

Pupil premium strategy

1. Summary information					
School	Herons' Moor Academy				
Academic Year	2019/20	Total PP budget	£104,280	Date of most recent PP Review	Sept2019
Total number of pupils	444	Number of pupils eligible for PP	92	Date for next internal review of this strategy	Jan2020

2. Current attainment				
	Pupils eligible for		Pupils not eligible for PP (national average)	
	KS1	KS2	KS1	KS2
% achieving expected standard or above in reading, writing & maths		40%		80%
% making expected progress in reading (as measured in the school)	91%	53%	86%	82%
% making expected progress in writing (as measured in the school)	64%	47%	76%	91%
% making expected progress in mathematics (as measured in the	82%	60%	86%	93%

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Lack of independence in learning and life skills
B.	Motivation to learn and aspirations of the children
C.	Poor language skills when children start school
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)	
D.	Children reading or completing homework at home
E.	Lack of life experiences and parental engagement

4. Review of last year 2018/19

- **Begin to introduce learning skills 'Herons' Moor Learner'** *This has started. Herons' Moor Learner rainbows have been created by KS2 staff and are on display in all KS2 classrooms. The rainbow is also in the KS2 planners. Similarly the Achievosaurus have been introduced in EYFS/KS1. They are also on display in classrooms and in the corridor as well as in planners. Work now needs to be done to embed these more and for children to start referencing them in their learning.*
- **Mastery Learning- high aspirations for all** *We have continued with our journey with Mastery Learning in Maths this year. The Maths leads have been part of the TRG group with the Boolean maths hub. There is continued CPD for staff to ensure we have high aspirations for all of our learners.*
- **Pre/Post Teaching Support** *This system has worked really well over the past two years. Teachers have had an hour/week per year group to deliver some pre-teach sessions for disadvantaged children and any others who would benefit. Every afternoon there have been post teach sessions in English and/or Maths for those children falling just short of the learning objective for that lesson.*
- **Specific support for Disadvantaged children- speech, phonics, daily reading, small group work, classroom support** *Disadvantaged children are highlighted on data sheets. Staff are encouraged to refer any children not making expected progress to the Inclusion Team for support. Children are referred on to the Community Paediatrician and Speech and Language asap if we feel there are barriers to their learning that we can't easily support without specialist advice.*
- **Total planned budget for the above- £75,033. Actual expenditure for the above- £80,143 (due to extension of some contracts)**
- **ELKlan training for 4 members of staff** *Four members of staff (2 teachers and 2 TAs) have had training and completed the ELKlan course. These members of staff have then rolled this training out across the school. The staff who attended the course were in EYFS and Y1 so that we can target children with any need as soon as possible as an early intervention.*
- **Growth of Inclusion Team** *We successfully grew our Inclusion Team. This meant that we had 5 members of staff- Inclusion Leader, Pupil Family Liaison Worker, Learning Mentors and Inclusion Support Worker. This has meant that we have been able to have more interventions of a pastoral nature as well as social communication learning at times other than lunch time.*
- **Total planned budget for above- £18,000. Actual expenditure for above- £28,266 (due to change in staffing grade)**
- **Disadvantaged children will also be highlighted through Data** *Our data sheets are colour coded to show any need. Disadvantaged children's names are highlighted in green. All staff are able to identify disadvantaged children and focus on the barriers to their learning and what we need to put in place.*
- **Outstanding Teaching Assistant training** *Through the SSIF funding and work carried out by The Beach teaching school up to 10 of our TAs accessed OTAT. Feedback from the TAs who attended was that the training was really useful.*
- **Subsidised trips for Disadvantaged children** *All children for whom we are paid Pupil Premium have their school trips subsidised throughout their school life with us (up to 6 years from date of eligibility). This has been a big change for these families.*

- **Access to other support: Uniform, shoes, medical appointments, PE kit, swimming kit, extra-curricular clubs, music lessons**
Staff are now much more aware of who the disadvantaged children in their class are. Staff are very good at noticing what children need so that we can put this support in place.
- **Homework/Reading Club** *We have always had a reading club and homework club that has run at lunchtimes. We now have a club running every Thursday and Friday morning for an hour. This means that children who struggle to get their reading and homework done at home have the opportunity to do this without missing their lunchtime.*
- **Total planned budget- £5787. Actual expenditure for above- £9520**
- **High quality first teaching for all children** *Monitoring takes place to ensure that all children are getting high quality first teaching in their lessons.*
- **Children more motivated to learn and achieve** *By introducing the Achievosaurus and Herons' Moor Learners we intend that children will become more independent learners- being in control of their learning and absorbed in it.*
- **Increased life skills in children – A wider variety of life experiences** *We have introduced the Skills for Life grids for each year group. Each year group has 6 skills for children to achieve during the year. These are skills for the children to be learning at home. The types of skills that are targeted are tying their shoes laces, making a drink, packing their school bag. There are skills grids for each year group in their planners and teachers can sign off skills as children complete them.*
- **Children keeping up with learning** *The pre and post teach system of support has really helped children to keep up with their learning. Children who don't quite meet the learning objective during the lesson get another chance to do this in the afternoon on the same day.*
- **Total budget for 2018/19- £98,820. Total expenditure for 2018/19- £117,929**

5. Intended outcomes (specific outcomes and how they will be measured)

Success criteria

A.	High quality first teaching for all children	Monitoring cycle evidence
B.	Children more motivated to learn and achieve	Pupil questionnaires
C.	Increased life skills in children – A wider variety of life experiences	Challenges completed by pupils
D.	Children keeping up with learning	TARs completed and show pupil progress
E.	Increased parental engagement	Increased numbers at school events

6. Planned expenditure

Academic year	2019/20
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
Embed characteristics of Learning (Herons' Moor Learner/ Achievosaurus)	Children will have an increased resilience around their learning and will be more independent in their learning.	<p>We were part of a SSIF bid over the last two years which provided training around Disadvantaged children. A number of our staff attended courses and received training. We also delivered training in staff meetings at school. Through our Challenge the Gap course we identified that lots of our children were passive in their learning. We have created the 'Achievosaurus' and 'Herons' Moor Learner'. The Achievosaurus are used in EYFS/KS1 and Herons' Moor Learner in KS2. The aim for this year is to start to embed these more with our students. There will be certificates in our celebration assembly for children who have been seen to be using one of the characteristics. We will also have a sheet for staff giving examples of ways to teach the characteristics explicitly and what we are looking for children to be showing in their learning.</p> <p><i>(EEF- Metacognition and Self-regulation. High impact (7+months) for very low costs based on extensive evidence) (Hattie, 2018 listed Meta-Cognitive Strategies- 0.6 effect with 0.4 being the hinge point)</i></p>	<p>The Assistant Principal will be leading this across the school. Staff will have more training and time to plan for explicit teaching of the characteristics. Celebrations will start to happen in assemblies. The language will be being used throughout the school by staff and children. The language and attitudes will be evidenced in monitoring cycles for all subjects.</p>	DH	July 2020 £7,730

<p>Continue to give children access to pre/post teach sessions</p>	<p>Post teach sessions will be used throughout KS1/KS2 to support those children who are not quite meeting the intended LO from a lesson.</p>	<p>During the past two years we have had a system of pre and post teaching for all children. Due to funding cuts we have had to change our support system this year but we do realise the importance and benefits of pre/post teaching. The Assistant Principal has structured the support system around the school to allow for as many opportunities for pre/post teaching sessions as possible. Higher levels of support have been put in place in year groups with higher numbers of disadvantaged pupils.</p> <p><i>(Lalley & Miller 2006, 'pre-teaching and re-teaching resulted in significant increases')</i></p>	<p>Class teachers will be keeping teacher assessment records showing which children have not quite met the LO for English and Maths lessons. TA support will focus on pre/post teaching for these pupils. The SLT will monitor the TARs to ensure children are being given the opportunities to access pre/post teach sessions.</p>	<p>SLT</p>	<p>July 2020</p> <p>£75,500</p>
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Invest in Provision Mapping software	To ensure a robust system is in place to show provisions for disadvantaged children and those on the SEND register across the school.	<p>Our numbers of disadvantaged children have risen in the last two years. The support system has changed this year and we have less general support and less Inclusion support in school. Having the Provision Mapping software will hopefully make it very clear what we are doing for our disadvantaged children. It will also be useful to show us any gaps we have and places where we need to put more interventions in place. Staff will be able to access logs for all pupils and will be able to see what interventions children have accessed in previous years (once PM has been in place over a year)</p> <p><i>(Simple to use, Provision Map is a comprehensive tool which enables you to map and manage provision effectively and efficiently- Michael Surr- Nasen)</i></p>	The Assistant Principal will be the manager of the system but will train the Inclusion staff to be able to support her with this. Inclusion staff will be able to log on and see things that need chasing up with school staff.	DH	<p>July 2020</p> <p>£10,310</p>
TA support	TA support will be distributed across the school depending on the needs of the year group.	<p>This year we have less available TA support. When looking at the support plan for the school we will look at the following priorities:</p> <ul style="list-style-type: none"> • TUF children • Disadvantaged numbers • SEND numbers • Age of pupils <p><i>(More recent intervention studies, including two randomised controlled trials conducted in England in 2013, provide a strong indication that TAs can improve learning if they are trained and deployed carefully. EEF)</i></p>	The Assistant Principal will write the support plan and liaise with SLT to ensure coverage in the places with the most need.	DH/SLT	July 2020

Total budgeted cost £93,540**ii. Targeted support**

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review
1:1 network	LSAs who support children 1:1 will have access to a network (provided by the SPS service)	<p>We have 16 TUF children at HMA. This number has risen over the past few years. More of these children need dedicated and targeted 1:1 support than has previously been the case. LSAs supporting children on a 1:1 basis can feel isolated. If the child also has behaviours that stem from attachment difficulties or social communication difficulties the 1:1 role can at times feel like a daily struggle. We want all of our staff to be equipped with strategies and knowledge to enable them to work with individual children and to feel empowered to help the child progress. Happy staff will lead to happier children.</p> <p><i>(Up-skilling TAs raises their professional profile and status, and makes them feel more valued- EEF)</i></p>	The Assistant Principal will encourage LSAs to sign up to the network sessions. LSAs will be given time to feed back during TA meetings.	DH	Jul 2020 £400

<p>TAs new to EYFS to access training</p>	<p>All EYFS TAs/LSAs will have recent and relevant EYFS training.</p>	<p>Due to staffing changes this year we have TAs who have moved to EYFS from KS1. These TAs will access training so that they have recent and relevant training for EYFS and the curriculum. Early intervention is key when supporting children. This training will help staff to assess and monitor the children closely and to put any support in place asap.</p> <p><i>(Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school. However, it has not – yet – yielded as much as it should.</i></p> <p><i>Professional support and training for early years workers is key. Areas with potential include communication and language approaches; selfregulation strategies; and parental involvement.-</i></p> <p><i>EEF- Cloising the attainment Gap report 2018)</i></p> <p><i>(Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. EEF)</i></p>	<p>The EYFS lead works in the EYFS 2 days a week. One of the other teachers has worked in Reception for over 4 years and the other TA has worked in EYFS for over 6 years. These experienced staff will help to support new staff and give them guidance and advice when needed.</p>	<p>JS</p>	<p>July 2020</p> <p>£340</p>
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Talk Boost	More awareness of the language gap that exists between disadvantaged and non-disadvantaged children and what we can do to help close this gap.	<p>Two members of staff (Teacher and TA) will be trained to use the Talk Boost intervention. They will then cascade this training to other staff. The training will target language delayed children to help them to make significant progress with their language and communication.</p> <p><i>(On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.</i></p> <p><i>All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress). EEF)</i></p>	Talk Boost trained staff will run the programme twice. Once they have done this they will share the results with staff through staff meetings. They will then train others to be able to deliver the intervention across KS1 and in with some KS2 children.	DH/NH/LD	<p>July 2020</p> <p>£2,260</p>
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Attendance	A closer liaison between Attendance data and vulnerable children will reduce lateness and non-attendance/persistent absence in Disadvantaged children.	<p>There is some correlation between disadvantaged children and % of late or persistently absent numbers. We have appointed a new Attendance Manager who will liaise closely with our Inclusion Team to reduce these figures.</p> <p><i>(Regularly monitor attendance patterns to identify patterns that may show a student or group is at risk of disengaging. Consider student and family circumstances that may explain patterns of poor attendance and look at specific support.</i></p> <p><i>How to improve Attendance- Victoria State Government AU)</i></p>	Weekly attendance reports from the Attendance Manager will highlight numbers of disadvantaged children who are late/absent or persistently absent. The Inclusion team will then decide on the appropriate action. In some cases this may be meeting with parents, offering breakfast, providing circle of friends intervention or lunch club for example.	Inclusion Team	<p>July 2020</p> <p>£5,000</p>
Total budgeted cost					£8,000
iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review

Lunch club	Children will be able to access support during unstructured times.	Due to staffing cuts this year we had to lose our lunch club. We wanted to still have somewhere children could go when they were struggling at lunchtime. This may be due to things going on at home, friendship issues at school, finding it tricky to be in a busy/noisy area or because they are new to school. We have resourced the Inclusion Room (The ARC) and run a daily lunchtime hub from here. The ARC is staffed by the Learning Mentor each day with additional staff on some days. There are puzzles, playmobil, board games and other quiet toys. Children can come here to access support. Children are referred by school staff. Having a successful lunch break can make a big difference to some children.	The Inclusion team will have fortnightly meetings to make sure this provision is running as planned. We will liaise to make sure children are referred for appropriate reasons. Records will be kept showing why children have been referred and how they are accessing the provision.	DH	July 2020 £1,550
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Breakfast	Children who need breakfast can have this in the ARC each day.	<p>Some children, for whatever reason, may not have breakfast in the morning at home. Breakfast is an important meal for children at the start of the day and helps to get them ready for their learning. We will provide breakfast for those children that need this. Breakfast is cereal and a drink- there is a choice of cereals. Records are kept of children who access this resource.</p> <p><i>(Our results indicate that additional funding of this kind can boost attainment, improve the classroom learning environment and reduce absences in disadvantaged schools – and all at relatively low cost per pupil. -Institute for Fiscal Studies 2017)</i></p>	A member of the Inclusion team or reactive team will be available to provide breakfast each day.	Inclusion Team	July 2020 £1,550
The ARC	To provide a calm, safe place for children.	<p>We have resourced the Inclusion Room (The ARC) so that it can be used by individuals and small groups. There are a range of resources from puzzles, board games, sensory resources, beanbags and puppets. Children can go to the ARC when they need time to calm, talk or access small group support.</p> <p><i>(For schools that welcome a high proportion of pupils from vulnerable or disadvantaged backgrounds, a strong pastoral support network can be a game changer- Helena Pozniack 2018 The Telegraph)</i></p>	The Inclusion Team will monitor the use of the room. We will discuss this at fortnightly meetings.	DH	July 2020

7. Additional detail

Summary of strategies in place to support all children and in particular Disadvantaged and those who receive Pupil Premium Funding:

- High quality first teaching
- Herons' Moor Learner- Metacognition
- Individualised approach to removing barriers
- Focussed on outcomes for children
- Data – Disadvantaged/Pupil Premium/+ children clearly identified (HMA data and Cabot)
- OTAP training for outstanding teaching assistants (completed 2018/19)
- High expectations and aspirations
- Marking system changed – clear feedback for children- live marking and verbal feedback
- ELKlan training completed by staff
- Attendance Officer
- Clear behaviour policy and system for children needing an individualised behaviour plan
- Growth of Inclusion Team has allowed more expertise and capacity to support vulnerable families/pupils and those in receipt of Pupil Premium +
- Mastery Maths curriculum
- Monitoring and scrutiny cycle for the year- looking at outcomes for children
- Structured conversations for some families
- End of year transition meetings for highlighted vulnerable children
- Pre teaching and post teaching sessions- Disadvantaged children are priority
- Subsidised trips/visits
- Extra support- uniform, help to attend medical appointments, music lessons, swimming kit, PE kit, additional glasses. We are always open to suggestions from staff of how we can remove barriers for children. We have an individualised approach to removing barriers.
- Support to apply for Free School Meals