

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 Way Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	5.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2021-2024
Date this statement was published	01.10.2021
Date on which it will be reviewed	01.10.2022
Statement authorised by	James Crump
Pupil premium lead	Caroline Imrie
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,625
Recovery premium funding allocation this academic year	£3625
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	£39,250

Part A: Pupil premium strategy plan

Statement of intent

At Heron Way Primary School, we are ambitious for every single child. We recognise that every child is on a journey, involving different starting points and multiple routes, and that our role as educational providers is to support all individuals to achieve their best, whilst overcoming different challenges. We aim to see all children leaving Heron Way as happy, resilient and confident learners who have the essential skills needed to transition to secondary education and continue to be successful in life.

The Pupil Premium Register at Heron Way is diverse.

- 5% of our register consists of LAC or post LAC pupils.
- % of our register consists of FSM or X6 pupils
- 24% of our register consists of pupils with additional SEND needs – the range of needs across the group is very diverse and most pupils have a diagnosis of a specific need
- 0% of pupils on our Pupil Premium register have an EHCP.

Given the diverse needs of our cohort, our objectives are varied. We aim to

- provide a nurturing environment where all children feel at ease – for this, we need a strong understanding of nurture and trauma informed principles amongst our community (staff, pupils and parents)
- support all children with the acquisition of early reading and phonics, enabling them to overcome key barriers that occur when reading skills are delayed
- meet the specific needs of every child, using effective teamwork and partnership and CPD of staff. This will strengthen the awareness and understanding of the complexities of different specific educational difficulties faced by children
- help our highest need pupils develop strategies for self-regulation and emotion management – to understand their own feelings and increase their independence to control these in a more appropriate way
- offer targeted interventions for those pupils who require a more tailored educational approach
- offer quality first teaching to all
- offer support and guidance to the families of PP pupils – working in partnership to address barriers such as attendance or health issues

The pupil premium strategy developed for Heron Way works towards achieving these objectives.

- We have always invested heavily in supporting teaching and learning strategies that are effective for all within our classrooms. We use instructional/collaborative coaching across the setting and utilise highly effective teaching assistants who work in partnership with our teachers. We offer targeted and timely support to those children who need further opportunities to consolidate understanding.
- To further develop our approach to nurture and widen the scope of support that can be offered to children experiencing early trauma we have a dedicated PP co-ordinator. Within this strategy the PP lead is non-class based, creating capacity to work more directly with individuals, within classrooms.
- The school aims to develop and strengthen its family support liaison capacity.
- CPD time across the school is to be spent prioritising staff awareness and understanding of SEND needs. Using an evidence informed research base, staff will be supported to develop toolkits to maximise opportunities for children based on their range of needs.
- A vulnerable pupil team (VPT) has been established at the school – this team, consisting of the AHT (safeguarding), PP Co-ordinator, SENCo and a member of the school office team, meet on a fortnightly basis to review case load, share key information and identify next steps to support any pupil requiring additional pastoral care.

The guiding principles of our strategy plan link to the core values that we have as a school. We are committed to ensuring that the offer in place for children ensures that they thrive and achieve across multiple aspects of school life.



- All children receive an education that provides academic excellence – it is ambitious for all (Achieve)
- All children are taught to show respect and tolerance towards others, and receive that same respect themselves (Respect)
- All children should be global citizens – aware of their place in their world, their responsibility to care for it and ways to respect and protect our planet in the future. (Respect)
- All children should be physically active and healthy (Resilience)
- All children should understand their mental health and recognise the importance of taking care of their wellbeing. They should leave Heron Way with a positive mindset about the future and with resilience and determination. (Resilience)

- All children should have the opportunity to be creative and thrive in a range of disciplines that are non-academic but allow individuals to shine (Achieve)

Challenges

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

Challenge number	Detail of challenge
1	One quarter of PP group are SEN (24%) – all with specific and some complex needs. Overcoming educational barriers becomes more challenging given the diverse range and complexity of need to be addressed for individual pupils. The SEN funding received by the school is not sufficient to address the level of need across the setting.
2	<p>Early trauma appears to have a significant impact on wellbeing and mental health further along in a child’s educational journey. Specific difficulties linked to attachment are prevalent, leading to high numbers of emotional outbursts and difficulties with self-regulation and behaviour management. In the past, the school has needed to issue fixed term exclusions.</p> <p>Unstructured times of the day have historically presented more challenges for those pupils with difficulties in self-regulation. This has increased the frequency of incidents with peers on the playground, and created more unsettled starts for pupils returning to the classroom in the afternoons especially. Engaging with families and social care continues to be problematic as we continue to pressure external agencies to offer adequate support.</p>
3	<p>Attendance and punctuality – in the academic year 2020-21, % of Pupil Premium children were classed as persistent absentees, with attendance falling below 90%. The mean average attendance for this group was %, meaning a significant amount of school time was lost, in addition to the challenges posed due to Covid-19 and school closure.</p> <p>Average attendance for statutory aged pupils in PP group in 2020-21 was%. The school sets the ambition of pupils meeting a 97% threshold. Comparatively, for non PP children, the % of attendance for 2020-21 was XXXX.</p> <p>Attendance levels continue to be an issue for some premium pupils, with periods of absence impacting on children’s access to their education and routines and engagement as learners.</p>
4	Early Reading / Phonics – as children move through the systematic phonics programme being taught, historically, gaps can develop for our younger children where attendance is a challenge . Where children miss school, they miss opportunities to consolidate key learning and progress through reading development at the same rate as their peers. Without the foundation of secure reading in Early Years and KS,1 children face increasing levels of challenge as they enter KS2.

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
<p>For pupil premium pupils and those with Special Educational Needs and Disabilities, pupils will make progress in line with that of their peers, based on individual starting points.</p>	<p>Quality first teaching will ensure children are supported and stretched in all classrooms.</p> <p>Children will achieve the educational outcomes outlined within their plans.</p> <p>Children with SEND will display higher levels of independence and motivation within the classroom.</p> <p>The school will be able to evidence small steps in progress for those children working significantly behind their peers in aspects of the curriculum. This evidence will demonstrate that high quality universal teaching, in addition to targeted support, has moved children on. Gaps will return to pre-pandemic levels and improve.</p> <p>Staff awareness and understanding of specific educational needs, and ways to overcome barriers within the classroom, will be well embedded. Staff will have a sound understanding of strategies for specific educational barriers and will deploy these effectively in the classroom.</p> <p>Parental feedback will demonstrate that changes and improvements to SEN provision throughout the school are felt by key stakeholders.</p> <p>Pupil voice will evidence that children's own perception of their progress and journey has been positive.</p>
<p>The Social, Emotional and Mental Health Needs for pupils will be met.</p> <ul style="list-style-type: none"> The principles of nurture will be embedded across the school. 	<p>A reduction in the number of fixed term exclusions issued when compared to the previous three year period (2018-2021). Ambition for success is that no fixed term exclusions will be issued.</p>

<ul style="list-style-type: none"> • A trauma informed approach to supporting pupils will be embedded across the school. 	<p>Children will display higher levels of independence and self-regulatory behaviours regarding emotions. They will be articulate, appropriate to their age, about ways they can address their behaviour depending on the circumstances they face.</p> <p>A reduction in the number of behavioural incidents across the school, particularly any involving incidents where the use of Team Teaching Positive Handling methods are required (reduction compared to figures for the period 2018-21).</p> <p>The learning environment in classrooms throughout the school will be updated to reflect the key principles of nurture – classrooms will be calm, well organised spaces, with clear systems and routines embedded consistently and without over-stimulation.</p> <p>Shared spaces in the school environment will provide calm places for respite to those pupils who need support.</p>
<p>To support all children in acquiring the foundations of early reading.</p> <p>To ensure all children access high quality systematic phonics to support decoding and word reading, including pupils entering KS2 with gaps still evident.</p>	<p>Increased numbers of PP cohort meeting end of phase milestones in reading</p> <ul style="list-style-type: none"> • EYFS – Word Reading and comprehension ELGs • Y1 Phonics screening check • Y2 Age Related Expectations • Y6 Age Related Expectations – Scaled score above 100 in reading • Enhanced SALT through a school employed SALT specialist <p>Monitoring in phonics will demonstrate progression through phases at rate comparable to Non PP peers (but based on starting points)</p> <p>Reading Benchmarking Assessments will demonstrate progression through book bands at a rate comparable to Non PP Peers (based on starting points)</p> <p>Pupil voice will evidence a love of reading amongst Pupil Premium Cohort.</p>

	<p>Parental feedback will provide evidence of increased levels of confidence in supporting children with reading at home.</p>
<p>Attendance levels for Pupil Premium Children will be high (above 95%), with children accessing their entitlement to a full education.</p>	<p>Persistent Absence levels for pupil premium pupils will decrease from baseline figure</p> <p>Individual pupils where attendance data indicates historical attendance levels dropping below 95% will have improved levels of attendance year on year.</p> <p>Parental engagement and support around attendance will improve – where pupils are absent, parents will work in partnership and will contact school to share information as opposed to school chasing for information.</p> <p>Attainment standards for pupils previously identified as persistent absentees will improve as a result of sustained exposure to teaching and learning sequence in the classroom, and attendance at specific interventions established to support addressing gaps and misconceptions.</p>

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instructional Coaching – systematic programme of internal CPD. Deliberate Practice / Use of strategies to support teacher development	<ul style="list-style-type: none"> • Josh Goodrich (2021) Steplab. • <i>When we talk about instructional coaching what do we mean?</i> • <i>Tailoring instructional coaching for both novices and experts</i> • <i>Towards responsive coaching</i> • <i>Responsive Coaching in action.</i> <p>Supporting Texts</p> <ul style="list-style-type: none"> • Leverage Leadership – Paul Bambrick-Santoyo • The Impact Cycle – Jim Knight • Teach Like a Champion – Doug Lemov 	1
Reading Resources – purchasing new reading books to match to phonic sounds more accurately	<p>EEF Guidance Report</p> <ul style="list-style-type: none"> • Preparing for Literacy • Improving Literacy at KS1 <p>EEF Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> • Phonics (Impact +5 months) 	1, 4
TA team teaching / coaching led by TAs	<p>EEF Guidance Report</p> <ul style="list-style-type: none"> • Making best use of Teaching Assistants 	1, 4
Kagan Collaborative Learning Approaches	<p>EEF Teacher Toolkit</p> <ul style="list-style-type: none"> • Collaborative Learning Approaches (Impact +5 months) 	1, 2

CPD - Academic	EEF guidance Reports <ul style="list-style-type: none"> Improving mathematics in the Early Years and KS1 Improving mathematics in KS2 Improving Literacy at KS1 Improving Literacy at KS2 Teacher Feedback to Improve Pupil Learning EEF Teaching and Learning Toolkit <ul style="list-style-type: none"> Feedback (Impact +6 months) Mastery Learning (Impact +5 months) Phonics (Impact +5 months) Reading Comprehension Strategies (+6 months) 	1, 4
CPD – general <ul style="list-style-type: none"> Subscription to National College 		
Parental Workshops <ul style="list-style-type: none"> Reading Maths SEND 	EEF Teaching and Learning Toolkit <ul style="list-style-type: none"> Parental Engagement (Impact +4 months) 	1, 2, 3, 4

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT	EEF Teaching and Learning Toolkit <ul style="list-style-type: none"> Oral Language Interventions (Impact +6) 	1
1:1 support	EEF Teaching and Learning Toolkit <ul style="list-style-type: none"> Individualised Instruction (Impact +4) 	1, 2
Structured Interventions <ul style="list-style-type: none"> Toe by Toe Precision Teaching Accelerated Reader Comprehension Phonics Handwriting / gross motor skills 	EEF Teaching and Learning Toolkit <ul style="list-style-type: none"> Small tuition group (Impact +4) Teaching Assistant Interventions (Impact +4) One to One Tuition (Impact +5) 	1, 4

<ul style="list-style-type: none"> • Lego Therapy 		
1:1 Reading with teacher	EEF Guidance Report <ul style="list-style-type: none"> • Preparing for Literacy • Improving Literacy at KS1 EEF Teaching and Learning Toolkit <ul style="list-style-type: none"> • One to One Tuition (Impact +5) 	1, 4

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
VPT meetings – 1.5 hours fortnightly		2, 3
Nurture Groups/Clubs for children who need enhanced social and emotional learning (SEL)	EEF Guidance Report <ul style="list-style-type: none"> • Improving social and emotional learning in schools EEF Teaching and Learning Toolkit <ul style="list-style-type: none"> • Behaviour (Impact +4) • Social and Emotional learning (Impact +4) 	2
Assessment: Boxall Profiling	Allison, J., & Craig, S., (<i>Keeping Our Difficult Kids in School: The Impact of the Use of the 'Boxall Profile' on the Transition and Integration of Behaviourally - Disordered Students in Primary Schools,</i> Bennathan, M., & Boxall, M. (1998). <i>The Boxall Profile: A guide to effective intervention in the education of pupils.</i>	2
Play Therapy – 1 day per week (Training involved and staff dependent to set this up)	EEF Guidance Report <ul style="list-style-type: none"> • Improving social and emotional learning in schools (Link with subscription to 1 Decision - PSHE Scheme) EEF Teaching and Learning Toolkit <ul style="list-style-type: none"> • One to One Tuition (Impact +5) • Metacognition and Self-regulation (Impact +7) 	1, 2

<p>CPD – SEMH / wellbeing</p> <ul style="list-style-type: none"> ● Team Teach / Positive Handling ● Supporting Complex Needs ● Attachment / Trauma ● Nurture 	<p>EEF Guidance Report</p> <ul style="list-style-type: none"> ● Improving social and emotional learning in schools ● Special Educational Needs in Mainstream Schools <p>EEF Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> ● Behaviour (Impact +4) ● Social and Emotional learning (Impact +4) ● Metacognition and Self-regulation (Impact +7) 	<p>1, 2</p>
<p>PP Co-Ordinator</p>	<p>EEF Teaching and Learning Toolkit</p> <ul style="list-style-type: none"> ● Behaviour (Impact +4) ● Social and Emotional learning (Impact +4) ● Metacognition and Self-regulation (Impact +7) ● Mentoring (Impact +2) ● One to One Tuition (Impact +5) 	<p>1, 2, 3</p>

Total budgeted cost: £35,625

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.