

Pupil Premium Grant Expenditure at Heron Hill School Report to Parents and Carers: Academic Year 2019-20

Overview of the School

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	1/9/19 387 + Nursery 43 7/1/20 382 + Nursery 50 1/4/20 382 + Nursery 61
Total number of pupils eligible for PPG (at 1.09.2019)	3 Nursery 27 Reception-Year 6 10 Service Children
Amount of PPG received	£ 44,880 Reception-Year 6 Ever 6/FSM £ 2,700 Service Children/Ever 4
Total amount of PPG received	£ 47,580 + £700.55 EYPP

Heron Hill Strengths (Information from School Data & Inspection Dashboard)

Strengths in 2019-2020 included (NB 2 terms due to Covid-19 Pandemic):

- In Reading, writing and maths all PPG children make at least the expected progress from Key Stage 1 (KS1) to Key Stage 2 (KS2), based on teacher assessment, and a proportion made excellent progress, moving from expected standard to greater depth in specific subjects.

Strengths in 2018-2019 included:

- PPG children achieved very well in all subjects in KS2 SATs, reaching the expected standard in the vast majority of cases. In addition, 33% achieved greater depth standard in all subjects.
- The KS2 results of the PPG pupils exceeded the results of the non-PPG pupils.

Strengths in 2017-2018 included:

- Our data shows that most PPG children made expected progress or better, from KS1 to KS2.
- At KS2, there were some greater depth standard scores in reading, writing and 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 2016-2017 included:

- Our scores for Pupil Premium Grant children's attainment at the end of Key Stage 2 was higher than the average for PPG children nationally.

Strengths in 2015-2016 included:

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

Nature of Support Academic Year 2019-20

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 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, Barnardos, Young Carers, Children's Services. Ten 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.

Due to Covid-19, school was closed on Friday 20th March 2020, remaining open only for key worker children and vulnerable children. The school swiftly set up a Home Learning Platform and uploaded lessons on a weekly basis, encouraging the children to submit their work regularly. Class teachers acknowledged and praised their work in subsequent online

lessons as well as telephoning parents to further encourage engagement. Senior leaders also made contact with some parents, to offer guidance and support. PPG families were prioritised for telephone contact and their needs established. As a result, school provided 4 PPG families with laptops to facilitate home learning.

To further support home learning, children were encouraged to keep using Mathletics, our online maths programme and we changed our Accelerated Reader settings so that children could quiz on their books at home. Furthermore, we bought into an online reading library so that children would always be able to access reading books.

In June, school re-opened for Year 6, Year 1, Reception and Nursery, in bubbles of 10-15 children. As well as the general communication that took place to safely get these children back to school, additional contact was made with PPG families to reinforce the messages and encourage the children to return. After additional phone calls, all except two Year 6 PPG children came back, all except two Reception children returned and all Year 1 PPG children returned.

In July, transition videos, photos and information booklets were put on our website to introduce the children to their next teachers and classes, and they were encouraged to have a dialogue with their new teachers using Flipgrid.

Curriculum focus of PPG spending 2019-20

The major curriculum focus for the year (up until Lockdown) 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 took place in preparation for KS2 SATs and whilst the SATS did not take place due to Covid-19, this additional support was still beneficial.

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

Whilst the school was closed, there continued to be a focus on maths as well as reinforcement of key skills. Lots of practical activities were incorporated into the home learning to help to keep the children motivated.

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 2020 based on March Teacher Assessment due to SATs being cancelled and school closed:

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
5	3	2	3	3	1	0	0	5	63
100%	60%	40%	60%	60%	20%	0%	0%	20%	1.6%

Teacher Assessment March 2020:

	PP pupils reaching the expected standard/greater depth	Non PP pupils reaching the expected standard	All Heron Hill Pupils	National – based on <u>2019 KS2 Results</u> (no results - 2020)
Reading	80%	79%	79%	73%
Writing	80%	79%	79%	78%
Maths	80%	84%	84%	79%

NB: With low pupil numbers statistical analysis and comparison needs to be treated with caution (2020 – 5 pupils).

Conclusion:

Outcomes for PPG pupils in all areas were good. In every case, each child made at least the expected progress in each subject area. Some children made excellent progress in specific subjects, moving from expected standard at the end of KS1 to greater depth standard at the end of KS2. Therefore, the strategies in place to support the PPG pupils should be continued.