



Pupil premium strategy statement: Heronswood Primary School

1. Summary information					
School	Heronswood Primary School				
Academic Year	2016/17	Total PP budget	£105,000	Date of most recent PP Review	12.10.2016
Total number of pupils	285	Number of pupils eligible for PP	90	Date for next internal review of this strategy	October 2017

2. Current attainment	
<i>Year 6 July 2016 – 2PP children disapplied</i>	<i>Pupils eligible for PP in your school</i>
% achieving ARE or above in reading, writing and maths	4/15 27%
% achieving ARE or above in reading	8/15 53%
% achieving ARE or above in writing	7/15 47%
% achieving ARE or above in maths	9/15 60%
% achieving ARE or above in SPAG	9/15 60%
% making at least 2 points or above in reading, writing and maths	10/15 67%
<i>Year 2 July 2016</i>	<i>Pupils eligible for PP in your school</i>
% achieving ARE or above in reading, writing and maths	8%
% achieving ARE or above in reading	8%
% achieving ARE or above in writing	8%
% achieving ARE or above in maths	31%
<i>Year 1 Phonics</i>	<i>Pupils eligible for PP in your school</i>
% achieving WA+ phonics screen	64%
<i>Year R Good Level of Development</i>	<i>Pupils eligible for PP in your school</i>

% achieving GLD	71%
-----------------	-----

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Poor speech and language skills across all year groups is having a detrimental effect on pupils' literacy skills and their ability to read, write and comprehend across the curriculum.
B.	SEN issues for a small group of Year 6 pupil premium pupils had a negative effect on their academic progress and academic attainment- 2 disapplied.
C.	Limited support from home environments for the PP group of children in Reception, Year 1 and 2. Language environment at home is less enriched, so for some pupils this is impacting on their reading progress.

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Attendance rates for pupil's eligible for PP are 96.37% (below the target for non PP children of 97.52%). This reduces their school hours and causes them to fall behind. Children arriving late miss initial learning session.
-----------	--

4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A.	Speech and Language programme has been introduced across the whole school (Pre-school- Year 6). This includes a weekly visit from a Speech and Language therapist.	All staff trained on listening skills throughout the whole school. PPG pupils are notably demonstrating more active listening behaviours. Progress data shows that this PP pupils are narrowing the gap between them and all pupils nationally.
B.	IPMs to be written and updated on a regular basis by class teachers. IPMs to be shared with parents for all SEN PP children.	PPG pupils with SEN have a range of strategies in place to support their learning. Staff can provide learning opportunities, tools and intervention to support PPG children with SEN to ensure the gap between these children and non PP children is narrowing. Outside agencies are involved where needed, to further support and guide additional needs.
C.	Improve reading skills for PPG pupils in KS1.	KS1 PPG pupils make rapid and sustained progress in Reading by the end of the year.
D.	Increased attendance rates for pupils eligible for PPG from 96.37% to at least 97.5%. Increase punctuality.	Overall PPG attendance improves from 96.37% to at least 97.5% in line with non PPG pupils. Specific strategies (breakfast club) in place to target groups of children each term.

5. Planned Expenditure					
Academic year	2016 - 2017				
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?
A) Speech and Language programme has been introduced across the whole school (Pre-school- Year 6). This includes a weekly visit from a Speech and Language therapist.	Teaching listening skills across the whole school. Class teachers to follow the listening programme. Targeted listening skills intervention. Opportunities to extend pupils' spoken vocabulary. Exposure to a range of books and language. Use of Language Link to assess and review pupils on entry to Reception. 1:1 and small group provision using resources such as, Language Link	Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. Comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. Programmes used to catch up and close the gaps. Research has shown Language Link material to be effective.	SLT Learning walks and lesson observations across the school – focussing on listening skills in the classroom and the learning environment. SENCO learning walks PP Governor walk SALT team offer regular support and training on the material used.	HM RP LW	Dec 2016 £5000 (S&L programme) £3100 (TA) £1200 (HM) £500 (S&L resources)
C) Improve reading skills for PPG pupils in KS1	Additional adult reading support put in place to for children do not read regularly at home. The use of structured questioning to develop reading comprehension through reciprocal	On average, the impact of homework on learning is consistently positive (leading to on average five months additional progress). There is evidence that homework is most effective when used as a short and focused intervention. In the most effective examples homework was an integral a part of learning, rather than an add-on.	Class teacher to ensure additional support is focused on a specific target area and is consolidated in main teaching. Reading lead to monitor Guided Reading sessions and questioning skills of adults, ensuring additional training is given where needed.	KS1 class teachers BK HM	Dec 2017 3 £2400 (TA) £351 (Reading Spine) £2300 (HM)

	<p>reading within guided reading sessions.</p> <p>Training for staff</p> <p>Introduce a Reading Spine across early years and KS1</p>	<p>The EFF Toolkits shows that there is consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about the story with a trained adult. A number of studies show the benefits of trained teaching assistants effectively supporting both oral language skills and reading outcomes.</p>	<p>Learning environment is monitored to ensure reading is valued throughout school.</p> <p>Pupil voice discussions to establish children's views on new reading spine across the school.</p>		
Total budgeted cost					£14,851

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?
C) Improve reading skills for PPG pupils in KS1	Additional adult reading support put in place to for children do not read regularly at home. Structured approach to phonics development Raised profile of reading across the school. Phonics workshops for parents.	On average, the impact of homework on learning is consistently positive (leading to on average five months additional progress). There is some evidence that homework is most effective when used as a short and focused intervention. In the most effective examples homework was an integral a part of rather learning, rather than an add-on. To maximise impact, it is also appears to be important that students are provided with high quality feedback on their work.	Specific TA trained to use resources and has additional time to support 1:1 and small groups. Communication TAs trained and deployed across school. Timetable organised and monitored by the SENCo. Class teacher to ensure additional support is focused on a specific target area and is consolidated in main teaching.	RR MM SM LF	Dec 2016 £700 (YrR TA) £1300 (Yr1 TA) £2100 (Yr 2 TA)
B) IPMs to be written and updated on a regular basis by class teachers. IPMs to be shared with parents for all SEN PP children.	Use of targeted interventions to close gaps. E.g. Relax Kids, Smart Moves, S & L, Theraplay Instant feedback given to address misconceptions-response intervention. PPG children identified that are working below ARE to work in smaller class sizes in English and Maths,	Many different evidence sources, e.g. EEF Toolkit suggest that high quality feedback is an effective way to improve attainment. Staff encouraging and supporting pupils to monitor their progress by identifying the key steps they need to be aware of as they go through a task to keep it on track. The EEF Toolkit supports evidence that reducing class size to under 15 increases the amount of high quality feedback and 1:1 attention learners receive	New IPM format introduced by SENCO. Parent Voice feedback in relation to SEN PP children, Timetables interventions monitored by the SENCo. Learning walks and lesson observations – focusing on high quality teaching a broad and balanced curriculum.	LW Class teachers HM	£1500 (HM) £6500 (LW) £15,200 (Relax for Kids) £6000 (TA)
Total budgeted cost					£33,300
iii. 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

					implement ation?
B) IPMs to be written and updated on a regular basis by class teachers. IPMs to be shared with parents for all SEN PP children.	Use of additional services in 1:1 or small group sessions. Play therapy Behaviour support team Relax for Kids S and L therapist SENCO available for immediate support and advice for ongoing issues.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective. Some of the pupils need targeted support in order to be ready for learning and be fully included in their classroom environment. Evidence used Helen Worrall – independent consultant.	Scheduled termly meetings between class teachers and SENCO. Feedback questionnaire for Relax for Kids	Class Teacher SENCo	Dec 2016 £8000
D) Increased attendance rates for pupils eligible for PPG from 96.37% to at least 97.5%. Increase punctuality.	Breakfast places for children. School Uniform grant. Payments for swimming to support children in wanting to attend school. Attendance rewards (badges, certificates, trophies, prizes) Texts/phone and home visits for children with attendance concerns.	NFER briefing for school leaders identifies addressing attendance as a key step to improving attainment for children.	Head and LH to run regular attendance data checks using SIMs database.	RP LH JP HM	£2300 (HM) £200 (grant) £700 (resources) £110 (swimming) £11,782 (JP)
Total budgeted cost					£23,092

6. Review of Expenditure				
Previous Academic Year		2015 - 2016		
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
Improve attainment in Maths	Additional resources to support Maths Training Involvement in Glow Maths Project	High: Overall improvement in the quality of teaching of number and place value across Pre-school to Year 6. Children have improved their vocabulary and understanding of the value of number. PP children perform better in maths than reading and writing.	Resources bought and training given. Positive feedback from staff, more confident teaching value of number. Resources used during intervention effectively. Maths coordinator to continue to monitor progress and assess PP children in Maths. Maths co-ordinator to continue to develop maths champs.	Resources £3613 Training £2500 Cover £600
Improve attainment cross-circular	Training on 'Growth Mind-set' TED	Mixed: Training has informed whole school approach to building aspirations. Displays are clear in every classroom. Attitudes to learning have improved as noted in learning walks and pupil voice. Majority of children show they are ready to learn in their classes and are responsible for their own behaviour	Staff were positive about the training and believe it has affected attitudes of pupils. Training must be given to new members of staff to ensure a consistent approach throughout school. Continue to share learning culture with parents though learning assemblies	Resources £450 Training £200 Cover £250
Improve engagement and enhance teaching/learning in reading, writing and maths	Additional computing resources.	High: Subscriptions to various educational websites are accessible at school and home to enhance and extend learning. Computing is used to engage and enrich the learning that takes place as seen in learning walks and pupil voice.	Review of home access is needed for PP children, through school records and a parent questionnaire to ensure PP children are benefiting with access at home.	Resources £9584
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

Improve attainment in phonics in EYFS and KS1	Staff meetings and CPD Additional resources to support Phonics	Mixed: Resources have improved the overall teaching of phonics throughout EYFS and KS1. Progression is evident throughout the school to support the learning journey. 80% of Year 1 children passed their phonics test.	Continue implementing resources across KS1 and EYFS. More focus needed on targeted children with gaps in phonics in KS2 (especially those who did not pass KS1 phonics test).	Resources £791
PPG pupils to access trips and events along with peer groups and therefore are emotionally ready to learn.	-Uniform grant -Rewards for attendance -swimming lessons -Relax Kids -Before school classes	Mixed: All PPG pupils have attended the variety of trips along with peer group. PP children attending residential trips received support as needed on a case by case basis.	Attendance of some target children still low and needs to improve further. Funding towards PP's children's trips/residential/ swimming as part of the curriculum will continue. Positive results from staff about the impact of Relax for Kids. Before school classes to continue with targeted children, extended to breakfast club to improve attendance and readiness to learn.	Initiatives £2558
To address gaps in learning with PP children.	-Focussed intervention with PP children across the school. -Small group work specifically tailored to needs (e.g gross motor/ phonics/ narrative) -Staff training -Catch-up & Booster Classes -LOLA -Smart Moves	Mixed: Most children have made progress in areas during interventions. Some children have made progress which is unmeasurable – now in full school uniform, no longer cry when coming into school. Where small rates of progress is evident, this is shown in books and TAs evidence record sheets.	Focussed intervention for PP children to continue. Booster classes/ opportunities for children at ARE or mastery to continue to ensure good rates of progress. Tailored intervention across the year groups for PP children. Skilled TAs on particular interventions to train others to lead their interventions.	Staffing £46,127

iii. Other approaches				
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

PP children and their families have a network of support around them to ask for help and to be referred to outside agencies if needed.	Dedicated TA to work with families and outside agencies to meet needs, including training.	High: Communication between school and families are strong. Referrals being made when needed and successfully taken up for most. Strong network of support agencies in place	Some families need additional targeted support to improve communications at school/ other parents. To increase number of parenting courses run at Heronswood.	Staffing £11, 782
Total budgeted cost				£96426

7. Additional detail

More details about our school can be found at www.heronwoodprimaryschool.co.uk