

# Pupil premium strategy

1. Summary information					
School	Herons' Moor Academy				
Academic Year	2020/21	Total PP budget	£132,451	Date of most recent PP Review	Jan 2020
Total number of pupils	444	Number of pupils eligible for PP	109	Date for next internal review of this strategy	Jul 2021

2.Current attainment			
Y6 cohort 2019/2020.		18 PP children in cohort	
		Expected Standard+	Higher Standard
% Reading		67%	28%
% Writing		44%	11%
% Maths		44%	11%
% Reading, Writing and Maths combined		44%	11%

3.Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Oral language skills of children when entering school in EYFS/Y1
B.	Lack of independence in learning and motivation skills
C.	Lack of resilience in learning
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
D.	Parental engagement with home learning (homework/reading/tables as well as remote learning during school closure/bubble closure)
E.	Poor attendance

## 4.Review of last year 2019/20

- **Embed characteristics of Learning (Herons' Moor Learner/ Achievosaurus)-** Characteristics of learning were added to the mark making weeks at the start of September and again after Christmas. This helped to raise the profile of the characteristics across the school. Due to lockdown this didn't progress as we had planned and will be continued next year.
- **Continue to give children access to pre/post teach sessions-** Children across the school continued to receive pre and post teach sessions. It was more difficult to make sure these happened as often as we would like due to a change in the support staff structure. Whereas during 2018/19 every year group could do this every day, staff have had to be more creative to ensure this can happen at least 3x a week.
- **Invest in Provision Mapping software-** We have bought in to the Provision Mapping software package. We purchased this Dec 2019 and began using it Jan 2020. Initially the Assistant Principal was inputting information but gradually trained staff to be able to create their own PTPs and BMP online. During the lockdown all teachers received support to be able to do this for at least ½ of the children needing them. Prior to lockdown we started to add provisions but these remained incomplete due to lockdown. This will be continued in more depth next year.
- **TA support-** From Sept-March the TA structure changed across the school. Priority for TA support was provided for children with TUF funding. SLT then looked at the needs across the classes and distributed TA support accordingly looking in particular where PP numbers and SEND needs were higher as well as focussing on classes in key year groups.
- **1:1 network-** TAs attended some of the 1:1 network during the year from Sept-Mar. They were then encouraged to share their learning during TA meetings. These network meetings didn't happen as often as we were expecting. From March onwards TAs did some amazing self-learning whilst working from home and completed many courses and qualifications sharing their findings with each other in a weekly online meeting.
- **TAs new to EYFS to access training-** This training took place.
- **Talk Boost-** Two members of staff attended the Talk Boost training and then delivered this to relevant staff. One of our Speech TAs then ran the intervention in Y1 and one of the teachers in EYFS delivered it in reception. They found that this made a big impact on the children. This is planned to continue in 2020/21.
- **Attendance-** A new attendance officer started in role. She has made some changes to the system and has dedicated time each week to look at attendance. The officer keeps a close eye on attendance figures and liaises with the Principal and Pupil Family Liaison Worker. Clear records are kept about the monitoring process and actions taken. Attendance figures across 2019/20 up until March remained good.
- **Lunch club-** Lunch club was run successfully by the learning mentor and Inclusion Support TA. We ran two lunch clubs each day. One club was more chilled and quieter and the other a place for some energy to be let off. Clear registers were kept and feedback was given to staff. Children were invited to attend each ½ term depending on need.

- **Breakfast-** Breakfast was available to children across the school. Breakfast was given for many reasons. This was tracked and monitored. Breakfast consisted of fruit, milk, juice, cereal bars, cereal and toast.
- **The ARC-** This room was rearranged and new resources were purchased. This meant the room could be used for targeted pastoral interventions. Resources consisted of sensory den, sensory toys, small world toys, memory boxes, craft activities, weighted blanket, bean bags, worry monsters etc. We also purchased more board games and picture books to address a range of needs.
- **Total budget for 2019/20- £98,820.**

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

**Success criteria**

<b>A.</b>	High quality first teaching for all children	Children making expected progress
<b>B.</b>	All teachers are teachers of all children	Planning showing differentiation for some
<b>C.</b>	Recovery curriculum	Children settled in their wellbeing/learning
<b>D.</b>	Pastoral support for families and children affected by the pandemic	Families able to access professional support
<b>E.</b>	Continued parental engagement	Meetings/phone calls logging interaction

**6.Planned expenditure**

**Academic year**                      **2020/21**

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**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>
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<p>Further embed characteristics of learning across whole school</p>	<p>Children will have an increased resilience around their learning and will be more independent in their learning.</p>	<p>We were part of a SSIF bid two years ago 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 'Heron's' Moor Learner'. The Achievosaurus are used in EYFS/KS1 and Heron's' Moor Learner in KS2. We 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>The aim for this year is to continue 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 and individual KS assemblies for each characteristic. Due to the lockdown this was cut a bit short last year so we would like to continue to embed this.</p> <p><i>(EEF- Metacognition and Self-regulation. High impact (7+months) for very low costs based on extensive evidence)</i></p> <p><i>(Hattie, 2018 listed Meta-Cognitive Strategies- 0.6 effect with 0.4 being the hinge point)</i></p>	<p>The Assistant Principal and Deputy Principal will be leading this across the school. We will be looking for examples of lessons that explicitly teach children these skills.</p> <p>Celebrations will start to happen in assemblies.</p> <p>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>	<p>DH/DB/JF</p>	<p>Jul 2021</p>
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<p>Continue to highlight and raise the profile of pre/post teaching</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>Pre-teach sessions will be offered for some children in order to make the learning more accessible to them during the lesson.</p>	<p>Over the last few years we have come to understand and appreciate the importance of pre and post teaching sessions. Due to funding cuts our support system has had to change but we have tried to ensure there are as many opportunities as possible for pre/post teaching to take place. At times we have had to be creative with this in order to fit sessions in. Sometimes it could just be pre-teaching of new vocabulary, at times post teaching has had to happen the next morning. 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 &amp; 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>Jul 2021</p>
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<p>Further develop use of Provision Mapping software</p>	<p>To ensure a robust system is in place to show provisions for disadvantaged children and those on the SEND register across the school. To ensure all children and their needs are considered.</p>	<p>Our numbers of disadvantaged children have risen over recent years. The support system has changed 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). This was started during last year but due to lockdown in March didn't progress as much as we wanted. We have two shadow SENDCos this year who are helping to oversee this and ensure the system is used by all teachers.</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>	<p>The Assistant Principal will be the manager of the system but will train the support SENDCos to be able to support her with this. The SENDCo team will be able to log on and chase staff to complete relevant details. Provision Map automatically reminds teachers to submit reviews. Interventions will also be logged by the SENDCo team this year.</p>	<p>DH/VG/NH</p>	<p>Jul 2021</p>
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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"> <li>• TUF children</li> <li>• Disadvantaged numbers</li> <li>• SEND numbers</li> <li>• Age of pupils</li> </ul> <p>We will also have to consider where particular children/groups of children need some additional booster sessions. For the first two weeks we will be working on a recovery curriculum for all children but in particular providing support for any identified as 'struggling' academically or emotionally.</p> <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>	SLT will discuss support staff regularly with feedback from teachers. Changes will be implemented when needed. TAs will be kept up to date through weekly meetings. Staff will be clear as to why we have made decisions around support.	SLT	Jul 21
<b>Total budgeted cost</b>					£43,681
<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>

<p>Staff to continue to enrich their development through online training</p>	<p>All staff will have an increased depth of knowledge around areas key and relevant to their class/key children.</p>	<p>During the lockdown last year, staff were able to complete some online training in a wide range of areas. Feedback from staff has shown that this training has really helped them to develop their practice. Support staff were able to complete courses in managing challenging behaviour, Autism, ADHD and Dyslexia (and many more). Support staff felt more prepared for the start of this academic year particularly those who supported children 1:1. Class teachers were able to complete training and courses around particular subject areas, SEND areas and leadership. Feedback showed that, again, this meant they felt more prepared for the start of the year and the challenges that may come as a result of the pandemic.</p> <p><i>(In the context of the debate about what works and why, there is a wide range of benefits to researching your own practice, whether directly feeding into improvement through action research or, more broadly, gaining understanding and knowledge on themes of interest and relevance. This is why research is embedded into initial teacher education. As research becomes embedded in your practice you can gain a range of benefits. Rebecca Austin 'Researching primary Education' 2016)</i></p>	<p>A weekly email will highlight new training on the CLF CPD platform. SLT and leaders will highlight any particular training /courses/research where relevant. Staff will be asked to feedback on any training/courses/research which they have undertaken and which they feel will be useful to others. Staff will communicate via fortnightly meetings and email.</p>	<p>SLT</p>	<p>Jul 21</p>
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Professional development	The new Professional Development structure will support staff to develop and identify areas of learning.	<p>HMA has taken on the new PD structure this year. This is no longer linked to pay and progression. More frequent conversation between staff and their line managers will help to ensure staff are identifying key areas of development and learning. Staff will feel positive about being able to choose directions they want to focus their development in.</p> <p><i>(“three core features of professional development activities that have significant, positive effects on teachers’ self-reported increases in knowledge and skills and changes in classroom practice: (a) focus on content knowledge; (b) opportunities for active learning; and (c) coherence with other learning activities. ‘ Garet, Porter, Desimone et al 2001)</i></p>	SLT and leadership will highlight particular research/courses/training on the PD platform. Feedback will be gathered from staff throughout the year regarding the effectiveness of Professional Development. Professional Development meetings will take place throughout the year.	SLT	Jul 21
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<p>Interventions running</p>	<p>Those children identified as working just below or below ARE will be able to access interventions to support them to make progress</p>	<p>We always have interventions running in school. This year in particular we have highlighted the need for academic and pastoral interventions. Following on from the global pandemic many children have fallen further behind ARE and/or are experiencing emotional struggles. Giving children the opportunity to spend time working 1:1 or in a small group will hopefully help them to make accelerated progress or feel safe and secure in school.</p>	<p>SLT will have an overview of interventions. Interventions will be logged on Provision Map so detailed information for each child is created. Teachers will be responsible for setting up academic interventions with TAs. The Inclusion team will set up pastoral interventions after referrals from school staff. The effectiveness of interventions will be tracked through provision map.</p>	<p>SLT</p>	<p>Jul 21</p>
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Clear identification of needs	There will be a clear picture of need when children are accessing additional support.	It is important to have a clear knowledge of the child and their needs. A clearer identification of need will lead to a clear provision of additional support. Support will be targeted and effective. Children will be receiving interventions planned and adapted for their needs. Children will be grouped where they have similar needs. Support staff will have more understanding of the reason for the intervention and knowledge of the expected outcomes.	Interventions will be monitored by SLT. Class teachers and Inclusion staff will plan interventions. Support staff feedback will show a clear understanding of the reason and expectation for interventions. Interventions will be reviewed every 6-8 weeks to see that expected progress is being made.	SLT	Jul 21
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**Total budgeted cost** £63,520

**iii. Other approaches**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>
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Check in time	Children will feel they are given chance to check in with trusted adults during their week.	Sometimes children come in needing to share and offload. Children respond well to knowing they have an identified adult that they will get the chance to speak to each week and that they can request time to meet with them each week. Members of the support staff and Inclusion team will mostly do check ins with SLT and teaching staff available if requested. Being able to speak to someone when they first arrive in school can help children to have a more successful day in school. Being able to talk to someone when something goes wrong, when they are upset or when they just want to share an achievement is important to children. Being able to do this may mean the difference between a good day or a bad day.	All children will know that they can speak to anyone if they need to. Certain children will have specific time set up for them- (TUF children, vulnerable children).	SLT	Jul 21
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Mindfulness and wellbeing	All children will spend time focussing on mindfulness and wellbeing- particularly at the start of the year but then with dedicated time throughout the year.	Mental health issues are rising amongst Primary aged children. With this in mind and with the recent global pandemic, it is important we teach children to look after their mental health. We plan to have dedicated time at the start of each term where children are taught meditation, mindful colouring, exercises etc in order to be calm and feel grounded. We hope to lessen anxiety by encouraging children to take time for their wellbeing each week. We have created some resources to be used with the children to help them to connect with their emotions and identify them. There will be a mood meter displayed in each classroom to encourage children to speak about how they feel.	Resources have been created for all year groups and training has been delivered. There are weeks identified in the year plan for dedicated time teaching children ways to be mindful. SLT will monitor. Children will be asked for feedback as to how useful the resources have been. Staff will give feedback to SLT re how children are coping.	SLT	Jul 21
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Free School Meal	All children eligible for FSM will have applied and be benefitting in some way.	<p>Many children in EYFS/KS1 are eligible for free school meals but do not apply due to universal free school meals ta this age. This then means they do not benefit from other things such as subsidised school trips, subsidised music lessons, reduced price uniform etc.</p> <p>This means that school do not receive pupil premium funding for them. It also means parents sometimes have to pay for meals at the start of Y3 until they apply. During the recent pandemic it meant some families who were entitled to food boxes/vouchers did not receive them because they had not applied for FSM. In preparation for a similar event we need to highlight the importance of applying for FSM and the accompanying benefits.</p>	Parents will be sent an email and info will be put on the social media pages detailing when children may be eligible for FSM. Parents will be reminded of the benefits for them alongside the free meal. School will apply for any parents who request that they do. Staff will also highlight any families that they feel may be able to claim.	SLT/staff	Jul 2019
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**Total budgeted cost    £23,337**

## 2. 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. (2020/21- £1900 budgeted)
- Support to apply for Free School Meals