Pupil premium strategy statement 2023/2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Sir John Heron Primary School
Number of pupils in school	476
Proportion (%) of pupil premium eligible pupils	476 on roll – 23.11% PP (with Nursery) 414 on roll – 27.29% PP (without Nursery)
Academic year/years that our current pupil premium strategy plan covers	2023/2026 (3 year plan)
Date this statement was published	February 2024
Date on which it will be reviewed	July 2024
Statement authorised by	Nazia Ishaq, Headteacher
Pupil premium lead	Priya Rasoda, Lead Teacher LKS2
Governor / Trustee lead	Fay Rowland-Hanford, link governor for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£167,640
Recovery premium funding allocation this academic year	£16,928
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	£184,568

Part A: Pupil premium strategy plan

Statement of intent

At Sir John Heron Primary School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	**Oral language and vocabulary development** Pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	**Phonics** Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	**Progress in Mathematics** Internal and external (where available) assessments indicate that Mathematics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. To improve progress in Mathematics from KS1 to KS2 with a particular focus on girls.
4	**The well-being of pupils** Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by the pandemic.This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations. There has also been an increase in the need for learning mentor support and safeguarding concerns including the impact on mental health. These findings are supported by national studies.
5	**Enrichment** Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
6	**Attendance and punctuality** Diligent monitoring of our attendance shows that attendance rates for some pupils (including disadvantaged pupils) are 94.8%, which are above the local average 92.9% and national average 94.3%. However, some pupils fall further behind the National Curriculum because of their continued low attendance. Attendance Officer to continuously monitor attendance across the school and support families of those children who are below 90%.
7	**Physical activity** Assessments, observations, and discussions with pupils indicate underdeveloped physical activity.

8	**Cultural Capital Deprivation** Assessments, observations, and discussions with pupils indicate underdeveloped lack of exposure to the arts and cultural capital.

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
Improve oral language skills and vocabulary among disadvantaged pupils. Pupils engage confidently during oracy sessions and some children take part in debate club.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil voice and ongoing formative assessment.
Improve reading attainment among disadvantaged pupils.	At least 75% of disadvantaged pupils meet the expected standard or above.National figures indicate that there are 23.8% eligible for pupil premium funding. To ensure all disadvantaged children reach age expected levels, by the end of KS2, unless they have an SEND need that prevents this. To achieve national average progress scores in KS2 Reading Progress. Current data analysis indicates that 64% of disadvantaged pupils are on track to meet the expected standard (Y1-6).
Improve Mathematics attainment for disadvantaged pupils at the end of KS2.	At least 75% of disadvantaged pupils meet the expected standard or above at the end of KS2. National figures indicate that there are 23.8% eligible for pupil premium funding. To ensure all disadvantaged children reach age expected levels, by the end of KS2, unless they have an SEND need To achieve above or inline with national average progress scores in KS2 Maths Progress. Current data analysis indicates that 63% of disadvantaged pupils are on track to meet the expected standard (Y1-6).
To achieve and sustain improved wellbeing for all pupils in our school,	Sustained high levels of wellbeing to be demonstrated by: ● informal assessment with zones of regulation show that children are happy and safe in their environment.

particularly our disadvantaged pupils.	● a significant reduction in isolated incidents ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils ● Learning Mentor to monitor the wellbeing of children who need support, due to social, emotional, personal or behavioural challenges.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	● Sustained high attendance for 2023/24, aiming for 95% attendance for all pupils, including disadvantaged children. ● Attendance Officer to continuously monitor the attendance of all pupils that are below 90%. ● Attendance Officer to communicate with families and offer support and guidance to ensure that child/children are able to attend school.
To achieve and sustain improved physical activity for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of physical health to be demonstrated by: ● Each Year Group to have 2 PE sessions per week. ● Sports lead to run clubs to improve physical health. ● Use of Get Active sessions at the start of the day to increase physical activity (EYFS and KS1) ● Additional Play Time in the afternoon for KS1
To organise enrichment activities for all pupils in our school, particularly our disadvantaged pupils.	To be demonstrated by: ● Organising activities/visits that create awe and wonder for child during visit ● Linking enrichment activity to curriculum map ● Carrying out the necessary risk assessments ● Plan for enrichment opportunities to take place in school (visitors, workshops)

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: **£252,886**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments use of PIRA and PUMA. Training for staff to ensure assessments (team meetings) are interpreted and administered correctly.	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: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	1, 2 and 3
Embedding oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. All teaching staff engage in the Oracy programme, delivered by TOPSY and create oracy opportunities for all children across the school, during lessons and outside the classroom environment. INSET provided for staff as well as opportunities to moderate against The Oracy Framework	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	All
Continue to assess and monitor children's progress, using the RWI phonics scheme.	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:	2

Provide short 1:1 sessions for those children who are behind their peers. Training and coaching provided by RWI and English lead.	Phonics | Toolkit Strand | Education Endowment Foundation | EEF	
Enhancement of our Mathematics teaching and curriculum planning in line with DfE. Leaders of Learning for Mathematics will be funded release time to embed key elements of guidance in school and to provide training using White Rose Maths scheme and regular CPD Teaching for Mastery. This is for teaching and support staff.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) White Rose covers the National Curriculum outcomes. NCETM Mastering Number Programme	3
Staff to provide pupils with ample opportunities for retrieval practice. Staff to implement The Thinking School approaches in their teaching. Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.	EEF- High-quality teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1, 2 and 3
Improve the quality of social and emotional (SEL) learning, through PSHCE scheme. SEL approaches will be embedded into routine educational practices and supported by professional	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):	4 & 5

development and training for staff by PSHCE lead.	EEF_Social_and_Emotional_Learning.pdf(education endowment foundation.org.uk)	

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

Budgeted cost: **£1628**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language Enrichment Groups to be run across the school to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2

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

Budgeted cost: **£9209**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Anti-bullying week to be held during November with the aim of developing our school ethos and improving behaviour across school. PSHCE lead to be released to work with anti-bullying ambassadors.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	4 and 5

Learning mentor to also be released to work with children throughout the year to improve behaviour.		
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Monitor attendance across the school and award attendance certificates for classes with the highest percentage of attendance. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Provide children with more opportunities to get physically active. Trained Sport Leader to train staff and to run extra-curricular sports activities for the children. Children start the day with Get Active sessions and have two PE sessions a week.	Positive impact of physical activity on academic attainment (+1 month) Physical activity | EEF (educationendowmentfoundation.org.uk)	7
School/Teachers to organise enrichment opportunities every half-term for children, in order for children to become exposed to the wider culture.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts participation | EEF (educationendowmentfoundation.org.uk)	5 & 8
Bagels Bagels will be distributed to all children across the school in order to support concentration during lessons.	Based on previous years at the school, the children's concentration levels are much better, when they have had a snack.	4 & 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £263,723

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.

Reading Data

Year 1

3/18 (17%) of children made no progress in Reading.

9/18 (50%) of children made one stage of progress in Reading.

5/18 (28%) of children made two stages of progress in Reading.

1/18 (6%) of children made three stages of progress in Reading.

Year 2

2/16 (13%) of children made no progress in Reading.

6/16 (36%) of children made one stage of progress in Reading.

8/16 (50%) of children made two stages of progress in Reading.

Year 3

1/14 (7%) of children made no progress in Reading.

6/14 (43%) of children made one stage of progress in Reading.

6/14 (43%) of children made two stages of progress in Reading.

1/14 (7%) of children made three stages of progress in Reading.

Year 4

2/19 (11%) of children made no progress in Reading.

2/19 (11%)of children made one stage of progress in Reading.

8/19 (42%)of children made two stages of progress in Reading.

3/19 (16%) of children made three stages of progress in Reading.

4/19 (21%) of children made more than three stages of progress in Reading.

Year 5

4/19 (21%) of children made no progress in Reading.

2/19 (11%) of children made one stage of progress in Reading.

10/19 (57%) of children made two stages of progress in Reading.

2/19 (11%) of children made three stages of progress in Reading.

1/19 (5%) of children made more than three stages of progress in Reading.

Year 6

4/26 (15%) of children made one stage of progress in Reading.

15/26 (58%) of children made two stages of progress in Reading.

2/26 (8%) of children made three stages of progress in Reading.

5/26 (19%) of children made more than three stages of progress in Reading.

Writing Data

Year 1

8/18 (44%) of children made no progress in Writing.

5/18 (28%) of children made one stage of progress in Writing.

5/18 (28%) of children made two stages of progress in Writing.

Year 2

1/16 (6%) of children made no progress in Writing.

6/16 (38%) of children made one stage of progress in Writing.

5/16 (31%) of children made two stages of progress in Writing.

1/16 (6%) of children made three stages of progress in Writing.

3/16 (19%) of children made more than three stages of progress in Writing.

Year 3

2/14 (14%) of children made no progress in Writing.

6/14 (43%) of children made one stage of progress in Writing.

5/14 (38%) of children made two stages of progress in Writing.

1/14 (7%) of children made three stages of progress in Writing.

Year 4

3/19 (16%) of children made no progress in Writing.

7/19 (37%) of children made two stages of progress in Writing.

4/19 (21%) of children made three stages of progress in Writing.

5/19 (26%) of children made more than three stages of progress in Writing.

Year 5

5/19 (26%) of children made no progress in Writing.

3/19 (16%) of children made one stage of progress in Writing.

8/19 (42%) of children made two stages of progress in Writing.

2/19 (11%) of children made three stages of progress in Writing.

1/19 (5%) of children made more than three stages of progress in Writing.

Year 6

10/26 (38%) of children made two stages of progress in Writing.

5/26 (19%) of children made three stages of progress in Writing.

11/26 (42%) of children made more than three stages of progress in Writing.

Mathematics Data

Year 1

4/18 (22%) of children made no progress in Mathematics.

8/18 (44%) of children made one stage of progress in Mathematics.

5/18 (28%) of children made two stages of progress in Mathematics.

1/18 (6%) of children made three stages of progress in Mathematics.

Year 2

4/16 (25%) of children made no progress in Mathematics.

3/16 (19%) of children made one stage of progress in Mathematics.

8/16 (50%) of children made two stages of progress in Mathematics.

1/16 (6%) of children made more than three stages of progress in Mathematics.

Year 3

2/14 (14%) of children made no progress in Mathematics.

6/14 (43%) of children made one stage of progress in Mathematics.

4/14 (29%) of children made two stages of progress in Mathematics.

2/14 (14%) of children made three stages of progress in Mathematics.

Year 4

2/19 (11%) of children made no progress in Mathematics.

3/19 (16%) of children made one stage of progress in Mathematics.

10/19 (53%) of children made two stages of progress in Mathematics.

3/19 (18%) of children made three stages of progress in Mathematics.

1/19 (5%) of children made more than three stages of progress in Mathematics.

Year 5

4/19 (21%) of children made no progress in Mathematics.

2/19 (11%) of children made one stage of progress in Mathematics.

11/19 (58%) of children made two stages of progress in Mathematics.

1/19 (5%) of children made three stages of progress in Mathematics.

1/19 (5%) of children made more than three stages of progress in Mathematics.

Year 6

3/26 (12%) of children made one stage of progress in Mathematics.

16/26 (62%) of children made two stages of progress in Mathematics.

3/26 (12%) of children made three stages of progress in Mathematics.

4/26 (15%) of children made more than three stages of progress in Mathematics.

For 2022-2023 financial year:

After school clubs

Autumn Term 2022

- 38 PPG children attended one or more after school clubs (taking up a total of 51 club places).

Spring Term 2023:

- 35 PPG children took advantage of after school club places (taking up a total of 39 club places).

- This does not include School-Led Tuition, which is funded separately, however 55 PPG children attended a club/tuition.

Milk and Fruit 2022-2023:

- Milk was distributed across the school.

- 68 children on the PPG register regularly took up the opportunity to receive free milk.

- Fruit was distributed across the school for children Nursery to KS2.

Enrichment Opportunities 2022-2023

- Orienteering Festival
- Spitalfields Farm
- Forest school
- Local walks
- Sri Murugan Temple
- Swimming sessions at Atherton Leisure Centre
- Art Workers' Guild Trip
- Valentine's Park
- Junior citizen visit to Tate & Lyle (Safety awareness)
- Manor Park Library visits
- Science Museum
- St Michael's Church
- Manor Park Methodist Church
- Christmas Pantomime
- Gurdwara Dasmesh Darbar
- Parish of Little Ilford
- East London Buddhist Cultural Centre
- Stratford Youth Zone Theatre
- British Museum
- National Gallery
- SEND Swimming

Clubs 2023-2024

- Morning Sports Clubs
- Phonics club
- Amnesty International club
- Embroidery club
- Multi-skills club
- HOTS club
- Maths tuition
- Reading tuition

Externally provided programmes

Programme	Provider
Mastering Number Programme	NCETM
Now Press Play	Now Press Play
Oracy Programme	Oracy Cambridge