

## Planning and preparation

Heron Hall Academy School's Pupil Premium Profile September 2016	
Total number of pupils in the school	386
Number of PP-eligible pupils:	216
Amount per pupil:	£650
Total pupil premium budget:	£140.250

Evidence of school performance	
Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:	The proportions of disadvantaged students and those who speak English as an additional language are much higher than the national average. The progress made over time by disadvantaged students in mathematics and English is at least as good and in some cases slightly better than the progress made by others in the school. In both English and mathematics, the rates of progress are above national expectations. The proportion of disadvantaged students and other students in the school who are making better than expected progress is also above the national average. The interventions put in place to accelerate the learning of disadvantaged students are well planned. As a consequence, these students rapidly catch up with their peers. Disadvantaged students eligible for pupil premium funding
Summary of school's performance data:	<i>Does the school's performance data indicate that <b>attainment</b> and <b>progress</b> for disadvantaged pupils are improving, and that <b>gaps</b> are closing, both within the school and compared to the national average?</i>
School's pupil premium statement (pupil premium strategy statement from 2016-17):	<i>Does the school's published pupil premium statement clearly describe how the school is planning to allocate funding to raise <b>attainment and progress for disadvantaged pupils and close gaps</b>?</i>

## Pupil premium strategy statement

1. Summary information					
School	Heron Hall Academy				
Academic Year	2016/7	Total PP budget	140,250	Date of most recent PP Review	10/16
Total number of pupils	386	Number of pupils eligible for PP	216	Date for next internal review of this strategy	1/17

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2015-16 only)	n/a	
% achieving expected progress in English / Maths (2015-16 only)	n/a	
Progress 8 score average	n/a	
Attainment 8 score average	n/a	

3. Barriers to future attainment (for pupils eligible for PP)	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Poor literacy and numeracy skills
B.	Emotional resilience, social interaction
C.	Disadvantage students lack opportunities and experiences
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	High social deprivation area (IDACI score 0.392, NA 0.24. Rank 3085)- weak parental literacy and numeracy

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Opportunities and systems to embed reading as a pleasure, support literacy and numeracy throughout the curriculum. Increase in the quantity of students borrowing books from the library. Reading book carried by over 80% of students in the school every day. Role model reading of staff. Literacy a focus in marking across the Academy. The annual monitoring cycle has included specific focus on areas across the Academy. Three sessions of monitoring literacy, numeracy, marking scrutiny, environment. This is analysed and evaluated by curriculum leads, pastoral heads and SLT. Actions are mapped and shared across Academy through SE+ and inform our action/improvement plans.	Increase in the number of books read by each pupil. Improved numeracy skills throughout year 7, increase in test results. Improved mean reading age for all pupils. Monitoring of staff reading displays. Marking policy for each department with literacy as a focus, monitoring of marking shows literacy is being addressed across the curriculum.
<b>B.</b>	Build resilience and educational engagement by focus on learning attributes throughout the curriculum. Using experiences and challenges to develop confidence and aspiration to even make different choices than family members.	Student up take of trips and activities. Students' evaluations and recommendations indicate a more emotional intelligent individual (case studies). Destination data shows extended learning opportunities is a desirable outcome.
<b>C.</b>	Arrange opportunities for students to experience a series of activities that build confidence and self-worth. Identify needs for students language (EAL specifically) and put in place speech and language therapists.	Improved language skills for participant's therapy. Student and parental survey showing personal growth and understanding of opportunities.
<b>D.</b>	Improved parental support through a range of coaching, homework support, financial to fund trips/experiences,	Increase in homework outcomes and data showing increase in attainment. Turn out at parents evening, survey both student and parental. Attendance to support sessions.

## 5. Planned expenditure Academic year 2016-7

### 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?
Improve identification and supporting needs of students in classroom	WAVE 3 provision strategies  Small class sizes (max 24)  Individual progress review sessions	Teachers are responsible for the development and meeting the needs of all their students. A series of possible strategies and a support network to improve teachers' capacity. Fewer students for a greater focus on their needs.	Lesson observations, analysis of student data (Year and subject), Data analysis of all groups and gaps carried out by Heads of Department.	RLE, Heads of department and years	Each term  Whole review February and September 2017
Enrichment activities	Diverse club opportunities. Extended learning programme for all. Trips and experiences.	To build confidence and experience of activities and experiences that can place our students at a disadvantage when they leave us (builds aspiration, confidence and motivation).	Trip evaluations and student voice to RAG activity and recommendations.	All staff  AZE  Heads of department	Each trip Departmental self-evaluation process Monitoring cycle Whole review February and September 2017
<b>Teacher extra (£56532); Progress review days (£8002); Enrichment (3210) Total budgeted cost</b>					<b>£67744</b>

### 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?
Specific learning needs	In class support (one to one and group) Speech and language interventions Numeracy and literacy sessions	We have a range of pupils who have statement specific needs that require one to one work. EAL students require an intense programme to access the main stream curriculum (Therapists)	Data collection carried out termly  Analysed and evaluated by Heads of department and year.  SENCO review, evaluation process	All staff  Heads of departments/year  RLE	Each term  Whole review February and September 2017
Improve emotional wellbeing of students	School counselling, Sports coaching, Trip funding support, Resilient learner in classroom, Debate mate	Building opportunities for students to challenge their own perceptions through activities outside of school. Using sport, debating to widen students' horizons.	Recommendations for the counselling implements strategies for students. Parent pay will encourage PP children to apply for places and not highlight them	RLE  Heads of year	Each series of sessions  Whole review February and September 2017

TA extra (£25954.72); Speech therapy (£6000); Num/lit session (£7430.68); Counselling (£2000); Coaching (£11115) Trip/Resilient learner/debate (£2300)Total budgeted					£54800
<b>iii. Other approaches</b>					
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 home learning	Support parents access Homework clubs Small group tuition Parental support evenings	Weak numeracy and literacy skills at home needs to be supported at school to reduce the impact. Supporting parents on a range of skills, ICT, numeracy and literacy will improve learning for their children	Attendance at clubs and student voice indicates that	Heads of department  Heads of year	Whole review February and September 2017
Aspiration to college	University visits Careers guidance Student researcher programme	Visiting universities encourages a connection and a feeling of possibility. Focused career guidance informs students of possible direction and requirements. Student researcher allows student body to be part of the university world and sharing knowledge about learning.	Trip evaluations and student voice to RAG activity and recommendations.	Head of Year 9 and 10  MMM	Whole review February and September 2017
Supporting parents (£889.20); Homework clubs (£6468); Small group tuition (£ 8700); Trips (£1650)Total budgeted cost					£17707

6. Review of expenditure				
Previous Academic Year		2015-6		
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
Improve identification and supporting needs of students in classroom	Small class sizes (max 24)	Difficult to assess due to monitoring not in place for success criteria. Student voice highlighted that the lesson and content more accessible	Rigorous monitoring needed in place	Not accounted

Improve identification and supporting needs of students in classroom	Individual progress review sessions	High turn out with a good response from parents and students. Students aware of direction and improvement targets for variety of learning opportunities.	Link to whole school questionnaire and feedback to departments and Year groups	Not accounted
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## ii. Targeted support

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
Specific learning needs	In class support (one to one and group) Speech and language interventions Numeracy and literacy sessions	TA's working collaboratively with teachers moving students on (coaching of all teachers on directing TA time needed). Speech and language, literacy, numeracy sessions have high impact on moving achievement and capabilities within subjects.	Quantifiable data and student voice required to monitor and highlight steps forward.	Not accounted
Improve emotional wellbeing of students	School counselling, Sports coaching, Trip funding support, Resilient learner in classroom,	Counselling sports coaching has anecdotal evidence of being extremely positive. Student's interview showed keenness and value in strategy. A series of very successful trips were delivered, PGL, climbing, Maths challenge etc.	Rigorous monitoring required for 2016-7	Not accounted

## 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
None identified				

## 7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.

