

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 2023 2024	354 290 308
Proportion (%) of pupil premium eligible pupils 2021 2022 2022 2023 2023 2024	47% 43% 43%
Academic year/years that our current pupil premium strategy plan covers	2021 / 2022 to 2023 / 2024
Date this statement was published	September 2021 December 2022 October 2023
Date on which it will be reviewed	July 2022 July 2023 September 2024
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	£212,430
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	0
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	£235,703

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 those non-disadvantaged.

Reading, Writing and Maths continue to be a priority this year with a restructure of the Reading sessions in KS2 as well as Maths CPD being a focus for staff with an adaption in the way Mastery is administered across the school. Fluency is a priority so that our children have the tools to access all areas of Maths confidently. Testbase has been purchased which enables children to have regular exposure to written assessments in both Maths and Reading and these can be analysed by staff and plans adapted to fill any gaps.

The Writing cycles are explicitly planned so that grammar, spelling, etc are taught alongside a high-quality model text. The children's work is regularly moderated so that next steps or targets can be set to move their learning forward and close gaps.

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 of their children and understand the impact of their teaching.

Interventions run daily for reading across KS1 and in KS2 where children still have phonics gaps. External and internal support is being utilised to ensure all staff are equipped with the tools to deliver high quality teaching and interventions.

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 Outcomes.	<p>RWInc is administered daily.</p> <p>1:1 tutoring in place daily for bottom 20% in Years 1 and 2.</p> <p>Assessments take place at least termly.</p> <p>Children are in groups that match their level.</p> <p>Support for Reading lead from RWInc lead and training for all staff takes place.</p> <p>Assessments show all children are making progress.</p> <p>Assessment for Year 2 resits in June.</p> <p>Assessment for Year 1 in June.</p> <p>Retakes for any children who have previously failed phonics and interventions put in place where needed.</p>
Reading end of KS2 -. in line with National Outcomes.	<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>Children are prepared for papers.</p> <p>Support in place from T&L Lead.</p> <p>Destination Reader in KS2 relaunched with greater emphasis on the skills required and practice of question styles utilising Testbase supported this across the phase.</p>
Writing end of KS2 - in line with National Outcomes.	<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>Support in place from T&L Leads and regular moderation takes place to ensure accurate assessments.</p> <p>New writing pedagogy is in place and more embedded this year.</p>
Maths end of KS2 - in line with National Outcomes.	<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>Children are prepared for papers with greater emphasis on the skills required and practice of question styles utilising Testbase supported this across the phase.</p> <p>Support in place from T&L Leads</p> <p>Mastering Number in place across KS1 and KS2</p>
<p>Combined end of KS2 - in line with National Outcomes.</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>Attendance PP - in line with National Outcomes.</p>	<p>Attendance officer monitors and meets with Deputy Head teacher and Safeguarding lead at least twice termly.</p> <p>Support offered by attendance officer and keyworkers to improve attendance.</p> <p>New AAT attendance policy in place.</p> <p>Attendance officers across the Trust meet to share good practice.</p> <p>Letters sent out to ensure parents / carers know the school have concerns.</p> <p>Meetings take place with carers.</p> <p>Improvements celebrated.</p> <p>Whole School assembly and display celebrate attendance.</p> <p>ESBAS involved where needed.</p> <p>Fines put in place when no improvement is seen.</p>

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: £64,317

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 taking 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	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	1,2,3

	strategies that will help their students succeed.	
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 positive effect on children eligible for the Pupil Premium.	1,2,3
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: £119,232

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

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £52,154

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	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	4

enhance their wellbeing.	for children suffering 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 Deputy 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
Wellbeing of staff, pupils and families is at the forefront of everything and DHT / SLT utilises some PP time to develop this further. New Therapeutic Thinking behaviour Policy launched. Staff trained and children understand fully. MHEW a key priority with DHT working with Healthy Schools to promote wellbeing across the school.	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. 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.	

Total budgeted cost: £235,703

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 2022 2023	Success criteria	Outcome
Phonics - in line with National Averages	<p>RWInc is administered daily. 1:1 tutoring in place daily for bottom 20% in Years 1 and 2.</p> <p>Assessments take place at least termly.</p> <p>Children are in groups that match their level.</p> <p>Support for Reading lead from RWInc lead and training for all staff takes place.</p> <p>Assessments show all children are making progress.</p> <p>Assessment for Year 2 in November.</p> <p>Assessment for Year 1 in June.</p> <p>Retakes for any children who have previously failed phonics and interventions put in place where needed.</p>	<p>All of the success criteria were achieved.</p> <p>Phonics Year 1 outcomes 70% of the cohort passed with 69% of Pupil Premium</p>
Reading end of KS2 - . in line with National Outcomes	<p>Termly assessments are monitored.</p> <p>Target children (PP) in place. All staff know target children. 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>36% Reading achieved with 26% Pupil premium achieving ARE</p>
Writing end of KS2 - . in line with National Outcomes	<p>Termly assessments are monitored.</p> <p>Target children (PP) in place. All staff know target children. Interventions run to help reduce gaps.</p>	<p>All of the success criteria were achieved.</p> <p>65% Writing achieved with 66% Pupil Premium achieving ARE</p>

	<p>Practice papers / STAR tests are scrutinised.</p> <p>Tutoring takes place.</p> <p>Children are prepared for papers.</p>	
<p>Maths end of KS2 - in line with National Outcomes</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>38% Maths achieved with 26% of Pupil premium achieving ARE</p>
<p>Combined end of KS2 -in line with National Outcomes</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>30% Combined achieved with 18% of Pupil Premium achieving RWM</p>
<p>Attendance PP - . in line with National Outcomes</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>	<p>All of the success criteria were achieved.</p> <p>92.49% attendance for the whole school with 90.6% attendance for PP children</p>

Externally provided programmes

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