

Pupil premium strategy statement

1. Summary information					
School	Heron Way Primary School				
Academic Year	2020 - 2021	Total PP budget	£23,520	Date of most recent PP Review	April 2021
		Total PP Spendature	£23,246		
Total number of pupils	407	Number of pupils eligible for PP	21	Date for next internal review of this strategy	April 2022

2. Current attainment		
<i>KS2 Results were not published due to covid -19</i>	<i>Pupils eligible for PP (children)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	%	%
% making progress in reading	%	%
% making progress in writing	%	%
% making progress in maths	%	%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Emotional and Social Difficulties
B.	Cognition and Learning Difficulties
C.	Low Self- Esteem
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Home environment and/or lack of routine can mean that PP may arrive less prepared for learning e.g. incomplete home learning, missing uniform, poor attendance, disrupted evening/morning routine

4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
A.	For all PP children to feel emotionally secure and to have full and happy social lives.
	<i>Success criteria</i>
	Parents and Carers report that children are presenting as more emotionally secure. PP children are included in playtimes with their peers and are having successful interactions. Children respond positively to their school experiences.

B.	For all PP children to be making good progress with their learning.	Assessment data shows that PP are making good progress and their progress is in line with that of their peers. All PP children are making progress against their starting points.
C.	For all PP children to have access to activities outside of school to boost their self-esteem.	PP are accessing out of school clubs and children, parents, carers and staff notice a positive impact on the child's self-esteem.
D.	For all PP children to have the opportunity to able to access remote learning effectively	PP children are able to access remote learning provision. Parents and staff report that children are making progress throughout.

5. Planned expenditure						
Academic year	2019/20					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Targeted support						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation ?	Review of impact 2019/20
For all PP children to feel emotionally secure and have full and happy social lives.	Learning Mentoring Sessions with a trained mentor.	Learning Mentoring ensures that pupils are provided with support and guidance to help them overcome social, emotional and behavioural problems which act as barriers to learning.	SENCo meets half termly with learning mentors. Learning Mentors to obtain feedback from Parent/ Carers, class teacher and child.	CH/ DB	Every 6 weeks	Learning mentor continues to have a positive impact on removing barriers to learning. Strategies are shared with staff members working directly with the children to support on a daily basis. Feedback from parents, staff and pupils all reflect positive outcomes for the sessions.
	ELSA sessions – Emotional Literacy support with a trained ELSA.	ELSA sessions provide opportunities for children to work on removing any barriers to learning, providing therapeutic intervention and supporting independence and self-regulation.	SENCo meets half termly with ELSA. ELSA to obtain feedback from Parent/ Carers, class teacher and child.	CH/MF	After a 12 week block of sessions.	ELSA sessions have provided bespoke intervention for pupils, enabling them to be more confident and happy in themselves and towards school, in turn making good academic progress. Feedback from parents, staff and pupils all reflect positive outcomes for the sessions.

	<p>Social Skills Groups – Talk about me</p> <p>Psychotherapy and counselling</p>	<p>Ensures that in a small group situation activities are used to develop talking and social skills and attention and listening for children who need extra support in these areas. Children also explore how to take turns and how to problem solve conflicts or disagreements that may arise.</p> <p>Qualified, private psychotherapist ensures that people are provided with support and guidance to help them overcome significant social, emotional and behavioural problems which act as barriers to learning.</p>	<p>SEN Team to monitor and assess intervention. LSA and Learning Coach to liaise with class teacher to measure impact.</p> <p>Weekly meeting with SENCO – feedback to class teachers if and when needed. Start up and closure meeting with parents.</p>	<p>CI/TR</p> <p>CH and Tara Cresswell</p>	<p>After termly blocks of sessions</p> <p>After termly blocks of sessions</p>	<p>These group sessions have enabled pupils to develop their social behaviour and a significant impact has been seen when interacting with peers in the classroom and on the playground.</p> <p>Feedback from staff and pupils shows a significant increase in positive behaviour in social and academic situations, providing children with key life skills. Feedback from parents continues to reflect a change in positive behaviours and attitude at home.</p>
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For all PP children to be making good progress with their learning	Support network offered during covid-19 lockdown	Learning coach in weekly contact with PP families identified by class teachers as needing additional support for remote learning. Arrangements made to attend in school bubbles if needed.	Whole school document created to measure weekly engagement levels of children with remote learning. Monitored by SEN Team weekly and actions taken where needed.	CH/CI	Weekly during covid-19 lockdown	Families' feedback they felt supported by the school, having a significant impact on their emotional wellbeing. They were able to support their children more effectively with remote learning and those who attended in school were able to gain additional support from staff where needed.
	1:1 Support provided for children unable to access EYFS curriculum independently	Learning Support Assistant employed to provide additional support in EYFS for children to support personalised timetables and curriculum engagement. SALT intervention also delivered.	EYFS Lead monitoring progress against seven areas of learning and expectation to make GLD.	AB/CH	Half termly during Pupil Progress Meetings	SALT assessment shows progress made and new targets set. Social awareness and understanding of school routines improving and EYFS curriculum being accessed through personalisation.
	National Tutoring Programme used to support additional learning outside of school	Children identified as not making expected progress have had the opportunity to access weekly tutoring sessions of 45 minutes, in maths, via an online platform.	Children will make expected progress, as monitored by class teachers during pupil progress meetings. Vulnerable Pupils Team to ensure engagement is good and encourage parental support if needed.	CH/CI/SC/AP	Every three weeks in VPT meetings	First block of tutoring sessions is still being undertaken, engagement levels are good and feedback from parents is mixed. VPT to monitor and continue to assess impact.

For all PP children to have access to activities outside of school to boost self esteem	Ensure funding for out of school activities.	Some PP children in our school are particularly talented in extra-curricular areas. To boost their self-esteem and hopefully produce a better approach to school, opportunities have been provided for children to attend a range of extra-curricular activities.	Ensure with parents/carers that activities chosen are appropriate and children are enthusiastic to participate. SEN Team to ensure positive feedback from pupils and staff around their participation.	CH/CI	Termly	Children verbalised enjoyment of activities and parents/carers noted increased self esteem, particularly in sport. Children were able to access a range of activities including equine therapy, archery and AJD Sports club.
Total budgeted cost					£ 19,484	

ii. Other approaches						
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Review of impact 2019/20
	Technology provided for access to remote learning	Chromebooks purchased for PP families to enable children to access remote learning provided during covid-19 lockdown. Internet data packages also provided for those unable to access at home.	Whole school document created to measure weekly engagement levels of children with remote learning. Monitored by SEN Team weekly and actions taken where needed.	JC/GS/CH	Weekly during covid-19 lockdown	19 Chromebooks were purchased by PP families and used effectively to significantly increase engagement with home learning.
Total budgeted cost					£3,762	