

Pupil premium strategy statement – Heron Hall Academy

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	Heron Hall Academy
Number of pupils in school	1200
Proportion (%) of pupil premium eligible pupils	44%
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 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Arthur Barzey Headteacher
Pupil premium lead	Stephanie Simpson Deputy Headteacher
Governor / Trustee lead	Uma Kambhampati Vice chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£472,170
Recovery premium funding allocation this academic year	£131,790
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£99,361
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	£703,321

Part A: Pupil premium strategy plan

Statement of intent

It is the intent of our school to continue 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 students 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 individual's 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 3 years indicate that between 72% and 74% of our disadvantaged pupils arrive below age-related expectations compared to 67% and 70% of their peers. In 2023 45% are below age-related expectations vs 31% of their non-disadvantaged 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. This has been further impacted by the current year 7 cohort by COVID over the past two years. Institute for Research in Education has shown that 90% of primary school children have been negatively affected in literacy.</p> <p>On entry to year 7 in 2023 66% of year 7 disadvantaged pupils have below age-related expectations for reading, which is higher than the last 3 years, where 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 10:02 compare to 10:04 of non-disadvantaged students.</p> <p>The average reading age in year 7 is 10 years 3 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 2021. In 2022/23 there were 171 students which had a behaviour logged against the aforementioned categories, of this 95 were disadvantaged which is 55%</p>

	In 2023/24 there were 134 students which had a behaviour logged against the aforementioned categories, of this 82 were disadvantaged which is 63%
4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional 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 and ever since, teacher referrals for support markedly increased. During the 2022.23 academic year, 392 pupils (153 of whom are disadvantaged) required additional support with social and emotional needs, with 146 (85 of whom are disadvantaged) having received small group interventions and 15 pupils (10 of whom are disadvantaged) received bespoke SEMH mentoring on a 1-2-1 basis. New referrals are sent in to the inclusion team on a weekly basis and join the waiting list.</p>
5	Standardised assessments on entry to year 7 in the last 3 years indicate that between 72% and 74% of our disadvantaged pupils arrive below age-related expectations compared to 67% and 70% of their peers. In 2022 39% are below age-related expectations.

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 and for 2022.23 it has reduced to -0.3. The attainment gap was -0.49 the last academic year based on GCSE results. The lowest progress scores have come from APS in the Ebacc bucket (PP 3.62).</p> <p>2023 KS4 results have shown that PP students narrowing the progress gap compared to Non-PP students. Compared to National data, our PP students have a positive P8 score</p> <ul style="list-style-type: none"> • Average P8 for disadvantaged students of +0.15 • Average Attainment 8 score of 4.21 <p>By the end of our current plan in 2023/24, the attainment and progress gap will be reduced to 0.</p>

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 pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2023/24 demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • An increase in participation in enrichment activities, particularly among disadvantaged pupils. • DHT is currently undertaking Senior Mental Health Lead programme in order to ensure that MH is at the centre of our behaviour systems for both staff and students
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 4.9%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.8%. • the percentage of all pupils who are persistently absent being below 17.5% and the figure among disadvantaged pupils being no more than 5.9% 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: **£155,594**

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</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</p>	1,2,3

<p>are created and interpreted correctly.</p>	<p>underachieving students at Key Stage 3 has a positive impact at the end of Key Stage 4.</p>	
<p>Continuing with CPD that will support teacher pedagogy with specific strategies to enable students to access the curriculum.</p> <p>Ongoing specific CPD to be provided to all staff on Speech and Language, through ELKAN, behaviour strategies, instructional coaching, creative teacher programme.</p>	<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> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	4
<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 - Development of KS3 curriculum - 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>	3, 4
<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>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily</p>	1, 2

<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>Investment in adaptive literacy and numeracy online programme.</p>	<p>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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	
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Targeted academic support

Budgeted cost: **£130,594**

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><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>This will ensure that students are better prepared to access the curriculum should their literacy be below age expected levels</p>		
<p>Embedding blended learning supported by structured homework to continue to support learning outside of the classroom.</p> <p>This is supported by Chromebooks being provided to support disadvantaged students at home.</p> <p>Homework is published in advance and a staffed homework club has been set in a quiet space within school to support completion of homework.</p>	<p><i>‘Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools’</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>3</p>

Wider strategies

Budgeted cost: £417,133

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</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>4</p>

<p>behaviour with regards to conflict management, solution focused conversations and building positive relationships with students</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: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	
<p>Embedding principles of good practice set out in DfE's <u>Improving School Attendance</u> advice.</p> <p>Appointment of senior leader to focus on attendance.</p> <p>Staff will get training and release time to develop and implement new procedures. Pastoral assistants have been appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	5
<p>Investment in the arts through instruments and music lessons for disadvantaged students.</p>	<p>Studies have shown that performing arts and PE support attainment and create inclusive environments for learning, whilst supporting confidence, resilience, active learning, creativity and performing arts skills such as speaking and listening in disadvantaged children who would not have the opportunities unless through school.</p>	3,4
<p>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.</p>	<p>Experience tells us that we need to be able to be responsive and supportive families on an individual basis when required</p>	All

Total budgeted cost: £495,570

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 2021 to 2022 academic year.

There have been a number of strategies to support PP students			
Measure	P8	A8	EM 5+
Whole School	0.33	45.0	45%
Pupil Premium	0.14	41.7	38%
Local Authority Non-PP	0.36	50.5	54%
National Non-PP	0.17	50.2	52%
National All	-0.03	44.5	48%
Local Authority All	0.13	46.9	42%

These outcomes were due to our strategy of Quality First Teaching. Barriers to progress are removed by disadvantaged students having trips, resources, and revision funded. We also ensure that all students have access to technology to aid studies.

As an Academy we also emphasise that staff know their students. This is achieved through seating plans, pupil profiles, sharing of data and information. We use QLA to bridge gaps in learning. In year 11 after each mock exam the curriculum is adapted to meet the needs of the students in each classroom.

Externally provided programmes

Programme	Provider
CAT4	GL Assessment
NGRT	GL Assessment
Accelerated Reader	Renaissance
National Tutoring Programme	Brilliant Club