

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Heron Park Primary Academy
Number of pupils in school 2021 2022 2022 2023	354 290
Proportion (%) of pupil premium eligible pupils 2021 2022 2022 2023	47% 43%
Academic year/years that our current pupil premium strategy plan covers	2021 / 2022 to 2024 / 2025
Date this statement was published	September 2021 December 2022
Date on which it will be reviewed	July 2022 July 2023
Statement authorised by	J Richardson
Pupil premium lead	J Richardson
Governor / Trustee lead	S Ashworth

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222,293
Recovery premium funding allocation this academic year	£23,273
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
School Led Tutoring	£19,035 (60% of costs)
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£264,601

Part A: Pupil premium strategy plan

Statement of intent

Heron Park Primary Academy ultimately have a desire for all children to make progress and for disadvantaged children to make accelerated progress wherever possible to close the gap between them and non-disadvantaged.

Reading, Writing and Maths are key priorities across the school with Reading in EYFS and KS1 highlighted as the area requiring most intervention. External and internal support is being utilised to ensure all staff are equipped with the tools to deliver high quality teaching and interventions.

Data is being collected regularly and scrutinised to ensure the most support is put in place where needed. All staff are included in this to enable them to take ownership over their children and understand the impact of their teaching.

Writing and Maths are also key priorities and Pupil Premium money and Recovery Funding are carefully allocated to provide the support for those most in need and help fill the gaps in learning.

Wider strategies are also highlighted through this report to ensure all children have a secure wellbeing and thus are able to access the learning offered. These include strategies to improve attendance, support for families and individual counselling sessions.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Reading skills across the school need developing so that children's gaps are reducing faster.
2	Stamina for writing needs to be increased and more opportunities provided for developing writing skills
3	Maths, in particular, number skills need developing through the Mastery approach to plug gaps in learning
4	Some children / families need emotional, support for their wellbeing so that they are in a position to be ready to learn

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Phonics - in line with National Averages	RWInc is administered daily 1:1 tutoring in place daily for bottom 20% in Years 1 and 2 Assessments take place at least termly Children are in groups that match their level Support for Reading lead from RWInc lead and training for all staff takes place Assessments show all children are making progress Assessment for Year 2 resits in June Assessment for Year 1 in June Retakes for any children who have previously failed phonics and interventions put in place where needed
Reading end of KS2 - 65%	Termly assessments are monitored Target children (PP) in place All staff know target children Interventions run to help reduce gaps Practice papers / STAR tests are scrutinised Children are prepared for papers Support in place from T&L Lead
Writing end of KS2 - 78%	Termly assessments are monitored Target children (PP) in place All staff know target children Interventions run to help reduce gaps Practice papers / STAR tests are scrutinised Support in place from T&L Lead
Maths end of KS2 - 69%	Termly assessments are monitored Target children (PP) in place All staff know target children Interventions run to help reduce gaps Practice papers / STAR tests are scrutinised Children are prepared for papers Support in place from T&L Lead
Combined end of KS2 - 61%	VENN diagrams drawn termly to judge which children can contribute to combined target Interventions in place to support those children who need to reach combined As above

Attendance PP	Attendance officer monitors and meets with Head teacher and Safeguarding lead at least twice termly Support offered to improve attendance Meetings take place with carers Improvements celebrated Whole School assembly and display celebrate attendance ESBAS involved where needed
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £54,561

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff delivering DSR or RWInc to receive training throughout the year to support how these are delivered	<p>The Open University tendered to evaluate two reading programmes: Daily Supported Reading (DSR) and Destination Reader (DR), as part of a package for primary schools offered by Hackney Learning Trust (HLT) in the period January 2018 – July 2019... The HLT team have clearly created a strong programme which impacts upon professional knowledge and understanding and positively supports children as readers in various ways.</p> <p>The Education Endowment Foundation is currently running a project investigating the effectiveness of Read-Write Inc. and its equivalent programme for struggling readers in KS2, Fresh Start. The evaluation should be available in summer 2019. (Delayed due to Covid – research completing this academic year.</p>	1
SLT have time to deliver CPD, support teachers in targeting children in Pupil Progress Meetings, conduct drop ins to ensure interventions and targeted support is talking place. Also time allocated to DHT to interpret data at each capture point and use this to structure next steps	Being responsive to pupil needs can help build strong teacher-pupil relationships and providing additional support can be particularly beneficial to pupils with specific barriers to learning (Carroll et al., 2017)	1,2,3
DHT time to lead PP and set up tutoring for gap filling	EEF ...This clarity is the Pupil Premium's greatest strength. Educational attainment is the best predictor that we have of a young person's long-term outcomes. The Premium can act as a focal point as schools plan and put in place the strategies that will help their students succeed.	1,2,3
Cover time so subject leads can monitor support in place across the school	EEF ...Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly	1,2,3

	positive effect on children eligible for the Pupil Premium.	
Subject leaders deliver CPD across the year to teachers and TAs to ensure their knowledge is up to date and correct	There is much evidence to show that teacher CPD can have a strong impact on student outcomes (Cordingley et al 2015 and Darling-Hammond et al 2017, with some studies suggesting gains equating to more than two years' progress in one year.	1,2,3

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £169,476

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small groups for DSR and RWInc ensure children are working at their correct level	Phonics - +5 months EEF	1,2,3
Time for 1:1 tutoring in reading for bottom 20% children in each cohort EYFS and KS2. This happens daily in addition to their DSR and RWInc sessions. Data is monitored termly to see progress. This is looked at Trust wide so support can be offered where needed.	EEF Teaching and Learning Toolkit – Individualised instruction +4 Months 1:1 Tuition - +5 months. Phonics - +5 months	1
Interventions run either in the mornings (DSR, RWInc, Fresh Start) or in the afternoons (Reading, Writing, Maths) by Teaching Assistants to fill gaps highlighted through assessments.	Small group tuition - +4 months Teaching Assistant Interventions - +4 months	1,2,3
Tutoring takes place, with Year 5 through the school led tutoring programme for Reading, Writing, Maths with Tutor being known to the children and good communication taking place between class teachers and Tutor, sharing data and gap analysis.	Tutoring is supported by an extensive evidence base. The EEF's Teaching and Learning Toolkit identifies tutoring as an approach that can improve learning by, on average, five additional months' progress over the course of a year. That research has informed the NTP's delivery at every step. Short, regular sessions over a set period of time appear to result in optimum impact and so were built into the design of the programme. Evidence also tells us tutoring is most effective when delivered on school grounds during the school day, which informed NTP strategy. (Robbie Coleman NTP, May 25 th 2021)	1,2,3

School - led tutoring - some existing staff employed for breakfast tuition time - breakfast provided - gap filling tuition in lead up to SATs	As above	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £42,077

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club – places provided for any Pupil Premium children who request it or are signposted for it	Research by IFS researchers in collaboration with the National Children's Bureau finds that offering relatively disadvantaged primary schools in England support to establish a universal, free, before-school breakfast club can improve pupils' academic attainment. Nov 2016	4
Music lessons for 10 PP children who have been highlighted by the music teacher as having an aptitude for music and in discussion with teachers and DHT as to whose wellbeing would benefit	The good and outstanding schools ensured that pupils from all backgrounds enjoyed sustained opportunities through regular classroom work and music-making for all, complemented by additional tuition, partnerships and extra-curricular activities. Ofsted March 2012	4
Pastoral Provision utilised following BOXALL profile analysis	MacKay et al in their study of the impact of Nurture Groups argue that there is a clear link between attachment and academic achievement (2010.) The links found between attachment and learning in this study do not stand alone (Bomber 2011, Cozolino 2013, Geddes 2006,) and the rise in popular understanding about attachment through a neurobiological lens may account for the recent rise in Nurture Groups across the country.	4
Art therapy offered to children highlighted by SENCo and class teachers as needing support to enhance their wellbeing	The Department for Education, Health and Social Care (2018) has also acknowledged the importance of schools in supporting children's emerging social, emotional and mental health needs.	4
Counselling sessions offered to children highlighted by SENCo and class teachers as needing support to enhance their wellbeing	A large-scale study led by the University of Roehampton and published in The Lancet: Child & Adolescent Health* has revealed that school-based humanistic counselling** is effective and should be considered as a viable treatment option for children suffering	4

	from mental health issues despite considerable costs. 2016 - 2018	
Keyworkers allocated families in need as highlighted by SENCo and class teachers. This might include support for parenting, finances, housing, etc	A project recently completed by the Social Policy Research Unit, University of York found that ...A supportive multi-agency organisational context, and on-going training, supervision and monitoring of key workers were the important elements in ensuring a consistent service.	4
Attendance officer monitors attendance of all children but with a focus on PP. Meetings take place with the Headteacher at least every 2 – 3 weeks and support offered where necessary to improve attendance	The Department for Education (DfE) published research in 2016 which found that: The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4 EEF March 2022- Attendance interventions research (breakfast club impact)	4

Total budgeted cost: £266,114

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Intended outcome from 2021 2022	Success criteria	Outcome
Phonics - in line with National Averages	RWInc is administered daily 1:1 tutoring in place daily for bottom 20% in Years 1 and 2 Assessments take place at least termly Children are in groups that match their level Support for Reading lead from RWInc lead and training for all staff takes place Assessments show all children are making progress Assessment for Year 2 in November Assessment for Year 1 in June Retakes for any children who have previously failed phonics and interventions put in place where needed	All of the success criteria were achieved. Phonics Year 1 outcomes 51% of the cohort passed with 41% of Pupil Premium
Reading end of KS2 - 65%	Termly assessments are monitored Target children (PP) in place All staff know target children Interventions run to help reduce gaps Practice papers / STAR tests are scrutinised Tutoring takes place Children are prepared for papers	All of the success criteria were achieved. 63% Reading achieved with 59% Pupil premium achieving ARE
Writing end of KS2 - 72%	Termly assessments are monitored Target children (PP) in place All staff know target children	All of the success criteria were achieved.

	<p>Interventions run to help reduce gaps</p> <p>Practice papers / STAR tests are scrutinised</p> <p>Tutoring takes place</p> <p>Children are prepared for papers</p>	<p>58% Writing achieved with 45% Pupil Premium achieving ARE</p>
<p>Maths end of KS2 - 85%</p>	<p>Termly assessments are monitored</p> <p>Target children (PP) in place</p> <p>All staff know target children</p> <p>Interventions run to help reduce gaps</p> <p>Practice papers / STAR tests are scrutinised</p> <p>Tutoring takes place</p> <p>Children are prepared for papers</p>	<p>All of the success criteria were achieved.</p> <p>47% Maths achieved with 45% of Pupil premium achieving ARE</p>
<p>Combined end of KS2 - 50%</p>	<p>VENN diagrams drawn termly to judge which children can contribute to combined target</p> <p>Interventions in place to support those children who need to reach combined</p> <p>As above</p>	<p>All of the success criteria were achieved.</p> <p>35% Combined achieved with 28% of Pupil Premium achieving RWM</p>
<p>Attendance PP</p>	<p>Attendance officer monitors and meets with Head teacher and Safeguarding lead at least twice termly</p> <p>Support offered to improve attendance</p> <p>Meetings take place with carers</p> <p>Improvements celebrated</p> <p>ESBAS involved where needed</p>	

Externally provided programmes

Programme	Provider
Reading – Read Write Inc	Ruth Miskin
Reading DSR and DR	Hackney Education
Maths	AET / White Rose