

Pupil premium strategy statement 2021-2024



[Pupil Premium Review of Expenditure 2021-2022](#)

[Pupil Premium Review of Expenditure 2022-2023](#)

[Pupil Premium Review of Expenditure 2023-2024](#)

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. We are currently in our final year of this three year statement.

School overview

Detail	Data
School name	Heron Primary School
Number of pupils in school	415 413 (2021-2022) 414 (2022-2023) 412 (2023-2024)
Proportion (%) of pupil premium eligible pupils	78 – 19% (2021-2022) 69 – 18% (2022-2023) 82 – 20% (2023-2024)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021 December 2022 December 2023 December 2024
Date on which it will be reviewed	July 2022 July 2023 July 2024
Statement authorised by	Mrs Brookes, Headteacher
Pupil premium lead	Mrs Milsom, Assistant Headteacher

Governor / Trustee lead	Charlotte Jones, Associate Governor
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,492 (2021- 22) £106, 815 (2022-23) £111, 140 (2023 –24)
Recovery premium funding allocation this academic year	£3770 (2021-22) £13,268 (2022-23) £12, 941 (2023-24)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£22,060 (from 2020-21) £6607 (from 2021-22) £8002 (from 2022-23)
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	£107,322 (2021- 22) £126,690 (2022-23) £132,083 (2023-24)

Part A: Pupil premium strategy plan

Statement of intent

At Heron, our aim is to provide our pupils with skills and knowledge that is transferable. Our curriculum is broad, balanced, inclusive and relevant; it complies with the requirements of the national curriculum, provides access to a broad and rich vocabulary and meets the needs of all children whatever their ability, background or the challenges they may face. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including continued progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on diminishing the difference between disadvantage and non-disadvantaged pupils in our school.

This is achieved through the experience of a range of opportunities so that pupils have the potential to achieve and be the best they can. It is designed to: recognise children's prior learning; encourage independence; develop confident readers so that they can access all areas of the curriculum; provide first hand learning experiences; allow the children to develop interpersonal skills; build social and emotional resilience; and become creative, critical thinkers.

Our strategy is also integral to wider school plans for education recovery, including targeted support through school-led tutoring for pupils whose education has been worst affected by the Covid-19 pandemic.

Our approach will be responsive to common challenges and individual needs, based on regular and effective assessment and taking into account the latest educational guidance and strategies. To ensure our approach is effective, we will:

- ensure high expectations of all pupils regarding attendance and punctuality
- ensure disadvantaged pupils are challenged in the work they are set
- ensure early intervention to address identified needs
- ensure regular monitoring of pupil outcomes
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes

Challenges

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

Challenge number	Detail of challenge
1	<p>Persistent absentees</p> <p>Our data indicates that attendance among disadvantaged pupils is lower than for our non-disadvantaged pupils. 45% of our disadvantaged pupils appear on our persistent absentee data.</p> <p>In 2021-2022, 41% of our disadvantaged pupils appeared on our persistent absentee list.</p> <p>In 2022-2023, there were 70 pupils who featured on our persistent absentee list. 46% (32/70 pupils) of these pupils were disadvantaged pupils.</p> <p>In 2023-2024, there were 65 pupils who featured on our persistent absentee list. 31% (20/65 pupils) of these pupils were disadvantaged pupils.</p>
2	<p>Access to a broad and rich vocabulary</p> <p>Assessments, observations, and discussions with pupils and staff suggest disadvantaged pupils have a narrower vocabulary than their peers. This impacts negatively on their development as readers and learners across the curriculum.</p> <p>In 2022-2023, 77% of pupils achieved the phonics screening check, with 44% of pupils eligible for pupil premium also achieving the check. The school is continuing to use high-quality texts through our Power of Reading planning.</p> <p>Our end of KS1 data shows that 65% of all pupils working at the expected standard or above in reading, with 64% of pupils eligible for pupil premium working at the expected standard or above.</p> <p>Our end of KS2 data shows that 71% of all pupils achieved the expected standard or above in reading, with 86% of pupils eligible for pupil premium achieving the expected standard.</p> <p>In 2023-2024, 76% of pupils achieved the phonics screening, with 44% of pupils eligible for pupil premium achieving the phonics screening pass mark.</p>

	<p>Our end of KS1 data shows that 76% of all pupils working at the expected standard or above in reading, with 36% of pupils eligible for pupil premium working at the expected standard or above.</p> <p>Our end of KS2 data shows that 87% of all pupils achieved the expected standard or above in reading, with 100% of pupils eligible for pupil premium achieving the expected standard.</p>
3	<p>Increase in social/ emotional issues in relation to Covid-19</p> <p>Our assessments, observations and discussions with pupils, families and staff have identified an increase in social and emotional issues for many pupils, in particular in response to the effects of Covid-19.</p> <p>The increase in teacher referrals for support from our Learning Mentor and Family Support Worker would suggest there is a greater need across the school for social and emotional support and building emotional resilience.</p> <p>School have developed an in-house referral system to ensure we prioritise need and can measure impact.</p> <p>35 pupils (9 disadvantaged pupils) have received intervention from our Learning Mentor during the academic year 2022-2023.</p> <p>Our school began working with Young Minds Matter to increase our mental health support offer for our pupils.</p> <p>In Sept 2022, all staff attended 'Mental Health First Aid' as part of inset day training.</p> <p>During the academic year 2023-2024, 85 pupils (25 disadvantaged pupils) received intervention from our pastoral team, which consists of two ELSAs and a learning mentor. Our school are continuing to work alongside Young Minds Matter. The school also achieved the 'GHLL Mental Health Championship Award' in June 2024.</p>
4	<p>Writing</p> <p>Assessments, with over 50% of our Pupil Premium pupils being assessed below age-related expectations, indicated that writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</p> <p>Our 2021-2022 summer data shows that out of our 68 PP pupils in Y1-Y6, 50% of pupils were working below age-related expectations in writing.</p> <p>Our 2021-2022 summer data in EYFS shows that out of our 8 PP pupils, 75% of pupils were not on track to achieve GLD (with writing being the main area for not achieving it).</p> <p>Our 2022-2023 summer data shows that out of our 61 PP pupils in Y1 – Y6, 50% of pupils were working below age-related expectations in writing.</p>

	<p>Our end of KS1 SATs data shows that 55% of all pupils achieved the expected standard in writing, with 36% of pupils eligible for pupil premium achieving the standard.</p> <p>Our end of KS2 SATs data shows that 72% of all pupils achieved the expected standard in writing, with 44% of pupils eligible for pupil premium achieving the standard.</p> <p>Our 2022-2023 summer data in EYFS shows that out of our 8 PP pupils, 62% of pupils were not on track to achieve GLD.</p> <p>Our 2023-2024 summer data shows that out of our 71 PP pupils in Y1-Y6, 42% of pupils were working below age-related expectations in writing.</p> <p>Our end of KS1 data shows that 67% of all pupils achieved the expected standard in writing, with 45% of pupils eligible for pupil premium achieving the standard.</p> <p>Our end of KS2 SATs data shows that 74% of all pupils achieved the expected standard (or above) in writing, with 63% of pupils eligible for pupil premium achieving the standard.</p> <p>Our 2023-2024 summer data in EYFS shows that out of our 8 PP pupils, 75% of pupils were not on track to achieve GLD.</p>
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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
<p>To raise the quality of teaching and learning of reading and writing</p>	<ul style="list-style-type: none"> • There will be a high level of staff knowledge in relation to reading. Staff are using reading approaches, such as the Power of Reading, consistently and effectively, which promotes quality first teaching in the classroom. • Reading approaches have been shared with parents and carers; with them being encouraged to support their child's reading at home. • The gap between disadvantaged children and their peers will reduce. Data will be collected from Accelerated Reader scores and phonics screening checks. • Pupil conference will identify areas where reading for pleasure could be promoted further. <p>Our 2021-2022 summer data shows that out of our 68 PP pupils in Y1-Y6, 66% of our pupils achieved age-related expectations or above in reading.</p>

	<p>Our 2022-2023 summer data shows that out of our 61 PP pupils in Y1- Y6, 70% of our pupils achieved age-related expectations or above in reading.</p> <p>Our 2023-2024 summer data shows that out of our 71 PP pupils in Y1 – Y6, 65% of our pupils achieved age-related expectations or above in reading.</p>
<p>To ensure Pupil Premium children receive appropriate additional support</p>	<ul style="list-style-type: none"> • Children will be receiving appropriate intervention. Interventions and their effectiveness are discussed with the Senior Leadership Team and the relevant staff in pupil progress meetings every term (3x a year). • SEND plans are reviewed every term by teaching staff and the SENCO and they are shared with parents. These plans ensure children (and families) are accessing the right level of support in line with the progress they are making or challenges they face. • Intervention strategies will demonstrate that children are making progress. On SEND plans, the number of ‘achieved’ objectives will increase. <p>9 PP pupils received additional tutoring from Kip McGrath. Their weekly attendance at these sessions was monitored.</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Our Family Support Worker creates strong links with the families where everyone is working together to ensure persistent absence is reduced. • Staff are more aware of strategies to promote good attendance and this is evident in them providing early support to children and families. • Pupil outcomes and well-being are improved. Once every two years, pupils in Year 4, 5 and 6 will complete a ‘pupil well-being survey’ and this will be assessed for improvements.
<p>To investigate the impact on attendance when Pupil Premium children are attending breakfast club</p>	<ul style="list-style-type: none"> • Encourage children to attend breakfast club through the offer of funded places. • An understanding of the impact attending breakfast club has on overall pupil attendance. Attendance data will improve for those children who attend breakfast club. • Emotional well-being and academic achievement will improve. <p>Two funded places provided. Attendance improved for both pupils during the academic year (2021-2022).</p> <p>Four funded places provided. Attendance improved for all pupils during the academic year (2022-2023).</p> <p>Two funded places provided (2023-2024).</p>

<p>To ensure the pupil's emotional well-being is promoted through developing emotional resilience</p>	<ul style="list-style-type: none"> • Children's emotional wellbeing has improved across the school. • Raises children's aspirations for the future. Data from pupil conferences to be compared once per term.
<p>To ensure all children have access to enrichment activities across the school.</p>	<ul style="list-style-type: none"> • The analysis of activities will show that all children are able to participate in a variety of enrichment activities. • Families are aware what support is available. Families in receipt of FSM will be able to order a packed lunch on trip days. <p>10 families were supported financially for the Year 4 and Year 6 residential. 13 families were supported throughout the year with various school trips and visitors.</p> <p>All pupils in receipt of Pupil Premium in Year 4 and Year 5 (25 pupils) were invited to attend 'Kids Out' trip to Cattle Country which was organised and funded by the Rotary Club of Gloucester.</p> <p>Packed lunches offered and provided for families in receipt of FSM.</p> <p>19 families were supported financially throughout the year with various school trips including the Y6 residential and visitors such as: Jonathon's Jungle, Polar explorer day, Rainforest day.</p> <p>1 pupil was supported with music lessons throughout the academic year.</p> <p>All pupils in receipt of Pupil Premium in Year 3 and Year 4 (17 pupils) were invited to attend the 'Kids Out' trip to Cattle Country, Berkeley. This was organised and funded by the Rotary Club of Gloucester.</p> <p>Attendance at Morning Maths Club was closely monitored.</p> <p>Autumn – 7 PP children attended Spring – 5 PP children attended Summer – 6 PP children attended.</p> <p>Attendance at extra-curricular clubs was monitored. 35 pupils in receipt of Pupil Premium attended clubs.</p> <p>16 families were supported financially throughout the year with various school trips including the Year 4 and Year 6 residential and visits such as: Nature in Art, Cotswold Wildlife Park and Slimbridge.</p> <p>All pupils in receipt of Pupil Premium in Year 3 were invited to attend the 'Kids Out' trip to</p>

	<p>Cattle Country. This was funded and organised by the Rotary Club of Gloucester.</p> <p>Attendance at 'Morning Maths Club' was closely monitored.</p> <p>Autumn: 2 PP children attended</p> <p>Spring: 2 PP children attended</p> <p>Summer: 1 PP children attended</p> <p>Attendance at extra-curricular clubs was monitored. 42 pupils in receipt of Pupil Premium attended clubs.</p>
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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: £42,552

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk)	2, 4
Facilitate whole-school training on the positive impact of feedback	When implemented effectively meaningful feedback can support pupil progress, addresses misunderstandings and can diminish the difference in pupil outcomes. Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)	2, 4
Ensure quality-first teaching through pupil conferencing, lesson observations, staff feedback	Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium	2, 4

and pupil progress meetings	See above: Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)	
Consistent approach to reading throughout the school e.g. Power of Reading, reading books related to phonic phases in KS1 and accelerated reading (AR) in KS2.	Reading comprehension strategies can have a high impact on progress, but it is important for many pupils that these strategies are taught explicitly and consistently. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	2, 4
Ensure access to up to date intervention materials to support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	2, 4

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

Budgeted cost: £54,233

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a NELI for EYFS to improve listening, narrative and vocabulary skills for pupils,	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of	2, 4

including disadvantaged, who have relatively low spoken language skills.	the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk) https://www.teachneli.org/	
Focus group work for children identified at working below Age Related Expectations	Teaching assistant's duties can provide a large positive impact on learner outcomes when deployed effectively. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	2, 4
Use of recovery funding to provide 1:1 tuition to targeted pupils	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2, 4

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

Budgeted cost: £31,506

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time for staff to develop and implement new procedures and includes the recent appointment and further training of</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1

<p>our attendance officer to improve attendance.</p>		
<p>The Learning Mentor and Family Support Worker working alongside one another to provide 1:1 support for families and pupils. This will also allow pupils to have access to nurture and intervention groups, with a focus on social and emotional resilience.</p>	<p>Self-regulation approaches include teaching and supporting pupils to think about their own learning explicitly. There is some evidence that disadvantaged pupils are less likely to use self-regulatory strategies without being explicitly taught these strategies.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Behaviour interventions seek to reduce attainment by reducing negative behaviours in school which can disrupt learning.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional interventions seek to improve pupils' decision-making skills, interactions with others and self-management of their emotions.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3</p>
<p>Continue to develop the OPAL project to improve pupil's overall health and well-being and resilience.</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p> <p>Research shows that play contributes to children's physical and emotional health, well-being, approach to learning and enjoyment of school. Given the importance of play in children's lives and current concerns about children's health and opportunity to access time and space to initiate their own play outdoors, there are considerable benefits for children, parents, school and the wider community from participating in OPAL's programme.</p> <p>https://outdoorplayandlearning.org.uk/research-and-evidence/</p>	<p>3</p>

<p>Develop 'calm corners' in classrooms to aid self-regulation skills such as sharing and expressing emotions and encouraging pupils to behave in socially acceptable ways (e.g. sharing/taking turns)</p>	<p>This learning refers to the process through which children learn to understand manage emotions, feel and show empathy for others and establish (and maintain) positive relationships.</p> <p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Children have the opportunity to participate in a variety of enrichment activities, including trips, visits, clubs, music lessons and WOW curriculum days.</p> <p>The School Business Manager will ensure that financial restraints are not a barrier to children accessing activities.</p>	<p>Outdoor Adventure Learning can provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participating in challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop skills such as resilience and self-confidence.</p> <p>Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p> <p>Participation in artistic and creative activities, such as dance, drama, music, painting or sculpture can have a positive impact on academic outcomes as well as wider benefits such as positive attitudes to learning and increased well-being.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>
<p>Installation of all-weather canopies to allow continuous provision in Year 1</p>	<p>A well-planned continuous provision is an effective strategy in raising the attainment of pupils through active learning and high-level engagement.</p> <p>Early Years Education Alistair Bryce-Clegg at ABC Does</p>	<p>2, 3, 4</p>
<p>Parent workshops to further promote parental engagement</p>	<p>Parental engagement has a positive impact and can improve pupil outcomes.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4</p>

Total budgeted cost: £128,291

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 2023 to 2024 academic year.

Our internal assessments during 2023-2024 showed that the performance of disadvantaged pupils was lower than that of their non-disadvantaged peers in reading and writing. This continues to be the primary reason for the inclusion of a writing and reading target in our Pupil Premium statement. In 2023-2024, 77% of non-disadvantaged pupils in Y1 – Y6 achieved age-related expectations in reading whereas 65% of pupils in receipt of pupil premium achieved age-related expectations. In writing, 69% of non-disadvantaged pupils in Y1- Y6 achieved age-related expectations whereas 42% of pupils in receipt of pupil premium achieved age-related expectations.

Our senior leadership team are working closely with staff and subject leaders to ensure our curriculum is closely monitored to ensure high-quality provision for all pupils, and where appropriate specific intervention for those working below age-related expectations.

During the year 2023-2024, our attendance data demonstrated that whole-school attendance was stable at 93.77%. This is above the national average where data shows that the attendance rate across the academic year 2023/24 was 92.8%.

16% (65 pupils) of our pupils feature on our persistent absentee list (less than 90% attendance) with 39% (25 pupils) of these pupils being pupils in receipt of pupil premium. In June 2024, we employed an attendance officer and we are continuing to work with families to address attendance concerns as attendance continues to be a barrier to learning for many of our disadvantaged pupils.

During the academic year 2023-2024, 85 pupils (including 25 pupils in receipt of pupil premium) received support from our in-house learning mentor and two ELSA (Emotional Literacy Support Assistant) trained members of staff. Our school also continues to work with Young Minds Matter (previously known as the Trailblazer Programme) to improve our mental health offer for pupils. In June 2024, the school achieved the 'Mental Health Champion' award, which focuses on the school providing high quality provision to support the mental health and wellbeing of the school community.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.