KS1 and KS2 and further develop problem-solving and reasoning.
3	Increased number of mental health and wellbeing needs across KS1 and KS2, with some disaffection from education for some pupils. This challenge has had a negative impact on attendance and punctuality.
4	Gaps in phonological knowledge throughout EYFS and KS1, impacting on reading fluency as well as engagement enjoyment of books for our disadvantaged pupils.

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>Improved outcomes in reading and writing for our PPG pupils by the end of each Key Stage</p>	<p>Children meet the expected standard and make the expected progress using FFT data and predictions.</p> <p>Children are monitored and tracked termly during termly pupil progress meetings, with provision adapted to meet individual needs.</p> <p>Phonics screening check outcomes are in line with the national average.</p> <p>Rigorous phonics teaching across school, using a synthetic, systematic phonics scheme.</p> <p>Pre-teach and reactive review sessions will target gaps in learning and support pupil progress.</p>
<p>Improved levels of mental health, wellbeing and attendance at school</p>	<p>Pupil surveys completed by teachers to regularly monitor levels of wellbeing.</p> <p>Children and their families engage with and benefit from external agency support, e.g. counsellors, support workers.</p> <p>Pupil mental health needs are addressed through individualised interventions when needed.</p> <p>A sustained participation in enrichment activities, e.g. residential trips, visits, sports clubs by our PPG children.</p> <p>Pastoral Learning Mentor will engage with families when attendance and punctuality is a concern to support and be able to offer advice.</p>
<p>Gaps identified and addressed in mathematics</p>	<p>Children meet the expected standard and make the expected progress in mathematics using FFT data.</p> <p>Monitor and track PPG children's progress termly during pupil progress meetings.</p> <p>Times Table check will be in line with national average.</p> <p>Pre-teach and reactive review sessions will target gaps in learning and support pupil progress.</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: £ 23,841

Activity	Evidence that supports this approach	Challenge number(s) addressed
Differentiated phonics group taught by teachers across all key stages.	High impact for very low cost based on very extensive evidence – 5 months progress. Phonics	1, 4,
Feedback and marking CPD and staff training	Very high impact for very low costs – 6 months progress Feedback	2, 4,
Kidsafe sessions delivered by an STA for Y2 and Y3	Child centred, age appropriate education for all ages of children is essential to prevent and address poor mental health issues, particularly regarding the use of technology and keeping safe online. Kidsafe	3
ELSA (Emotional Literacy Support Assistant) training delivered to our Pastoral Learning Mentor	Very high impact for very low cost – 7 months progress. Self-regulation <i>Evidence-informed</i> , nationally recognised approach to supporting children and young people (from primary through to secondary) with a range social and emotional needs	1, 3
‘Zones of Regulation’ scheme implemented for whole school to support and develop children’s skills in emotional regulation.	Very high impact for very low cost – 7 months progress. Self-regulation	1, 3
Peer tutoring and collaborative learning to help support and consolidate learning.	High impact for very low cost based on extensive research – 5 months progress Peer tutoring	1, 2, 3,
Focused support by teaching staff to support next steps in learning and address misconceptions during and after lessons.	Conferencing in all writing opportunities to address gaps and issues is essential in building confidence and stamina for writing attainment. Literacy	4

Regular staff development and training in using a mastery approach to teaching in reading, writing and mathematics.	Mastery learning is particularly effective when pupils are given opportunities to work in groups or teams and take responsibility for supporting each other's progress, another key element of our teaching philosophy. Mastery	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 19,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted 1:1 reading and discussion / comprehension to develop vocabulary, oral fluency and understanding.	Oral Language Interventions – very high impact for very low cost based on extension research – 6 months progress.	1, 3, 4
Outdoor Learning whole class sessions and 'nurture' groups for identified children	Learning outdoors has numerous benefits including improving mental wellbeing, self-confidence and collaborative working.	1, 3
Additional TA support to facilitate interventions and reactive review sessions	Dialogue between teaching staff to address misconceptions is vital to provide timely and swift support to children. Moderate impact for moderate cost – 4 months progress. Teaching Assistant Interventions	2, 4,
Purchase of TTRS to motivate and inspire children to learn number facts rapidly.	High impact for moderate cost – 3 months progress. TTRS helps to boost working memory by targeting number facts for individuals. Working memory	2
Supporting social and emotional/wellbeing of pupils through PLM and support groups.	To ensure pupils' wellbeing is supported so that school life is accessible. Pupils know they have a trusted adult that allows wellbeing challenges to be addressed and supported. EEF – Social and emotional learning - Moderate impact for moderate cost based on moderate evidence - +4 months	3

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

Budgeted cost: £8,554

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted mental health support. School employs a counsellor ½ day per week.	Recent research has shown the benefits of mental health support for primary-aged children. Counsellor	1, 3
Extensive offer of extra-curricular activities to promote exercise and other enrichment opportunities, such as music lessons.	Priority is always given to our PPG children and offered 'free-of charge' to parents / carers. Moderate impact for very low cost – 4 months progress Arts Participation	3
Outdoor adventure / residential visits	This is subsidised for PPG children, giving pupils the opportunities to engage in enriching activities that has a cost and expose pupils to opportunities that they may not be able to otherwise	1, 3

Total budgeted cost: £51, 475

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 2021 to 2022 academic year.

The school rigorously evaluates the impact of PPG spending on each pupil at the end of each term through Pupil Progress Meetings with KS Leader, English and Maths lead, SENCo and Class Teachers. Evaluations focus on academic gains and how pupils' well-being and self-confidence has developed as a consequence of the support and interventions.

Attendance is monitored by the Head teacher and the Governing Body.

Progress reports are monitored by the Governing Body.

PPG Total	PP Boys	PP Girls	PP & additional needs	PP & external support	PP At Risk	PP Children joined school in KS2	PP & EAL	Each child as a % of PPG Group	Each child as a % value of year group
6	1	5	1	1	0	2	0	6	58
10.3%	17%	83%	17%	17%	0%	33.3%	0%	17%	1.7%

SATS KS2 July 2022:

	PP pupils reaching the expected standard / greater depth	All Heron Hill Pupils	National – based on 2022_Key Stage 2 Results
Reading	83%	86%	73%
Writing	83%	83%	78%
Maths	83%	84%	79%

NB: With low pupil numbers statistical analysis and comparison needs to be treated with caution (2022 – 6 pupils).

Conclusion: Outcomes for PPG pupils in all areas were good. In all but one case, each child made at least the expected progress in each subject area with some exceptional progress. Some children made excellent progress in specific subjects, moving from expected standard at the end of Key Stage 1 to greater depth standard at the end of Key Stage 2. Therefore, the strategies in place to support the PPG pupils should be continued.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Times Tables Rock Stars	Maths Circle Ltd
Accelerated Reader	Renaissance
Supersonic Phonic Friends	Anna Lucas

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We prioritise our service pupils in the same way as other pupil premium children, focusing primarily on support emotional and pastoral support when needed. In addition, support is targeted through interventions, small group work and 1:1 reading and homework support within school.
What was the impact of that spending on service pupil premium eligible pupils?	In the last academic year, children made progress in-line with national expectations.