

Pupil Premium Grant Expenditure at Heron Hill School

Report to Parents and Carers: Academic Year 2017-18

Overview of the School

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	4/9/17 383 + Nursery 37 5/1/18 389 + Nursery 47 16/4/18 388 + Nursery 57
Total number of pupils eligible for PPG	1 Nursery 36 Reception-Year 6 5 Service Children
Amount of PPG received per pupil	£ 1320 Reception-Year 6 Ever 6/FSM £ 300 Service Children/Ever 4
Total amount of PPG received	£ 49,020 + £200.34 EYPP

Heron Hill strengths (information from School Data and Inspection Dashboard)

Strengths in 2018 included:

- Our data shows that most PPG children made expected progress or better, from Key Stage (KS) 1 to KS2.
- At KS2, there were some greater depth standard scores in reading, writing and Grammar, Punctuation and Spelling (GPAS) for the PPG group.
- In KS1, the PPG children achieved the expected standard of attainment and 50% achieved a greater depth standard in reading, writing and maths.

Strengths in 2017 included:

- Our scores for PPG children's attainment at the end of KS 2 was higher than the average for PPG children nationally.

Strengths in 2016 included:

- Disadvantaged KS2 pupils had an average scaled score equal to or above the national score for other pupils in reading and mathematics.
- For KS1 disadvantaged pupils, attainment of at least the expected standard in all subjects for all Early Years Foundation Stage (EYFS) development group was close to or above national figures for other pupils.

Nature of support academic year 2017/18

We have high aspirations for all our children and are determined to ensure that our children are given every opportunity to realise their potential. The Sutton Trust summarises research evidence on improving learning. We have used this to make informed decisions about classroom practice and informed choices about which interventions will be most effective. We have also looked at the impact of teaching and learning at Heron Hill using our own data to support us in our decision-making. Academic research has found that feedback is critical in children's learning and therefore our support and interventions have feedback as an integral element so that children know the next steps in their learning. We have developed children's meta-cognition and self-regulation so that children take more responsibility for their learning, but under an umbrella of planned and reactive support.

As part of the ethos of meeting the needs of children and maximising progress there is teaching assistant (TA) support in each year group, to provide in-class focused support on a specific objective, small targeted groups and 1:1 individualised intervention programmes. We treat each child as an individual and not only support lower ability children and 'key marginal' children but also aim to extend and challenge the more able. The needs of pupils eligible for PPG are carefully considered when drawing up in-class support, group and individual sessions.

Inclusion: Homework Club, Reading Club, Gardening Club, Maths Club, Sports Clubs, Bee Club, Book Club, School Council, Enrichment Sessions. Some of these clubs require a payment but PPG pupils attend free of charge. We actively encourage pupils eligible for PPG to access these opportunities. We recognise that some children do not have access to a computer or the internet at home and therefore we provide these opportunities in school.

Access to external agencies provided through school eg. School Counsellor, Parent Support Advisor. Eleven pupils eligible for PPG accessed these external agencies in school.

Financial assistance is given for school uniform and to enable pupils to access externally provided workshops and school visits, including residential stays.

Financial assistance is also given to enable access to peripatetic music lessons and school-based after-school activities, eg. Dance Classes, French Club.

Curriculum focus of PPG spending 2017/18

The major curriculum focus for the year has been mathematics, building on the foundations over the last few years. Strategies include:

- Targeted support for specific children in maths lessons.
- 1:1 and small group Reactive Review Sessions to give feedback and address misconceptions.
- Targeted small groups for number skills.
- Specific, targeted support for children in maths (of different abilities) to help them meet their potential.

In addition we have continued to have a consolidation focus on writing and this has included targeted support in writing lessons, 1-1 conferencing and small group work for phonics and

spelling.

Maths and English interventions for small groups of Year 6 pupils have been utilized in preparation for KS2 SATs to ensure that pupils fulfil their potential.

In addition, a focus has been on the emotional well-being of specific children to ensure readiness to learn.

Measuring the impact of PPG spending

The school rigorously evaluates the impact of PPG spending on each pupil at the end of each term through Pupil Progress Meetings with the Headteacher/Deputy Headteacher, Head of Department, Inclusion Manager 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 Headteacher and the Governing Body.

Progress reports are monitored by the Governing Body.

Frequent 'conferencing' between the child and teacher ensures that learning is as personalised as possible.

Outcomes for Year 6 in 2018:

Context:

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	5	1	5	2	2	2	0	6	54
100%	83%	17%	83%	33%	33%	33%	0%	17%	1.9%

Results:

	PP pupils reaching the expected standard	Non PP pupils reaching the expected standard	All Heron Hill Pupils	National
Reading	50%	90%	85%	75%
Writing	83%	88%	87%	78%
Maths	67%	88%	85%	76%
GPAS	33%	94%	87%	78%

NB: With low pupil numbers statistical analysis and comparison needs to be treated with caution (2018 – 6 pupils).

Conclusion:

When taking into consideration the individual circumstances and needs of each PPG pupil, the outcomes are pleasing. The strategies in support for PPG pupils are effective and should be continued. The variation of results across the subjects indicates that consideration needs to be given regarding a higher level of focus for reading and GPAS. However, since the number of PPG pupils in each year group remains low, individual pupil needs should remain the priority.

In July 2017 the school commissioned an external Pupil Premium Review and the findings were very positive. Recommendations have been acted upon and are now embedded in school policy.