

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	Heron Way Primary School				
<b>Academic Year</b>	2017 - 2018	<b>Total PP budget</b>	£28,560	<b>Date of most recent PP Review</b>	Oct 2018
		<b>Total PP Spendature</b>	£23,655		
<b>Total number of pupils</b>	406	<b>Number of pupils eligible for PP</b>	19	<b>Date for next internal review of this strategy</b>	April 2019

2. Current attainment		
<i>KS2 Results</i>	<i>Pupils eligible for PP (5 children)</i>	<i>Pupils not eligible for PP</i>
<b>% achieving in reading, writing and maths</b>	42.5%	76.6%
<b>% making progress in reading</b>	60% (75% No SEN)	70%
<b>% making progress in writing</b>	60% (75% No SEN)	71.4%
<b>% making progress in maths</b>	40% (50% No SEN)	53.7%
<i>Phonics Screening</i>	<i>Pupils eligible for PP (3 children)</i>	<i>Pupils not eligible for PP</i>
<b>% children achieving phonics screening</b>	66% (100% without SEN)	89.3%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
<b>A.</b>	Emotional and Social Difficulties
<b>B.</b>	Cognition and Learning Difficulties
<b>C.</b>	Low Self- Esteem
<b>External barriers</b>	
<b>D.</b>	Lack of completed homework

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	For all PP children to feel emotionally secure and to have full and happy social lives.	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>B.</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.
<b>C.</b>	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.
<b>D.</b>	For all PP children to have the opportunity to use homework as a tool to add value to their classroom learning.	PP children are regularly completing expected homework to a high standard and this is having a positive effect on their achievements in class.

<b>5. Planned expenditure</b>						
<b>Academic year</b>						
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.						
<b>i. Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</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 implementation ?</b>	<b>Review</b>
For all PP children to feel emotionally secure and have full and happy social lives.	• Funding for Play Therapy	Play Therapy is a therapeutic approach which allows children to work through past experiences and aids positive mental health.	SENCo and parents to meet regularly with therapist.	CH	After therapy blocks of 12 sessions.	Child accessing play therapy has made progress emotionally and is prepared for transition to Secondary school. Academic progress also significantly improved.
	• 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 mentor. Learning Mentor 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 the barriers to learning, which face our pupils. Learning mentor sharing strategies enabling other staff to undertake mentoring.

	<ul style="list-style-type: none"> <li>• Lego Therapy Groups</li> </ul>	<p>LEGO based therapy is a social development programme which helps children with social communication difficulties. Through LEGO therapy, children can learn to communicate with others, change their behaviour, develop problem-solving skills and develop a relationship with the world around them.</p>	<p>SENCO to monitor and assess intervention. Baseline assessment before and after intervention to measure impact. Support staff to liaise with class teacher to measure impact.</p>	<p>CH and LSA's</p>	<p>After termly blocks of sessions</p>	<p>Assessment of intervention shows <b>all</b> pupils make progress with communication skills through Lego Therapy. Skills are then transferred to classroom environment, resulting in improved academic achievement.</p>
	<ul style="list-style-type: none"> <li>• Social Skills Groups</li> </ul>	<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>SENCO to monitor and assess intervention. Baseline assessment before and after intervention to measure impact. Support staff to liaise with class teacher to measure impact.</p>	<p>CH/CI/LSA's</p>	<p>After termly blocks of sessions</p>	<p>This group has enabled pupils to develop their social behaviour and a significant impact has been seen on the playground.</p>

For all PP children to be making good progress with their learning.	<ul style="list-style-type: none"> <li>• In class support from a learning coach (qualified teacher)</li> </ul>	To ensure that PP children have more focussed support during lessons.	Learning Coach to monitor impact and to liaise with class teacher.	CI	Half Termly	This enables pupils to access the curriculum with additional support, helping them to develop cognition and learning skills.
	<ul style="list-style-type: none"> <li>• Out of class support from a learning coach (qualified teacher)</li> </ul>	This ensures that the PP children get bespoke and targeted interventions to match their needs and abilities.	Learning Coach to monitor impact and to liaise with class teacher. Baseline assessment completed before and after targeted intervention.	CI	Half Termly	A particular focus on additional support for phonics enabled some pupils to meet the phonics check.
	<ul style="list-style-type: none"> <li>• Year 6 Booster Groups with literacy and Maths specialists</li> </ul>	Ensures that all PP children receive small group support from a qualified teacher. The sessions aim to make sure that children are able to achieve year 6 objectives in English and maths.	Teachers leading groups to complete KPIs to monitor impact. These will be sent to SENCo termly.	TH/ LC/ MH	Termly	These groups enabled PP pupils to achieve in most areas of the curriculum at end of KS2. Two children achieved greater depth in reading. All children made significant progress against their end of Year 5 assessments.
	<ul style="list-style-type: none"> <li>• Maths Intervention – First Class at Number</li> </ul>	This intervention focuses on number and calculation, developing children's mathematical understanding, communication and reasoning skills.	Staff leading intervention to take a Sandwell test at the beginning and end of intervention to monitor progress. TA to liaise with Class Teachers regarding the children in the group.	CH/JC	After 12 weeks	
	<ul style="list-style-type: none"> <li>• Learning Coach to work with pupil premium children on sensory regulation.</li> </ul>	After support from an occupational therapist, our learning coach will support pupils with ensuring that they feel emotionally secure enough to reach their potential in the classroom. They will use an intervention called 'The Zones of Regulation' which has proven to be successful with learners who struggle with focus and concentration due to sensory and emotional issues.	SENCo to attend training on sensory awareness. SENCo to monitor impact and report back to SENCo. Class teachers to monitor impact in class and report to SENCo	CH/CI	After 10 weeks.	Class teachers noticed significant improvements in the confidence in children towards their mathematical ability, therefore an improvement in academic performance.

<p>For all PP children to have the opportunity to use homework as a tool to add value to their classroom learning.</p>	<p>Weekly teacher led homework club – 45 mins</p>	<p>The homework club ensures that PP children have the opportunity to complete their homework and have access to adult support to do so. This should ensure that PP children complete homework that links with and benefits the work they are doing in class.</p>	<p>SENCo to liaise with parents, carers. Teachers and children regarding the effectiveness of the club.</p>	<p>All KS2 Teachers</p>	<p>Termly</p>	<p>Both parents and pupils have expressed the benefits of children being able to access support with homework and the impact it has on academic progress.</p>
<b>Total budgeted cost</b>					<p>£26,800</p>	

<b>ii. Other approaches</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</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 implementation?</b>	<b>Review</b>
For all PP children to have access to activities outside of school to boost their self-esteem.	Ensure funding for out of school activities.	Some of the PP children in our school are particularly talented in extra-curricular activities. To boost their self-esteem and hopefully produce a better approach to school and learning we felt this would be a positive approach.	Ensure with parents and carers that the activities chosen are appropriate. Speak with parents, carers and children to ensure that the activities were positive experiences for the children.	LT	Termly	Children verbalised enjoyment of activities and carers noticed increased self-esteem, particularly in sport.
<b>Total budgeted cost</b>					£1600	