

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Heronsgate Primary
Number of pupils in school	775
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 2022 2023
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022 September 2023
Statement authorised by	Stephen Harris
Pupil premium lead	Hafeez Khan
Governor / Trustee lead	Michelle Beyram

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£317,190
Recovery premium funding allocation this academic year	£31,900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£349,090

Part A: Pupil premium strategy plan

Statement of intent

- All pupils, including our disadvantaged, to achieve good progress. Headline attainment measures for all pupils, and for our disadvantaged pupils, are at least in line with national benchmarks.
- To support our disadvantaged pupils and their families through provision and allocation of resources to meet their needs, including well-being, leading to good levels of attendance, engagement and fulfilment of potential.
- Our current pupil premium strategy plan works towards achieving these objectives through an allocation of resources to ensure academic achievement through targeted support and further provision to ensure well-being and good levels of attendance
- The key principle of our strategy plan is to remove barriers to ensure all pupils, including disadvantaged, achieve well. We do this through a combination of quality first teaching and pastoral care, supported through effective deployment of resources for support.

Challenges

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

Challenge number	Detail of challenge
1	Some gaps in learning due to the partial closures of school, particularly in writing. (Academic.)
2	To diminish the difference in attendance between the disadvantaged and non-disadvantaged. (Social.)
3	The impact of the partial closures of school on the personal and social well-being of our pupils and their families. (Emotional well-being).

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
Pupils are learning in line with their year group key objectives and identified gaps are being addressed through quality first teaching and effective deployment of additional resources.	Achievement of all pupils, including the disadvantaged, is at least in line with national measures.
Barriers to good attendance are identified and families are supported to overcome these.	To diminish the difference in attendance between disadvantaged/non-disadvantaged
Children are happy and confident learners in and out of the class. Concerns and worries are shared in a safe environment and overcome through effective work and strategies.	Learning Mentor referral logs/ Monitoring feedback show the impact of intervention on identified children

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: £ 165,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Progress (PP) meetings	Underperforming Individual/cohorts identified and provision agreed- impact of provision monitored and evaluated in subsequent PP meetings over the course of the year.	1
Comprehensive CPD programme	Subject knowledge/Pedagogy shared and discussed- including the mastery approach- leading to impact on quality of teaching in the classroom.	1
1:1 iPad's are provided for every pupil in years 1-6	Engagement and enhancement of the teaching and learning process and outcome (see evidence OFSTED 2022)	1
<p>Evidence that supports the above approaches</p> <p>EEF toolkit shows</p> <ul style="list-style-type: none"> ● Mastery learning: High impact for very low cost. (+5 months) ● Metacognition: very high impact for low cost (+7 months) 		

--

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

Budgeted cost: £87,090

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring programme targeting improving writing outcomes in years 3, 4 and 5	Identify individuals/cohorts working at just below the expected standard. Plan and deliver intervention to address gaps, monitor and evaluate impact termly.	1
Intervention- Maths masters led by the Teaching Assistants	Pupils who do not grasp a particular concept are ready to learn in subsequent lessons as evidenced by learning in books/teacher feedback.	1
Intervention led by senior member of staff	Small groups of children are identified in year 6 for booster sessions in reading and maths. This intervention leads to cohort making good progress and achieving standards in line with national.	1
Music therapy led by qualified practitioner from Oxleas	Children explore and develop vocabulary and confidence in 1:1 session with a qualified therapist. This has an impact of the child's capacity to engage with others socially and academically.	1 and 3
Place2Be provision	Service provides social and emotional needs for identified children and their families	1 and 3

Evidence that supports the above approaches

[EEF toolkit shows](#)

- **Small group tuition:** moderate impact for low cost. (+4 months)
- **Reading comprehension strategies:** high impact for very low cost (+6 months)
- **Oral language intervention:** Very high impact for very low cost (+6 months)

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

Budgeted cost: £97,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated member of SLT and Admin to lead on attendance	Identification of those at risk of becoming persistent absentees Work with parents and LA to overcome barriers to poor attendance	2
learning mentors work with identified children and families to improve well-being and engagement	Children/families who are identified as more vulnerable/disengaged have safe place to talk and share their concerns. This leads to greater engagement and an improvement in well-being as evidenced in learning/attendance/relationships etc	3
Funded breakfast club and after school places for those who would benefit from the provision	Pupils benefit from a structured start to the school day with all the benefits this has on attendance, learning and well-being	1,2 and 3
<p>Evidence that supports the above approaches</p> <p>EEF toolkit shows</p> <ul style="list-style-type: none"> • Social and emotional learning activities: moderate impact for very low cost. (+4 months) • Parental engagement: moderate impact for very low cost. (+4 months) 		

Total budgeted cost: £ 349,090

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 2022 to 2023 academic year.

We continued with our key actions from the previous year of catch-up strategies, including Quality First Teaching (QFT), tutor led writing intervention across KS2 and effective deployment of additional adults. Achievement at KS2 was good for all groups, including our vulnerable.

Alongside this, we ensured effective strategies and provision to meet the well-being needs of all our pupils. This included working closely with parents and offering breakfast and after school provision when needed as well as access to learning mentors and music therapy.

We remained rigorous in our approach to monitoring and supporting our families with their child's attendance and punctuality. Overall absence for the previous academic year was in the lowest 20% of all schools in 2021/22. The rate of persistent absence was also in the lowest 20% with schools with a similar level of deprivation (IDSR 2023)

In all aspects, we continued to work with a range of external agencies to best support our children and their families.