

Pupil premium strategy statement – Heron Hall Academy

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 name	Heron Hall Academy
Number of pupils in school	1050
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020/21 – 2023/24
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Arthur Barzey Headteacher
Pupil premium lead	Stephanie Simpson Deputy Headteacher
Governor / Trustee lead	Uma Kambhampati Vice chair of Govenors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£367,517
Recovery premium funding allocation this academic year	£105,824
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	£473,341

Part A: Pupil premium strategy plan

Statement of intent

It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers. The Pupil Premium Strategy is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. Students being classified as being 'disadvantaged' is based on the concept that deprivation consists of more than just poverty; so while poverty is related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities.

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Ensuring all student receive high quality first teaching each lesson with a focus on areas in which disadvantaged pupils require the most support
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve the best academic outcomes in line with their peers along with developing them into Global Citizens. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, those who are facing financial hardship or bereavement and those that are young carers. The activities we have outlined in this statement are also intended to support all student's needs, regardless of whether they are classified as disadvantaged or not as many of our students have complex challenges and backgrounds. Our strategy also supports are whole school plans for educational recovery for all students which has been a result of the Covid-19 pandemic.

Our approach needs to be personalised based on individuals needs and challenges. The approaches we have adopted supports the whole child in all aspects of their development including socially, academically and developing their character and culture. To ensure that all individuals are supported, we will:

- Ensure pupils are academically challenged in all lessons
- Provide interventions in a timely manner
- Ensure that all staff focus and are held to account on the progress of disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	<p>Cohorts that join Heron Hall are significantly below the national average based on prior attainment, this has always been the case with all previous cohorts. The prior attainment of disadvantaged pupils is generally lower than that of their peers and standardised baseline assessments indicate that our cohorts are considerably below national expectations with regards to standard age scores.</p> <p>Standardised assessments on entry to year 7 in the last 2 years indicate that between 72% and 74% of our disadvantaged pupils arrive below age-related expectations compared to 67% and 70% of their peers</p>
2	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading ages than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 2 years, 61% of our disadvantaged pupils arrive below age-related expectations compared to 54% of their peers. This gap reduces after intervention during pupils' time at our school.</p> <p>The average reading ages for our Year 7 disadvantaged students following baseline assessment is 10:04 compare to 10:07 of non-disadvantaged students.</p> <p>The average reading age in year 7 is 10 years 6 months.</p>
3	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils.</p> <p>Anti-social behaviour amongst peers and adults increased following the reopening of schools in March. There were 279 students which had a behaviour incident logged with regards to this of which 181 were disadvantaged.</p> <p>The impact of school closures has resulted in students' progress being hindered and they have gaps in knowledge. An example of this is, in Year 11, 70% of PP students are working below their FFT20 target in Languages and 58% in Humanities which is higher compared to previous years.</p>
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional</p>

	<p>issues for many pupils, such as anxiety, depression and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic.</p> <p>During the pandemic, teacher referrals for support markedly increased. Since September 2021, 119 pupils (56 of whom are disadvantaged) currently require additional support with social and emotional needs, with 95 (46 of whom are disadvantaged) currently receiving small group interventions and 24 pupils (10 of whom are disadvantaged) are receiving 1-2-1 counselling. There is still a waiting list of approximately 30 students (14 of whom are disadvantaged). New referrals are sent in to the inclusion team on a weekly basis and join the waiting list.</p>
5	<p>Our attendance data over the last year and this current academic year to date indicates that attendance among disadvantaged pupils has been between 1 - 4% lower than for non-disadvantaged pupils.</p> <p>Last Year 39% of disadvantaged pupils have been 'persistently absent' compared to 33% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Improved progress and attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on bucket 2 & 3 subjects.	<p>Progress and attainment gap over the past 4 years has been on average -0.4 between disadvantaged and non-disadvantaged students. The attainment gap was -0.1 the last academic year based on TAGS. The lowest progress scores have come from Bucket 2 & 3 subjects.</p> <p>By the end of our current plan in 2023/24, the attainment and progress gap will be reduced to 0.</p> <p>2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> • an average Attainment 8 score of 5.0 • an average progress score of +0.5
Improved reading ages among disadvantaged pupils across KS3.	Reading tests demonstrate improved reading skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.
To achieve and sustain improved wellbeing for all	Sustained high levels of wellbeing from 2023/24 demonstrated by:

pupils, including those who are disadvantaged.	<ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. • the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 3% lower than their peers.

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

Budgeted cost: **£208,432**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase standardised diagnostic baseline assessments.</p> <p>Introduction of new Key Stage 3 grading and assessment system in order to be able to better track the progress of all students.</p> <p>Training will be provided for staff to ensure assessments are created and interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Our experience also tells us that identifying and intervening with underachieving students at Key Stage 3 has a positive impact at the end of Key Stage 4.</p>	1,2,3
Continuing with CPD that will support teacher pedagogy with specific strategies to enable students to access the curriculum.	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings, briefings and INSET. All staff are provided with the opportunity to attend at least one externally facilitated CPD throughout the year</p>	4

<p>Ongoing specific CPD to be provided to all staff on meta-cognition, marking and feedback, and whole school literacy strategies, language development and DARTS</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	
<p>Ongoing refinement of the curriculum is designed to support learners that:</p> <ul style="list-style-type: none"> - Will ensure opportunities to demonstrate and assess knowledge and retrieval strategies - will be planned for progression - will allow time for interleaving - will promote careers and inspire students - will provide opportunities for learning experiences outside of the classroom - Will increase the cultural capital through the STRIVE ethos in all areas of the curriculum. 	<p><i>‘Curriculum adaptation and enhancement is core to the work of school improvement’</i></p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching (section on Curriculum Adaptation)</p>	<p>3, 4</p>
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development focussed on each subject area.</p> <p>Literacy and reading lessons are timetabled in once a week for all Key Stage 3 classes and also forms part of our tutorial programme.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)</p> <p><i>‘Reading comprehension strategies are high impact on average’</i></p>	<p>1, 2</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	
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Targeted academic support

Budgeted cost: **£188,540.83**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Key Stage 4 subject specific structured intervention sessions to be run outside of the normal school day and throughout school holidays</p> <p>Targeted students invited to attend intervention sessions in small groups</p> <p>Sessions will be structured following diagnostic assessments</p>	<p><i>‘Evidence shows that small group tuition is effective’</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	3
<p>Key Stage 3 small group intervention for literacy. These interventions are supported by the Ruth Miskin, Accelerated Reader and Lexia programmes.</p> <p>This will ensure that students are better prepared to access the curriculum should their literacy be below age expected levels</p>	<p><i>‘Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life’</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	2, 3
<p>Embedding blended learning supported by structured homework to</p>	<p><i>‘Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools’</i></p>	3

<p>continue to support learning outside of the classroom.</p> <p>This is supported by Chromebooks being provided to support disadvantaged students at home along with a quiet space within school out of lesson times in order to undertake this</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	
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Wider strategies

Budgeted cost: **£76,368**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Internal and external behaviour support to be provided to specific students in the form of:</p> <p>1-2-1 counselling</p> <p>Small group intervention sessions (CBT focussed)</p> <p>Mentoring on a 1-2-1 and small group basis (CBT focussed)</p> <p>Calendared CPD sessions to support staff with managing behaviour with regards to conflict management, solution focused conversations and building positive relationships with students</p>	<p><i>‘Behaviour interventions seek to improve attainment by reducing challenging behaviour in school’</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF’s report on adolescent mental health found good evidence that CBT interventions support young people’s social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	4
<p>Embedding principles of good practice set out in DfE’s <u>Improving School Attendance</u> advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	5

Staff will get training and release time to develop and implement new procedures. Pastoral assistants have been appointed to improve attendance.		
A Hardship fund is available to support families with school uniform and any equipment that students may need for their studies. These funds are provided to students on an individual basis when requests are made.	Experience tells us that we need to be able to be responsive and supportive families on an individual basis when required	All

Total budgeted cost: £473,341

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.

<p>A number of our planned strategies were not fully implemented due to Covid 19 restrictions and partial school closures.</p> <p>Our internal assessments used to support our GCSE TAGS during 2020/21 suggested that the performance of disadvantaged pupils was slightly lower than our non-disadvantage student (-0.3).</p> <p>Although GCSE's were cancelled in 2021, standardised assessments were used throughout year 11 in order to submit TAGs. These were quality assured by AQA and JCQ. These GCSE results (2021) indicate that PP students slightly underperform in comparison to NPP students. There is a 0.1 attainment gap and a 0.3 progress gap.</p>			
GCSE results 2021	COHORT SIZE	P8 score per student	A8 score per student
	112	1.2	5.2

Pupil Premium Indicator : No	74	1.3	5.3
Pupil Premium Indicator : Yes	38	1	5.2
Gap		-0.3	-0.1

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of Google classroom to deliver live lessons every day following the normal school timetable. This was also supported by providing students with Chromebook and internet access if they were digitally poor. Our HUB also provided a space for disadvantaged students to attend so that they could attend their virtual lessons daily. We also participated in the National Tutoring programme which was provided in English and maths for our disadvantaged students.

Overall attendance in 2020/21 was lower than in all preceding years since Heron Hall opened and last year it was also lower than the national average. This is the first time that school attendance has been below the national average. This was due to the fact that several of our students are EAL and returned to home countries for an extended period of time and did not return to school at the same time as everyone else. At times when all pupils were expected to attend school, attendance of disadvantage students was 92% compared to whole school of 94%. We aim to ensure that attendance of the whole school will revert to being above the national average and that the attendance gap between disadvantaged and non-disadvantaged is less than 3%.

Our observations and assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We have a structured SEMH whole school plan in place which we will continue to delivery. As the need and demand for this support has increased, will aim to increase the capacity in this area which will be part funded by Pupil Premium funding.

Externally provided programmes

Programme	Provider
CAT4	GL Assessment
NGRT	GL Assessment

Accelerated Reader	Renaissance
National Tutoring Programme	Brilliant Club