

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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's' Moor Academy |
| Number of pupils in school | 446 (inc Nursery) |
| Proportion (%) of pupil premium eligible pupils | 23.99% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 |
| Date this statement was published | 17/12/2021 |
| Date on which it will be reviewed | Sept 2022 |
| Statement authorised by | Julie Fox |
| Pupil premium lead | SLT |
| Governor / Trustee lead | Paul Westwood |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £142,456 |
| Recovery premium funding allocation this academic year | £40,000 |
| 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 | £182,456 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers along with those whose families are just over the financial threshold for pupil premium funding. The interventions outlined in this document are intended to support their needs too, regardless of whether they are disadvantaged (eligible for PP) or not.

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 children in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, through targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set*
- Act early to intervene at the point need is identified*
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery through KS2. |
| 2 | Assessments, observations, and discussions with pupils suggest that some disadvantaged pupils have greater difficulty with phonics than their peers. This negatively impacts their development as readers. |
| 3 | Assessments, observations and discussions with pupils show that there is a significant gap between PP and non-PP in writing across the school. In particular there is a small group of disadvantaged children in Y2 for whom writing is challenging. |
| 4 | As a staff team we recognise that the pandemic will have had an effect on the emotional wellbeing of the children. With evidence from the internal Inclusion Referrals we can see that there are more referrals for emotional support for disadvantaged children. |
| 5 | As a staff team we recognise that the global pandemic may have led to a growth in the attainment gap between PP and non-PP pupils. |
| 6 | As a staff team we recognise that due to the combination of the pandemic and their home situations many disadvantaged pupils are lacking in a range of life experiences. |
| 7 | Some PP children have parents who are currently experiencing difficulties themselves and as a consequence lack support at home with their learning. |

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 |
|---|--|
| Improved oral language skills and vocabulary among disadvantaged pupils | <ul style="list-style-type: none"> Assessments and observations indicate improved oral language and vocabulary banks among disadvantaged pupils |
| Improved phonics attainment among disadvantaged pupils | <ul style="list-style-type: none"> Assessment data shows movement through stages of phonics learning. |
| Improved writing attainment and progress for the disadvantaged children particularly in Y2 | <ul style="list-style-type: none"> Teacher assessments indicate substantial progress, backed up by in school moderation. |
| To achieve and sustain improved wellbeing for all pupils in school particularly for those who are disadvantaged | <ul style="list-style-type: none"> Close monitoring by the Inclusion Team will show an improvement in wellbeing amongst vulnerable pupils and the number of referrals based around mental health will have decreased. |
| To have made some impact on the attainment gap between PP and non-PP pupils. | <ul style="list-style-type: none"> In school data will show a narrowing of the attainment gap. |

| | |
|---|---|
| <p>Children will have been given opportunities to have more life experiences during the 3 years- school trips, field work, life skills...</p> | <ul style="list-style-type: none"> • The amount of life experiences offered at school will be back to pre-pandemic levels and uptake will be higher amongst PP children in particular. |
| <p>All children but in particular PP children will have opportunities to complete home learning during the school day with support. Resources will be available for PP children to take home to support them when needed.</p> | <ul style="list-style-type: none"> • Registers for the Inclusion Team homework clubs will show more children accessing support for their home learning. |

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: £37,796

| Activity | Evidence that supports this approach | Challenge number (s) addressed |
|----------------------|---|--------------------------------|
| <i>HQF</i> | <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching?utm_source=/support-for-schools/school-improvement-planning/1-high-quality-teaching&utm_medium=search&utm_campaign=site_search&search_term=high</p> | 1,2,3,5 |
| <i>Reading focus</i> | <p>Early reading requires the development of a broad range of capabilities. Using a number of different approaches will be more effective than focusing on any single aspect of early reading. Promising approaches to develop early reading include storytelling, activities to develop letter and sound knowledge, and singing and rhyming activities to develop phonological awareness.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/literacy-early-years/Preparing_Literacy_Guidance_2018.pdf</p> | 1,2,3,5 |
| <i>Maths Mastery</i> | <p>Developing a sound understanding of mathematics when we are young is essential. Children’s early mathematical understanding is strongly associated with their later school achievement.¹ It has, therefore, a major impact on young people’s educational progress and life outcomes.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Guidance_Report.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/maths-ks-2-3/KS2_KS3_Maths_Guidance_2017.pdf</p> | 5 |
| <i>Phonics</i> | <p><i>We know that a good grasp of phonics is crucial for supporting younger pupils to master the basics of reading. Educational prospects for children who don’t achieve good literacy skills by the end of primary school are bleak. The best way to close the gap and improve literacy levels for all is through the better use of evidence: looking at what has – and has not – worked in the past to give the best chance of success in the future.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-</p> | 1,2 |

| | | |
|---|--|---------------|
| | toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonics | |
| <i>Training (Conference & INSET)</i> | <p>Teachers make a difference. No matter the phase or school setting, it is the quality of teaching that can make the biggest difference to children's learning and to their ultimate success in school. As Rauch and Coe explain, it is 'arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning'. What's more, the quality of teaching is not fixed: teachers can be improved, and they can be improved via effective professional development.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</p> | 1,2,3,4,5,6,7 |
| <i>Skills4Life</i> | <p>Teaching your child life skills is not only important for self-care and sufficiency — but it also allows him to feel empowered, works on socialization and reasoning, and helps develop healthy self-esteem.</p> <p>https://www.suttontrust.com/wp-content/uploads/2017/10/Life-Lessons-Report_FINAL.pdf</p> | 4,6,7 |
| <i>Characteristics of Learning (Herons' Moor Learner/Achievers)</i> | <p>By 'Character', we mean a set of attitudes, skills and behaviours – such as self-control, confidence, social skills, motivation, and resilience – that are thought to underpin success in school and beyond. These are also referred to as 'social and emotional skills', 'non-cognitive skills' or 'essential life skills'. They include the ability to respond to setbacks, work well with others, build relationships, manage emotions, and cope with difficult situations. There is growing evidence that these skills are important to children's later outcomes.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_search&search_term=life%20skills</p> | 1,2,3,5 |

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 83,992

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---------------|--|-------------------------------|
| <i>Elklan</i> | <p><i>Talking Matters</i> makes a statistically significant impact on children's receptive and expressive language.</p> <p>After completing <i>Talking Matters</i>, practitioners reported a highly significant statistical increase in their understanding of, and work to facilitate children's speech, language and communication.</p> <p>Children who received <i>Talking Matters</i> progressed by an average of seven months in their language development, whilst children in the control group</p> | 1,2,3,5 |

| | | |
|-------------------------------|--|-----------|
| | <p>progressed by only two months. Differences could be seen in both the children's ability to understand (receptive language) and their ability to use and combine words (expressive language). https://s3.elklan.co.uk/EvaluationReports/</p> | |
| <i>Neli</i> | <p>Children receiving the 30-week version (beginning in Nursery, and continuing in early Reception) made about four months of additional progress in language skills compared to children receiving standard provision. The impact of the 20-week version (delivered solely in Reception) was smaller. These impacts on language skills were still seen 6 months after the intervention https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> | 1,2,3,5 |
| <i>Phonics booster groups</i> | <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics?utm_source=/education-evidence/teaching-learning-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonics</p> | 1,2,3,5 |
| <i>Maths booster groups</i> | <p>High quality targeted support can provide effective extra support for children. • Small-group support is more likely to be effective when: • children with the greatest needs are supported by the most experienced staff; • training, support and resources are provided for staff using targeted activities; • sessions are brief and regular; and • explicit connections are made between targeted support and everyday activities or teaching. • Using an approach or programme that is evidence-based and has been independently evaluated is a good starting point. https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/early-maths/EEF_Maths_EY_KS1_Summary_of_Recommendations.pdf</p> | 4,5 |
| <i>Daily reading</i> | <p>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011). https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> | 1,2,3,5 |
| <i>Everyday reading</i> | <p>A growing number of studies show that promoting reading can have a major impact on children and adults and their future. Upon reviewing the research literature, Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure: • Reading attainment and writing ability; • Text comprehension and grammar; • Breadth of vocabulary; • Positive reading attitudes; • Greater self-confidence as a reader; • Pleasure in reading in later life; • General knowledge; • A better understanding of other cultures; • Community participation; and • A greater insight into human nature and decision-making https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</p> | 3,5 |
| <i>Catch up programme</i> | <p>While schools can use their funding in a way that suits their cohort and circumstances, they are expected to use this funding for specific activities which will help pupils catch up on missed learning. Schools should particularly focus on disadvantaged and vulnerable pupils as we know they have been most affected.</p> | 1,2,3,4,5 |

| | | |
|-----------------------------|--|---------|
| | https://www.eif.org.uk/blog/schools-need-the-tools-and-resources-to-make-effective-mental-health-support-a-critical-plank-in-education-catch-up | |
| <i>Pre & Post teach</i> | <p>The impact has been extraordinary. We have had the privilege of witnessing teachers change children's lives through this project. Children who had no belief in themselves as learners in mathematics now believe in themselves, and are actively involved in their own learning and in the learning of others – Maths Adviser</p> <p>https://www.babcockldp.co.uk/babcock_ldp/Mathematics/Research/Supporting-children-to-actively-participate.pdf</p> | 2,3,4,5 |
| <i>Talk Boost</i> | <p>After Early Talk Boost: Children make statistically significant progress in their early language development.</p> <p>On average, children make six months' progress after the nine-week intervention, helping them to narrow the gap between them and other children their age. This is twice the rate of progress of children not having the intervention.</p> <p>95% of parents felt that Early Talk Boost had made a difference to their children's language and communication. Parents felt they had learnt something by being involved in the programme, and would change how they talked to their child.</p> <p>76% of children said that they were happy telling stories (compared with 31% before the intervention). Samples of children's talking showed they used longer and more complicated sentences.</p> <p>After Early Talk Boost training, all early years practitioners surveyed felt more confident in supporting children's language, and 94% said it would change the way they worked.</p> <p>https://ican.org.uk/media/2003/early-talk-boost-evaluation2015.pdf</p> | 1,2,3,5 |

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

Budgeted cost: £20,670

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-------------------------------|---|-------------------------------|
| <i>Inclusion Team</i> | <p>Learning mentors are salaried staff who provide support and guidance to children and young people to help them overcome social, emotional and behavioural problems which act as barriers to learning. They bridge academic and pastoral support roles ensuring that individual pupils and students engage more effectively in learning and are participating in the life of the school.</p> <p>https://www.rbkc.gov.uk/pdf/Practice%20Guide%20for%20Learning%20Mentors%20and%20Line%20Managers%20(PDF).pdf</p> | 4,6,7 |
| <i>Budget for individuals</i> | https://cpag.org.uk/child-poverty/child-poverty-facts-and-figures | 4,6,7 |
| <i>Pupil Progress</i> | https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics | 1,2,3,4,5 |

| | | |
|---|---|---------|
| <i>meeting focus</i> | An increase in numbers of PP at HMA shows the importance of these children being our focus. | |
| <i>Lifeskills Trip</i> | https://lifeskills-bristol.org.uk/about-us/charity-background/ | 4,6,7 |
| <i>Attendance training/AR V/Network</i> | <ul style="list-style-type: none"> • The Department for Education (DfE) published research in 2016 which found that: • The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 • Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions • Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons | 4,5,7 |
| <i>Provision Mapping to track interventions</i> | https://www.teachstarter.com/gb/blog/4-benefits-monitoring-student-progress-classroom-gb/ | 1,2,3,5 |

Total budgeted cost: £ 142,458

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 2020 to 2021 academic year.

As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure.

Characteristics of learning- when the children came back into school after a lockdown we gave some time to recovery- both academically but also in terms of mental health and wellbeing. We felt that this was a priority and that if we gave it the time it deserved and needed at the outset this would help in the longer term. We have found that the children were overall fairly resilient.

Pre/Post teaching- we put a focus back onto pre and post teaching of smaller groups and in particular focussed on working with disadvantaged pupils. This has shown to be extremely beneficial in terms of children engaging in their learning in class.

Provision Mapping- being able to track provision across the school for all children but in particular PP children has helped us to look at trends and patterns. This in turn has helped us to plan suitable provision for the needs of the children.

Online training for staff- the pandemic and working from home for some staff has meant an improved amount of CPD over the past 18 months. Many teaching assistants have undertaken courses online in order to upskill themselves in certain areas. We also had whole staff training around ACES and attachment which in turn led to improved understanding about disadvantages our children could be experiencing.

Check in time- throughout the pandemic members of the Inclusion Team were checking in with vulnerable families. This has helped to create better relationships between home and school and has therefore meant stronger liaison.

Food- we have a much clearer understanding of our families and their needs. We have found that many families were actually in need of support to source food. We now have the knowledge of who these families are and have created links with local companies to be able to support the families.

