

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in the coming academic years (2023-2026) 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)	2023-2026
Date this statement was published	01/10/2023
Date on which it will be reviewed	Sept 2026
Statement authorised by	Julie Fox
Pupil premium lead	SLT
Governor / Trustee lead	Kathryn Volk

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,655
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£128,655

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 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 when 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	Our assessments and observations suggest that our Y1 cohort are working at lower levels than expected both academically, emotionally, and socially . The children have come in to Y1 with lower resilience, independence, and motor skills than we would expect. We recognise that these children would have been around 2 years of age when the pandemic started. Therefore, they missed essential early years in Nurseries, playgroups, and activity groups.
4	As a staff team we recognise that the pandemic, although now three years ago (when it started), will have influenced 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 consequently lack support at home with their learning .
8	We have recognised that needs are growing year on year amongst our new Nursery and Reception children . The current Y1, Reception and Nursery cohorts have a significant amount of need which overlaps with disadvantage. Lots of these children will have missed out on early socialisation due to the pandemic- they were aged zero-two when the pandemic started in March 2020. We have identified early life skills, speech, emotional resilience, and social skills as areas of need.
9	Some of the parents of our disadvantaged pupils face barriers in ensuring good attendance. Our attendance tracker shows that the attendance

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.
Y1 cohort (2023/4) will have made accelerated progress in some areas and will be equipped with strategies to support emotional and social learning. Their motor skills will be in line with their age.	<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 and robust intervention 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.

<p>To have made clear impact on the attainment gap between PP and non-PP pupils.</p>	<ul style="list-style-type: none"> • In school data will show a narrowing of the attainment gap.
<p>A range of opportunities will be available for children to gain life experiences throughout their Primary school journey. Children leaving HMA in Y6 will be equipped for the next stage of their life and will have age-appropriate life skills.</p>	<ul style="list-style-type: none"> • The amount of life experiences through trips offered at school will be back to pre-pandemic levels and uptake will be higher amongst PP children. Opportunities to practise life skills such as cooking, sewing, using money, reading maps, riding a bike, tying shoelaces etc will be offered through school activities.
<p>All 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.
<p>Children in Early Years will have moved on in their life-skills, emotional resilience and social skills. As they move to Y1 most children will have age-appropriate skills. Families and children starting HMA in following years will be supported to achieve key milestones before starting their school journey.</p>	<ul style="list-style-type: none"> • Early assessment of needs and interventions being delivered in the first years of school to support children to thrive in their early school life. Appropriate staffing levels to support progress. Referrals to and support from outside agencies where needed.
<p>Attendance figures for LED will be closer to that of their peers if not in line with their peers.</p>	<ul style="list-style-type: none"> • Staff attendance team with clear roles working together with whole school staff to support parents and children to be in school. Clear interventions for those still not attending/persistently late.

Activity in this academic year

This details how we intend to spend our pupil premium **across the next three academic years** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>High Quality First Teaching</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-planning-support/1-high-quality-teaching</p> <p>We will ensure that HQF teaching is universally available to all pupils at HMA. This will be monitored regularly through our academy review visits, academy review meetings and cycle of subject monitoring.</p>	1,2,3,5,8
<i>Collective Teacher Efficacy</i>	<p>Collective teacher efficacy (CTE) is the collective belief of the staff of the school/faculty in their ability to positively affect students. CTE has been found to be strongly, positively correlated with student achievement. A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will.</p> <p>https://visible-learning.org/2018/03/collective-teacher-efficacy-hattie/</p> <p>At HMA staff work together to create opportunities for all children. We share the belief that we can make a difference. It is important to create a sense of 'belonging' in our pupils in order to support them to move on both academically and with their social and emotional learning.</p>	1,2,3,4,5,6,7,8,9
<i>Reading focus</i>	<p><i>"Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work. Pupils who find it difficult to learn to read are likely to struggle across the curriculum, since English is both a subject in its own right and the medium for teaching."</i></p> <p><i>The Reading Framework - Teaching the Foundations of Literacy</i> <i>Department for Education, 2021</i></p> <p>We use the following across the school to ensure our children are good readers-</p> <ul style="list-style-type: none"> • Unlocking letters and sounds (phonics) • Every Day Reading • Promoting a love of reading • Adults reading to children everyday • Regular monitoring by English team and SLT • Reading to adults in school 	1,2,3,5,7,8

	<p>https://www.theeducationpeople.org/blog/early-reading-a-path-to-future-success/</p> <p>https://literacytrust.org.uk/blog/reading-children-so-powerful-so-simple-and-yet-so-misunderstood/</p> <p>https://educationinspection.blog.gov.uk/2019/11/04/early-reading-and-the-education-inspection-framework/</p>	
<p><i>Mastering Number (R/KS1)</i></p>	<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. It has, therefore, a major impact on young people’s educational progress and life outcomes.</p> <p>Children in Reception and KS1 have been working through the Mastering Number project- aiming to secure firm foundations in the development of good number sense.</p> <p>https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/</p> <p>https://www.ncetm.org.uk/features/they-can-see-it-straight-away-the-impact-of-mastering-number/</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>	3,5,7,8
<p><i>Additional Staffing in Y6</i></p>	<p>In Year 6 we use another teacher so that Maths lessons are streamed and group sizes are smaller. Children are able to spend more time understanding mathematical concepts and have more support available to move them on in their learning. The children’s confidence grows as they are more successful in their smaller groups.</p> <p>https://www.bera.ac.uk/blog/rethinking-class-size-the-complex-story-of-impact-on-teaching-and-learning</p>	4,5,7
<p><i>Phonics- Unlocking Letters & Sounds</i></p>	<p>Phonics is an approach to teaching some aspects of literacy, by developing pupils’ knowledge and understanding of the relationship between written symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or ‘blending’ the sound-spelling patterns.</p> <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-toolkit/phonics&utm_medium=search&utm_campaign=site_search&search_term=phonics</p>	1,2,3,5,7,8

<p><i>Career Professional Development</i></p>	<p>Teachers and Teaching Assistants 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>	<p>1,2,3,4,5,6,7</p>
<p><i>Oracy-embed Voice-21</i></p>	<p>In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to succeed in school and life.</p> <p>Through a high-quality oracy education students learn through talk and to talk. This is when they develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.</p> <p>https://voice21.org/wp-content/uploads/2023/01/Voice21-Impact-Report-2023-v21-web-1.pdf</p> <p>This report shows the impact the project has had on wellbeing, engagement and life success after school.</p>	<p>1,2,3,4,5,6,7,8</p>
<p><i>Pastoral Interventions</i></p>	<p>As a school we recognise the importance of pastoral care for our pupils. Pastoral care does not stand alone, but rather underpins and supports teaching and learning. We have an Inclusion Team consisting of 4 members of staff. Learners are referred in to the team for support in many areas- emotional, academic, friendships, learning assessments, social, family support...</p> <p>All staff support children with their pastoral needs every day- providing children with breakfast, supporting with home learning, providing changes of clothes...</p> <p>The following blog references many other articles showing the importance of pastoral care for our children and families.</p> <p>https://blueskyeducation.co.uk/pastoral-care-combining-theory-and-practice/</p>	<p>1,3,4,6,7,8,9</p>
<p><i>Attendance Team</i></p>	<p>Being in school is important to your child’s achievement, wellbeing, and wider development.</p> <p>The data also shows that in 2019, primary school children in Key Stage 2 who didn’t achieve the expected standard in reading, writing and maths missed on average four more days per school year than those whose performance exceeded the expected standard.</p> <p>https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</p> <p>We have an attendance team who work together to promote attendance and arriving on time. We have changed school procedures in the morning to encourage children to be at school in time to take part in early morning learning.</p>	<p>7,8,9</p>

Targeted academic support

Budgeted cost: £62,563

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group talk boost in Nursery	<p>Talk Boost are targeted interventions for children who need help with talking and understanding words to boost their language skills to narrow the gap between them and their peers. Differentiated for children between the ages of 3-10 years, the programme aims to accelerate children's progress in language and communication by an average of six months, after a nine-week intervention.</p> <p>https://speechandlanguage.org.uk/talk-boost/</p>	1,8
<i>Phonics booster groups (whole school)</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).</p> <p>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>Daily reading (All Yr groups)</i>	<p>After year 1, learning in the wider curriculum depends increasingly on literacy. Pupils who cannot read well enough do not have full access to the curriculum. Those who fail to learn to read early on often start to dislike reading. They read less than others – and less often – and do not accumulate the background knowledge and vocabulary from reading that their peers do. These pupils cannot read fully what is written on the board and accompanying texts nor complete written tasks that depend on this. They are unlikely to admit they do not understand and fall even further behind. When the teacher asks pupils to discuss a question, they might encourage their partner to do the talking and thus they avoid giving feedback to the class. Increasingly, their attention goes into working out how to get through lessons without their peers noticing their poor reading. They can withdraw, become anxious or misbehave.</p> <p>The Organisation for Economic Co-operation and Development (OECD)'s Programme for International Student Assessment (PISA) said as recently as 2021 that 'PISA data consistently shows that engagement in reading is strongly correlated with reading performance and is a mediator of gender or socio-economic status'. Whatever pupils' socio-economic background, making sure that they become engaged with reading from the beginning is one of the most important ways to make a difference to their life chances. For this to happen, however, they need to learn to read as fluently as possible and be motivated to continue reading.</p>	1,2,3,5,7,

	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf	
<i>Every day reading</i>	<p>Teachers might expand children’s store of words through talk throughout the day, within the curriculum and through stories. Listening to and talking about stories and non-fiction develops children’s vocabulary, because they meet words they would rarely hear or use in everyday speech. Understanding vocabulary is vital for comprehension at all stages – both reading and listening – and so for all pupils’ wider learning and progress.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1186732/The_reading_framework.pdf</p>	1,2,3,5,6,7,
<i>TAs & Academic Interventions</i>	<p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. There is also evidence that working with teaching assistants can lead to improvements in pupils’ attitudes.</p> <p>We deploy our TAs to classes/year groups with the most need. This is reviewed termly. TAs deliver 1:1, small group or whole class support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,2,3,4,5,7, 8
<i>Y6 Writing Booster Club</i> <i>Y5 Times Tables Club</i> <i>Y3 Maths Booster Club</i>	<p>Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,5,7
<i>Lunch Clubs</i>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	

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

Budgeted cost: £56,091

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Inclusion Team (inc Family Support)</i>	<p>We have an Inclusion team consisting of two Learning Mentors and an Inclusion Support Assistant. This team is led by the SENDCo/Inclusion Lead. As a team we support children in many areas of their school and home life- attendance, emotional literacy, social communication, behaviour support, family liaison, referrals to outside agencies, parenting workshops, friendships, check ins...</p> <p>https://www.bera.ac.uk/blog/pastoral-care-a-whole-school-approach-to-creating-the-ethos-of-wellbeing-that-culminates-in-better-engagement-and-improved-academic-achievement-of-learners</p>	
<i>Budget for individuals</i>	<p>As a school we recognise that at times we need to individualise the offer for children and their families. This may mean buying and washing a swimming kit, paying towards music lessons, providing before/after school supervision, accompanying parents to meetings, providing uniform, providing trainers/school shoes.</p>	
<i>Pupil Progress meeting focus</i>	<p>All teachers attend pupil progress meetings with senior leaders regularly. When scrutinising the data there is a focus on LED and what staff and the school can do to remove any barriers to learning and support the children to make progress. Children are considered as individuals so that we can think about each child and what they need.</p>	
<i>Lifeskills Trip</i>	<p>Children in Y6 spend half a day at the Lifeskills centre in Bristol. This is an important part of their curriculum and helps to prepare them for their transition to secondary school and becoming more independent as they get older.</p> <p>https://www.rosipa.com/school-college-safety/teaching-safety/why-safety-and-risk-education</p> <p>https://lifeskills-bristol.org.uk/wp-content/uploads/2017/08/Lifeskills-evaluation.pdf</p>	
<i>Attendance training/ARV/Network</i>	<p>Our wider Attendance team meet fortnightly with the lead and one other meeting more regularly. There is regular training and networks with the wider CLF team which helps to make our systems robust. There is a clear procedure for reporting and following up on absence for all children. We have a good system that ensures most of our children arrive on time and are ready to start learning to maximise on time.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf</p>	
<i>Provision Mapping to track interventions</i>	<p>As a school we buy in to a service to enable teachers to effectively plan provision for children who have barriers to their learning. We also use this service to plan interventions for small groups, ensuring that our TAs are used efficiently and effectively. Provision Map supports teachers to create smart targets for children to help them to move along in their learning.</p> <p>https://www.provisionmap.co.uk/send-mainstream/</p> <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/sen/managing/sen-provision-map/</p>	

<i>School trips</i>	<p>Each year group offers school trips and activities that enrich our children's experiences. We offer school trips from local park and beach trips to zoo visits in Bristol, Roman experiences in Wales as well as residential stays in Y4,5 and 6. We try to plan so that children have a large variety of experiences that they can learn from. We offer trips such as pantomime trips in KS2 as well as trips for our young carers and more vulnerable children. We also invite visitors and groups in to school to enrich the education of our children.</p> <p>https://www.curacubby.com/resources/enrichment-in-school/</p>	
<i>Enrichment clubs</i>	<p>We offer a variety of clubs both before, during and after the school day</p> <p>https://www.theschoolrun.com/what-enrichment</p>	

Total budgeted cost: £128,655