

# Pupil premium strategy statement

1. Summary information					
School	Heronshaw School				
Academic Year	2017-2018	Total PP budget	£47250	Date of most recent PP Review	October 2017
Total number of pupils	257	Number of pupils eligible for PP	35 (26 17-18)	Date for next internal review of this strategy	October 2018

2. Current attainment (End of key stage one 2016-2017)		
	<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 (6 points)	50%	Not available
% making progress in writing	67%	Not available
% making progress in maths	50%	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>	Speech and language skills in year two are lower for pupils eligible for PP than for other pupils. This slows reading and writing progress in key stage 1.
<b>B.</b>	23% of PP children are SEND. This slows progress across key stage 1.
<b>C.</b>	22% of PP children leaving EYFS as expected are not finishing key stage 1 as expected.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Attendance rates for PP children are 94% (2016-2017) (below the target for all children of 96%). This reduces their school hours and impacts on progress.
<b>E.</b>	Vulnerable children may have emotional, social and developmental barriers to learning. 35% of PP children are vulnerable children. These additional factors have an impact on progress.

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>	SEND PP children to make rapid progress across key stage one.	SEND pupils eligible for PP make rapid progress by the end of key stage one. Measured in end of term assessments throughout year one and two. Successful CPD carried out by the school SENCo and SEND local authority team for effective school strategies.

<b>C.</b>	PP children leaving EYFS as 'expected' to achieve key stage 1 'expected' by the end of year two.	Pupils eligible for PP who left EYFS as 'expected', leave year two at age related expectations. Measured in the end of year assessments.
<b>D.</b>	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 94% to 96% in line with 'other' pupils.
<b>E.</b>	Increased self-confidence and attitude to learning for pupils eligible for PP in key stage one.	Pupils eligible for PP achieve their predicted levels and case study evidence from the school Puzzle Programme.

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?
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 shared and embedded across the school.	Use staff training meetings to deliver training. Peer observation of strategies to implement, to embed learning.	SENCo	June 2018
Improved progress for our SEND children.	CPD provided on 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 2018
<b>Total budgeted cost</b>					£22700
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 2018
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 2018

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 2018
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 2018
<b>Total budgeted cost</b>					£29200
<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>
Increased attendance rates	Part time Parent Liaison Officer employed to monitor pupils and follow up quickly on absences. First day response provision.	Attainment of our PP children will only improve if they are consistently in school.	Through briefing of Parent Liaison Officer (PLO) about existing absence issues, PLO, PP Lead and Head will collaborate to ensure new provision and standard school processes work smoothly together.	Pupil Premium Lead	April 2018
<b>Total budgeted cost</b>					£3100

## 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															
Improved speech and language skills in year two.	Staff training of high quality feedback.	<p>This is the progress of the children receiving intervention</p> <p>Phonology Progress:</p> <table border="1" data-bbox="689 453 1227 600"> <thead> <tr> <th></th> <th>Baseline</th> <th>End of Year</th> </tr> </thead> <tbody> <tr> <td>WA 2-3 years</td> <td>41%</td> <td>9%</td> </tr> <tr> <td>WA 3-4 Years</td> <td>32%</td> <td>9%</td> </tr> <tr> <td>WA 4-5 Years</td> <td>27%</td> <td>45%</td> </tr> <tr> <td>WA 5+</td> <td>0</td> <td>36%</td> </tr> </tbody> </table> <p>45% were discharged and 55% will continue to receive support to continue to diminish the gap.</p> <p><u>Expressive Language Progress</u>                      55% were discharged as they were working within age range.                      Foundation- 75% made more than a year's progress.                      Year 1- 100% made more than a year's progress.                      Year 2- 100% made more than a year's progress.</p>		Baseline	End of Year	WA 2-3 years	41%	9%	WA 3-4 Years	32%	9%	WA 4-5 Years	27%	45%	WA 5+	0	36%	<ul style="list-style-type: none"> <li>It has become clear that we had the expertise in school to deliver We have a 1-1 TA trained to deliver these programmes who will work alongside the S and L</li> </ul>	
	Baseline	End of Year																	
WA 2-3 years	41%	9%																	
WA 3-4 Years	32%	9%																	
WA 4-5 Years	27%	45%																	
WA 5+	0	36%																	

Improved progress for our SEND children.	CPD provided on strategies to support and ensure progress with our SEND children.	<u>Foundation Stage</u>		
			Expected Progress	More than Expected
		Reading	80%	60%
		Writing	73%	60%
		Maths	80%	53%
		<u>Year 1</u>		
			Expected Progress	More than Expected
		Reading	94%	0%
		Writing	78%	6%
		Maths	78%	6%
		<u>Year 2</u>		
			Expected Progress	More than Expected
		Reading	69%	19%
		Writing	63%	13%
Maths	63%	19%		

**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</b>	<b>Lessons learned (and whether you will continue with this approach)</b>	<b>Cost</b>
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.	All of the year 2 children were discharged and now are working at age related, for phonology and expressive language. This allowed them to access the curriculum and make good progress. 31% of the disadvantaged children were also SEN with high needs that were also being supported. However 91% of disadvantage made expected progress in reading, which was due to the S and L support.		
Improved progress for our SEND children.	1:1 support and small group provision from a member of the SEND school team.	See SEND progress as above. Staff had a sounder understanding of the varying needs of the send children. Staff were able to adjust timetables and provision to better meet their needs.		

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.	Percent of children who achieved expected at foundation and at the end of Year 2: Writing: 93% Reading: 92% Maths: 94%		
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.	Percent achieving predictions at the end of key stage: Writing: 89% Reading: 94% Maths: 94%		

### 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									
Increased attendance rates	Part time Parent Liaison Officer employed to monitor pupils and follow up quickly on absences. First day response provision.	<table border="1"> <thead> <tr> <th></th> <th>2016-2017</th> <th>2017 – Current</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>94.47%</td> <td>93.7%</td> </tr> <tr> <td>Non Pupil Premium</td> <td>96.33%</td> <td>96.04%</td> </tr> </tbody> </table>		2016-2017	2017 – Current	Pupil Premium	94.47%	93.7%	Non Pupil Premium	96.33%	96.04%		
	2016-2017	2017 – Current											
Pupil Premium	94.47%	93.7%											
Non Pupil Premium	96.33%	96.04%											

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.  
Our full strategy document can be found online at: [www.aschool.sch.uk](http://www.aschool.sch.uk)