



Inspiring Futures
Through Learning



Heronshaw School Pupil Premium Strategy

Pupil Premium Strategy 2020 – 21 and review of strategy 2019 – 20.

We believe that all disadvantaged pupils should thrive and flourish within our schools. High expectations and high quality teaching and learning opportunities are a right of all our pupils of all abilities, and we can utilise pupil premium funding effectively to ensure our pupils needs are met and they make accelerated progress. We value the importance of understanding the vulnerability amongst some of our pupils, focusing on the development of the whole child when planning both whole school and personalised provision which widens their experiences.

Our School Ethos for Pupil Premium

At Heronshaw we believe that every child should have access to a world class education that will be a stepping stone for them to continue to achieve throughout their lives. In addition to this, we strive to provide all children with experiences that will enrich their personal, social, and emotional well-being within a safe and nurturing environment. We ensure that any pupil who has a barrier to learning will receive targeted and personalised provision in order to remove this barrier. This is in addition to outstanding quality first teaching that all our children are entitled to. All staff work tirelessly to encourage and challenge pupils in their learning and in their personal development. We are a community and we wish to support any families who may need it through offering early help through our safeguarding team and our School Parent Liaison Co-ordinator. Heronshaw has an open door policy and will seek to support children and families to tackle any issues or difficulties that arise which may affect a child's ability to learn, or have a negative impact on their mental wellbeing. We also strive to remove any barriers that are preventing a child to attend school regularly in order to access the education they deserve.

Our School Approach for Pupil Premium

Decisions on the most effective ways to spend Pupil Premium funding are based on excellent knowledge and understanding of the children in our school and their families. It is also based on the impact vs cost research conducted by the EEF and based around the principles of the seven building blocks as identified by the Sutton Trust. The support offered to Pupil Premium children can be understood on 3 levels. The first is the high quality provision offered in the classroom to all children but with a focus on any disadvantaged groups. The second is targeted provision which carefully targets and addresses specific gaps in knowledge or needs, intervention is put in place in order for rapid progress to be made. The final layer is specialist or targeted provision which is bespoke to the individual child and may be short or long term and address a variety of needs, this includes individual speech and language sessions and individual family support.

Summary information

School	Heronshaw School				
Academic Year	2020-21	Total PP budget	£43,040	Date of most recent PP Review	October 2019
Total number of pupils	225	Number of pupils eligible for PP	45 (20%)	Date for next internal review of this strategy	October 2021

In light of the June 2019 update from the DFE on the website information regarding Pupil Premium Funding and Accountability for Schools, IFTL schools have started to consider a multi-year strategy covering a three- year period with light touch annual reviews resulting in a comprehensive review every three years in order to embed consistency and align this with the wider school improvement strategy.

Strategic Vision: Long Term Desired Outcomes

Three-year Outcomes:

- Reduce the gap in attainment between Pupil Premium and non Pupil Premium children.
- Increase the number of Pupil Premium children achieving above age related expectations
- Raise the level of engagement between school and families.
- Reduce the amount of persistent absence for PP children.

Link to SSP:

- To secure the high outcomes (80% at end of FS, 78% at end of Y2) and progress at ARE and Greater Depth in writing across the school.
- To develop the standing of the school in the community through promotional activity, communication with parents and the celebration of school activities and achievements.
- To deepen the curriculum offer across the school to ensure children develop the skills, knowledge and the vocabulary they need to transition to the next stage of schooling whilst widening and enhancing their current experiences.

Impact Towards Long Term Outcomes 2019-2020

- To increase the attainment of PP children by 4% by the end of year 2.
- To increase the % of PP children who pass the phonics screening test.
- To address and reduce absence of PP children through parent liaison coordinator. Progress to be analysed through decrease in persistent absence and case studies to demonstrate how early help has impacted attendance.
- To build cultural capital through links with other Trust schools.

Impact Towards Long Term Outcomes 2020-2021

- Attendance of PP children to be improved and in line with non-PP children or with a comprehensive case study and breakdown of early help.
- The effect that children's emotional well-being and mental health impacting their learning is reduced due to early identification and intervention.
- Case studies and focus groups target children's emotional well-being, build resilience and self-esteem to help children become more independent learners.

Impact Towards Long Term Outcomes 2021-2022

Previous Attainment (2019-2020)		
Year 2	<i>Pupils eligible for PP (your school)</i>	<i>All Pupils</i>
% on track to reach the expected standard in reading	57%	77%
% on track to reach the expected standard in writing	64%	75%
% on track to reach the expected standard in maths	64%	78%
Year 1		
% on track to reach the expected standard in reading	80%	79%
% on track to reach the expected standard in writing	80%	76%
% on track to reach the expected standard in maths	90%	82%
Foundation		
% on track to reach the expected standard in reading	89%	84%
% on track to reach the expected standard in writing	89%	88%
% on track to reach the expected standard in reading	89%	88%

Barriers to future attainment		
In-school barriers		
A.	Speech and language issues impacting on reading and writing attainment.	
B.	Lower entry points impacting attainment.	
C.	There is an overlap between PP and SEND pupils impacting progress and attainment.	
External barriers		
D.	Parental engagement which then impacts on attendance and learning opportunities at home.	
Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>

A.	Speech and language issues are identified quickly and effective intervention is in place meaning children make good progress with speech sounds improving reading and writing progress.	<ul style="list-style-type: none"> • All children in the Foundation Stage are baselined on entry (consent forms included in welcome packs). • The results from the baselines are used to create targeted intervention groups for children with similar phonological needs or expressive language needs. • The gap in speech and language achievement narrows • Poor speech sounds on entry do not effect progress. • Children have access to high quality speech and language support. • Children make rapid and sustained progress.
B.	Effective intervention groups are planned, effectively carried out and progress in monitored and measured.	<ul style="list-style-type: none"> • Data and teacher's knowledge of the children in their class is used to plan appropriate interventions. • Teachers and Teaching Assistants deliver high quality interventions • Rapid progress in made • Gaps in progress and attainment are narrowed/closed. • Intervention groups are monitored effectively so effective ones are replicated and those that are not effective are improved/altered as necessary.
C.	Pupil Premium who also have a Special Educational Need will have effective and timely intervention and personalised provision when needed.	<ul style="list-style-type: none"> • Through Pupil Progress Meetings, in addition to termly meetings between teachers and the SENDCo SEND children have SMART targets that are worked on through both a targeted and personalised approach in order to support them in achieving their longer term outcomes. • Good progress is made in the child's primary area of need. • This supports academic progress and the ability to access the curriculum. • Excellent practice is shared throughout the school. • Families are clear of their child's targets and the provision that is in place for them to achieve these.
D.	Parents have opportunities to engage with school in a variety of ways. Persistent absence is reduced through additional support for parents.	<ul style="list-style-type: none"> • Parents feel comfortable seeking support from school if they need it. • Parents are aware of the early help that school can offer. • School can help signpost families to other agencies as needed. • Early support is in place so that persistent absence is addressed and supported as described in the attendance policy.

Academic year	2020-21				
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?
The gap between PP and non PP children reaching the expected levels in reading, writing and maths is closed.	<p>High quality CPD for teachers in both core and non-core subjects.</p> <p>Lesson study to develop teachers and allow outstanding teachers to share their</p>	<p>PP children are not achieving as well as non-PP children nationally. We do not want this to be the case at Heronshaw. We want all children to achieve the highest possible standards.</p> <p>EEF identifies outstanding quality first teaching as one of the strategies that has the highest impact on progress.</p>	<p>Typicality walks by the Senior Leadership Team.</p> <p>Instant feedback modelling.</p> <p>Deep Dives to look at the picture of specific subjects across the school (all subjects to be</p>	JE, NZ, JA, MB, GL	March & July
More PP children are achieving above expected levels in reading, writing and maths.	Extra-curricular & in school experiences to build cultural capital and improve vocabulary, exposure to quality texts and real life experiences that allow them to use their skills.	We have high expectations and aspirations for all of our children and want our Pupil Premium children to be able to access the curriculum and take part in experiences and teaching that will allow them to achieve above age related expectations.	<p>Training to ensure a high level of understanding by teachers of age Related</p> <p>Moderation both internally and externally to ensure levelling is accurate</p>	JE, NZ, JA, MB, GL	March & July
Children are exposed to a communication friendly environment that has a constant focus on improving speaking and listening skills and improving vocabulary	Whole school focus on vocabulary. Explicit teaching of tier 2 and 3 vocabulary and displayed around school. Intervention groups for children needing tier 1 language development	The 'word gap' as first researched by Hart and Risley highlighted the difference in vocabulary exposure and use for different children. This impacts on their ability to communicate clearly, both verbally and in written work.	<p>Training from a speech and language therapist.</p> <p>Vocabulary programme developed and implemented to expose children to tier 2 vocabulary.</p> <p>Vocabulary books introduced to encourage the use of tier 2 and 3 words.</p>	NZ, MB	March & July
Total budgeted cost					£23,040
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 ?

Gaps in attainment and progress are narrowed	High quality targeted intervention groups	Research from the Sutton Trust and EEF. Careful monitoring of intervention groups in previous years that have evidenced that in Heronshaw this can be an effective way of closing the gap.	Baseline of skills. Tracking of week by week progress and close communication between staff member running the group and class teacher to ensure the skills demonstrated within the group are still being applied in whole class situations.	MB	December, March & July
--	---	--	--	----	------------------------

£10,000

iv. 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 ?
All PP children attend school regularly, achieving attendance of over 96%	Careful and timely tracking of evidence. Early help for families. Signposting. Open door policy to build relationships with parents/carers	The link between attendance and achievement is widely documented and can be a challenging barrier to remove. Poor attendance not only affects the child's academic progress, but also their mental health and well-being and their ability to develop socially within the school setting which can then impact their ability to learn further.	Regular discussions around attendance as part of safeguarding meetings. Clear process as detailed in attendance policy of the steps that will be followed in the event of poor attendance. Early help and support offered as soon as attendance becomes an issue. Quality records kept for absence.	PM, MB	
Parents are engaged with school and are confident to approach school with issues that may affect their child's ability to learn.	Open door policy to build relationships with parents/carers. Approachable attitudes of staff. Clear procedures that are followed if parents feel an issue has arisen. Follow through on actions.	Heronshaw is a huge part of the community and offers support and early help to families. By building trust and relationships, families are better equipped to help their children learn and ensure that they can get them to school. If issues arise that prevent them getting their child to school they know that school will help in any way it can.	Carefully monitor attendance. Surveys form parents. Members of the SLT and Parent School Liaison are on the gate every morning. Class teachers are available every morning and after school to discuss any issues that can be fed back and dealt with.	PM, MB	
Parents or carers have a clear understanding of what their child is learning and can support them at home.	Regular communication in a variety of formats (social media, email, text) Regular parent meetings to explain and assist with how different aspects of	In order for parents to successfully support children at home, they need to understand the way that different concepts are taught and also the rationale behind this. In order for children to commit things to long term memory they need to over-learn	Parent surveys and questionnaires. Evidence in homework book and verbal feedback from parents. Surveys to determine which workshops parents' value.	JE	

	the curriculum are taught, e.g. phonics, maths etc. Half termly homework grids and targeted practice such as reading & phonics is shared with parents and celebrated within school.	concepts and repetition at home supports this.	'live' lessons and Iris videos for parents to access to see how concepts are taught within school.		
Total budgeted cost					£10,000

Review of expenditure for 2019-2020

Academic year

2019-20

v. Quality of teaching for all

Desired outcome	Chosen action / approach	Impact	Lessons learnt
The gap between PP and non PP children reaching the expected levels in reading, writing and maths is closed.	High quality CPD for teachers in both core and non-core subjects. Lesson study to develop teachers and allow outstanding teachers to share their practice.	Maths lessons use a variety of resources and teaching methods to ensure all children make progress. Non-core subjects have dedicated leaders and standardised leader folders to ensure the progression of skills and coverage is high quality across all non-core subjects.	Deep dives completed in reading and writing have shown where further training and CPD is needed and will allow for increased progress and better attainment. SSP 2020-21 reflects the areas needed for improvement.
More PP children are achieving above expected levels in reading, writing and maths.	Extra-curricular & in school experiences to build cultural capital and improve vocabulary, exposure to quality texts and real life experiences that allow them to use and apply their skills.	Children are able to access experiences through school that they may not be able to access in other ways. Unfortunately the calendar of events planned by the PP strategy group was unable to go ahead this was in addition to several planned school trips and visits due to COVID.	COVID will impact many PP (and newly PP) children. Who have not had access to quality first teaching and intervention for a prolonged period of time. This will need to be addressed from September. Tracking through O-Track. The new structure in Year 2 and the proposed changes to the way year 1 is run will allow for this to happen quickly and should have a quick impact.
Children are exposed to a communication friendly environment that has a constant focus on improving speaking and	Whole school focus on vocabulary. Explicit teaching of tier 2 and 3 vocabulary and displayed around school.	All classes now have a focus on highlighting and developing the use of tier 2 and 3 vocabulary. This will link to the introduction of a tiered vocabulary	Vocabulary programme to be launched Trust wide in September. This will allow for the discreet teaching of vocabulary with a focus on using the words in speech and this in turn will assist in children making more adventurous vocabulary choices in their writing.

listening skills and improving vocabulary	Intervention groups for children needing tier 1 language development	teaching programme that will be launched in September 2020.	
---	--	---	--

Total budgeted cost £25,100

**vi. Targeted support
vii.**

Desired outcome	Chosen action/approach	Impact	Lessons learnt
Gaps in attainment and progress are narrowed	High quality targeted intervention groups	Highly effective intervention has taken place on Year 1 – this has led to very good progress and attainment.	The effectiveness seen in year 1 interventions needs to be replicated and evidenced throughout the school. By sharing the knowledge and expertise of some TA's high-quality intervention can take place across the school and children can be placed according to 'stage not age' The introduction and use of O-Track will enable intervention groups to be carefully selected and tracked. TA's will be accountable for the progress in the groups that they are running.
Emotional well being, self esteem and resilience is built in children and so does not impact learning.	Targeted intervention groups with learning mentor	Children's self-esteem and resilience is built and so this reduces barriers to learning new concepts and accessing the curriculum.	Due to the impact of COVID emotional well-being and counter acting the impact of lockdown for children will be key in easing the transition back to school and ensuring they are in the correct zone to learn.

£10,000

viii. Other approaches

Desired outcome	Chosen action/approach	Impact	Lessons learnt
All PP children attend school regularly, achieving attendance of over 96%	Careful and timely tracking of evidence. Early help for families. Signposting. Open door policy to build relationships with parents/carers	COVID has had a huge impact on the attendance of PP children.	New tracking system in place for September. System to follow to ensure that attendance is closely monitored from September and any issues are dealt with quickly and efficiently in order to
Parents are engaged with school and are confident to approach school with issues that may affect their child's ability to learn.	Open door policy to build relationships with parents/carers. Approachable attitudes of staff.	Strong relationships have been built with parents – delivery of food hampers to those who were unable to collect, extra support, signposting families in need and ensuring that those who have become eligible for PP during COVID have	Families have seen school as a source of support during difficult times and this is something to continue to foster and develop during the academic year 2020-21.

	Clear procedures that are followed if parents feel an issue has arisen. Follow through on actions.	accessed this. Phone calls (at least weekly) have meant that parents have been supported and relationships between school and families has been strengthened.	
Parents or carers have a clear understanding of what their child is learning and can support them at home.	Regular communication in a variety of formats (social media, email, text) Regular parent meetings to explain and assist with how different aspects of the curriculum are taught, e.g. phonics, maths etc. Half termly homework grids and targeted practice such as reading & phonics is shared with parents and celebrated within school.	Social media presence has increased and been hugely valued during COVID. Many families have hugely engaged with this. Teachers and support staff have been able to offer support with home learning through phonecalls home at least weekly.	Social media opportunities to continue to be used to bridge the gap between school and families.
Total budgeted cost			£11,250