

# Pupil premium strategy statement

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1. Summary information					
School	Heronshaw School				
Academic Year	2018-2019	Total PP budget	£26400	Date of most recent PP Review	October 2018
Total number of pupils	242	Number of pupils eligible for PP	20 (35 17-18)	Date for next internal review of this strategy	October 2019

2. Current attainment (End of key stage one 2017-2018)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	58%	78%R 71%W 78%M
% making progress in reading	91%	Not available
% making progress in writing	90%	Not available
% making progress in maths	92%	Not available

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	33% of PP in year 2 are SEND (speech and language needs).
<b>B.</b>	67% of PP children in year 2 are currently not working at ARE in writing
<b>C.</b>	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Curriculum understanding and link between school and home (i.e. homework, spellings, reading)
<b>E.</b>	Parental engagement of PP children is generally low.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve speech and language skills for pupils eligible for PP in year two.	Pupils eligible for PP in year two make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
<b>B.</b>	PP children to make more rapid progress across key stage one in writing so that attainment gap between PP and non PP children is reduced.	SEND pupils eligible for PP make rapid progress by the end of key stage one. Measured by end of term assessments throughout year one and two. Pupil Support strategy group (IFtL) to identify and offer strategies for supporting these children (communicated via SENCO).

<b>C.</b>		
<b>D.</b>	Parents have clearer understanding of their child's specific milestones for the current year.	Parents have regular updates on their child's progress and attainments with next steps highlighted with activities set for at home.
<b>E.</b>	Parents have increased awareness of steps in learning for their children with specific targets linked to strategies for supporting at home.	Parents attending drop-in sessions for focused curriculum workshops (i.e. phonics, hold and sentence, Numicon),

5. Planned expenditure					
Academic year	2017-2018				
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. Quality of teaching for all					
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?
Continued and improved speech and language skills in year two.	Staff training of high quality feedback.	We want to invest some of the PP in longer term change which will help all pupils. Strategies used by the speech and language therapist will be continued and refined across the school.	Use staff training meetings to deliver training. Peer observation of strategies to implement, to embed learning.	SENCo	June 2019
Improved progress for our SEND children.	CPD provided on specific strategies to support and ensure progress with our SEND children.	We want to improve the CPD of all members of teaching staff to deliver quality support to our SEND children. Sharing effective strategies and case studies in staff training will support SEND children across the school.	Use staff training meetings to deliver training. Peer observation of strategies to implement, to embed learning.	SENCo	June 2019
<b>Total budgeted cost</b>					£ 3500
ii. 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?
Improved speech and language skills in year two.	1:1 support from a speech and language specialist. Continued 1:1 from a S&L trained TA.	Some of our children need targeted support to 'diminish the gap' and therefore a specialist speech and language therapist needs to be brought in.	Organise timetable to ensure outside agency support and staff delivering provision have sufficient preparation and delivery time.	SENCo	June 2019
Improved progress for our SEND children.	1:1 support and small group provision from a member of the SEND school team.	Some of our children need specialist support to access learning being carried out in the classrooms. Provision from the school SEND team will allow for the most effective learning to take place (resources to support learning/ use of the Rainbow Room for intervention etc.)	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Resources organised and shared with staff to allow for the most suitable for each SEND child.	SENCo	June 2019

Ensuring our children leaving EYFS at age-related expectations, achieve this at the end of key stage one.	Weekly small group sessions in maths, reading and writing with year group teachers, in addition to standard lessons.	We want to provide extra support to maintain attainment. Small group interventions with qualified teaching staff from the current year group have been shown to be effective.	Organise time table to ensure staff delivering the provision have sufficient preparation and delivery time. Impact overseen by Pupil Premium Lead. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Pupil Premium Lead	June 2019
Ensuring our PP children achieve their predicted levels.	Using the Puzzle Programme to bring together the child, home and school to increase their well-being. x2 weekly 1:1 sessions with our PLO.	35% of our PP children are vulnerable. Outside factors caused by their home life are impacting on their emotional, social and developmental well-being whilst at school.	Dedicated sessions being consistently delivered through the PLO. Through regular feedback from the PLO about the sessions to PP Lead, Class teacher and parents.	Pupil Premium Lead	June 2019
<b>Total budgeted cost</b>					£17440
<b>iii. 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>
Parent focus meetings and drop ins to support and train parents in key areas of curriculum happening regularly.	Part time Parent Liaison Officer employed to work with parental engagement.	Regular two-way feedback and support will allow concerns and attainment gaps being communicated consistently across school and throughout the year.	Parent Liaison Officer (PLO) will work with PP Lead and SENCO to collaborate and ensure new provision is regular and having an impact at the classroom level.	Deputy Head	April 2019
<b>Total budgeted cost</b>					£5500

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>

<b>7. Additional detail</b>