

Pupil premium strategy statement 2021

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Heatherside Junior
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers	2021 to 2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Governing Body
Pupil premium lead	Hannah Dunn Headteacher
Governor lead	Elaine Greaney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 37, 739
Recovery premium funding allocation this academic year	£ 1, 595
Pupil premium funding carried forward from previous years	£ 2,968
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	£ 41, 707

Part A: Pupil premium strategy plan

Statement of intent

Our aim is for all children, irrespective of their backgrounds or challenges they face, to make the best possible progress, both academically and socially in all aspects of their education. The focus of our this strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already achieving well in their learning.

We will also take account of the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The plan we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

As the number of pupils in receipt of Pupil Premium remains relatively low (27 pupils out of 408 in 2021 -2022) and all of whom have specific individual needs and circumstances, the School adopts a tailored and bespoke approach to the expenditure of Pupil Premium funds. Some funding is used on a one-to-one basis whilst other expenditure which is planned to meet those children's needs also has a wider benefit for other pupils. The School tracks these (and all children's) academic progress but also looks closely at other factors such as participation, attendance and parental engagement so that PP expenditure can be targeted in areas which will have the greatest impact on pupils' long-term development and success.

Quality first teaching and a well-planned and delivered curriculum is fundamental to our approach, with a focus on areas in which disadvantaged pupils require the most support whilst, at the same time, benefitting the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be based on a clear understanding of each child's needs alongside whole school improvement priorities including addressing gaps in learning as a result of the continuing impact of the pandemic. We will

- ensure disadvantaged pupils are challenged in the work that they're set, including those who also have SEND/Education and Health Care Plan
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Impact of lost learning on academic development, progress and attainment especially for pupils currently in Year 3 who missed significant aspects of KS1 at Infant School. This is most evident in reading, writing and phonics.
2	Some disadvantaged pupils' special educational needs which impact on their learning and ability to achieve in line with their peers as evidenced through Education and Health Care Plans, standardised assessments and reports from outside professionals.
3	Some pupils' social and emotional development has been impacted by lockdowns but also as a result of their individual family circumstances and pupils' personal history. However, all children's wellbeing is a key part of our 21/22 School Improvement Plan, to support disadvantaged and all other pupils.
4	Limited opportunities for wider participation in school life (e.g. roles and responsibilities, clubs, trips etc) as a result of national restrictions has meant fewer opportunities for children to develop wider social skills and to acquire 'cultural capital' which adds benefit to all aspects of curriculum knowledge, progress and context.
5	As home learning is now mainly online, including for homework, this presents a challenge for some children and parents, even after laptops have been provided.

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
Improve progress and attainment in writing (including phonics) based on baseline starting points.	Evidence from pupils' work, assessment outcomes and discussion with children will show that good gains have been made through focussed teaching and learning approaches.
Improve progress and attainment in Reading and Maths to help ensure pupils make good gains from their starting points and	A higher % of disadvantaged pupils will be working at or above ARE by July 2022. All disadvantaged pupils, including those with SEND, will make measurable and, at least, expected progress.

<p>Increase opportunities for disadvantaged pupils to access wider curricular provision to help develop their wellbeing, confidence and social and emotional development.</p>	<p>Evidence on our tracker will show that more disadvantaged children have attended clubs and participated in wider school opportunities. Feedback from Forest School sessions will show impact on confidence and independence.</p>
<p>Improve levels of independence when working on home learning/homework tasks through provision of additional support in school and partnership with parents.</p>	<p>More disadvantaged children will be able to complete work at home with greater independence. Bespoke support for parents and families will have been put in place.</p>
<p>Good levels of attendance (other than Covid related) will be maintained.</p>	<p>Pupil will have good attendance in line with non-disadvantaged pupils and individual support plans will be in place for any pupils with attendance barriers.</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: £7580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training and delivery of 'Reading Project' to target gaps in children's reading development.	Improvements in children's reading fluency, enjoyment, comprehension and confidence impacts on their ability to access all aspects of the curriculum. This project (Herts CC) is evidenced based.	1
Training for lead teacher and all staff in Let's Think in English approach	Evidenced based approach to responding to texts and improving children's speaking, listening and metacognitive skills. The school has observed these skills being transferred across subjects. The structure of the sessions ensures all children have the opportunity and, are expected to, contribute. This has been particularly noticeable where children are strong orally but have barriers when forming written responses. Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
ELSA training for a second member of staff and nurture training for existing ELSA.	Evidence that children's social and emotional well-being impacts on progress and future attainment and success.	3
Maths training for Learning Support Assistants (as part of Maths Hub) to develop staff subject knowledge.	Learning support staff are able to work alongside teaching staff to provide support and challenge as well as pre-teaching as part of addressing gaps/misconceptions.	1, 2
Fees associated with obtaining specialist input, reports and action plans which can be implemented in school.	An increased understanding of barriers to learning will enable staff to put effective support in place to enable identified pupils to make the best possible progress. Strategies and approaches will be of benefit to other pupils as good practice for those with sensory or specific learning needs.	2, 3

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

Budgeted cost: £26 068

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one/small group teaching led by experienced member of staff weekly.	This teaching uses ongoing assessment for learning to deliver bespoke sessions, including pre-teaching and overlearning. Evidence from previous years has demonstrated positive impact from these sessions in partnership with other provision in class.	1
Purchase and targeted use of Clicker software	The use of this software recommended by Educational Psychologists for pupils with barriers to writing, SPLD, fine motor skill difficulties or needs associated with processing. The aim is to be able to boost confidence and capture what children know and can do with the aid of the scaffolds provided.	1,2
Provision of some additional LSA support in Year 3	Additional support to enable focus groups for reading and phonics to help accelerate progress in Reading. Evidence has shown that regular reading with an adult enables children to make double month gains.	1
Weekly support for homework to enable children to work with increased independence and confidence.	Our tracking of children in receipt of PP shows that some children find it difficult to complete homework without some additional adult input or at home at all. Homework Club helps to ensure children are able to complete their work and develop their self-study skills in readiness for secondary school.	5
Targeted interventions including Fine/Gross Motor Skills, Read, Write, Inc and provision of support with learning in class	Interventions which are focused and time bound have enabled children to acquire key reading and writing skills so that pupils are able to access the Key Stage 2 curriculum and make more accelerated progress. Additional support to enable children to access learning alongside their peers and have the opportunity to work alongside and with higher attaining pupils so that aspirations and expectations remain high.	1, 2

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

Budgeted cost: £ 7900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Shared employment of a Parent Support Advisor	Help to provide advice and practical interventions to improve attendance and pupil's social and emotional health so that pupils are able to get the best from their learning and wider opportunities at school.	3

Provision of Forest Schools sessions	Evidence from children participating has shown increased confidence, independence and participation in class and improved resilience (and progress) in learning.	3, 4
Funding for children to participate in club, trips and residential visits.	Some children in the disadvantaged group would not have these opportunities outside of school and these help develop the whole child and provide the 'cultural capital' experiences which in turn impact on learning and progress.	4
Utilising a DfE grant to train a senior mental health lead . (Release time and cascading training and strategies)	Develop our understanding of our pupils' needs and enable disadvantaged and other pupils to be confident, secure and happy learners which in turn will impact on their academic progress.	3

Total budgeted cost: £ 41, 548 (Additional LSA costs for Disadvantaged pupil support will be met from the School's main budget)

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 2020 to 2021 academic year.

Key objectives in the 2020 – 2021 plan (set out prior to Spring 21 Lockdown and impact of classes being required to isolate)

1. *To support all pupils in their return to school (Sept 20) and to ensure that their academic and social and emotional needs are understood and met. Plan and deliver teaching and learning to enable all pupils to make at least expected progress based on their prior attainment.*
2. *To further develop children's mastery of key skills in maths, reading and writing to help achieve good progress.*
3. *To actively promote skills, values, approaches and strategies which support and develop the wellbeing and emotional health of (staff and) pupils.*

Although the momentum of the school year was interrupted, all disadvantaged pupils returned to school positively in both September 2020 and March 2021. A significant number attended during Lockdown and the school provided in school teaching led by teaching and support staff. Evidence from pupils' work and standardised assessments indicates that the majority of the 22 pupils made measurable progress, especially in Reading and Maths, although as 50% of the children are also on the SEN register, many are still working towards ARE, especially in Writing which was most impacted by time out of school. Funding was used to support additional tuition for pupils in Year 6 in order to help prepare them for secondary school. The whole school approach to wellbeing included one to one 'welcome back' meetings where teachers were able to talk to children about their home learning experiences and plan teaching and support to address gaps in knowledge. Although extra-curricular clubs were not able to run, Forest School sessions were possible and all children in Year 5 had this opportunity, with additional sessions during Lockdown for keyworker and vulnerable children. Evidence in the children's self-evaluations in May indicated that the children had settled back in well and were focused and able to learn. Targeted teaching in the latter Spring and Summer Term focused on core skills to enable children to be ready for the expectations of the following year and resources were purchased through Catch Up Funding to support this, including additional reading resources and assessments.

The school has an accurate understanding of each individual pupil's needs and the aims of the Pupil Premium Strategy are in line with the aims and expectations in our School Improvement Plan. With clubs and wider opportunities now more possible in school, our commitment to providing both academic and broader support will be achievable.

Planning, implementation, and evaluation

The School tracks all children's progress through the year and also other indicators such as attendance and participation. For children in receipt of Pupil Premium, this information is captured termly on a Pupil Premium Tracker (this is shared with staff and Governors) which then identifies where good progress is being made, what strategies are in place and any next steps.

