

Pupil premium strategy statement

School overview

Metric	Data
School name	Hérons Dale School
Pupils in school	132
Proportion of disadvantaged pupils	53% (33.33% P.P and 28.03%school definition vulnerable)
Pupil premium allocation this academic year	£59,110
Academic years covered by statement	2019-20 and 2020-21
Publish date	December 2020.
Review date	July 2021.
Statement authorised by	Isabel Robson Headteacher
Pupil premium lead	Teresa O'Connell
Governor lead	Becky Dunne

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	68% exceeding 16%expected 16% below
Writing	66% exceeding 23%expected 11% below
Maths	75% exceeding 16 expected 9%below
Expressive and Receptive	50% exceeding 11 expected and 39% below

Strategy aims for disadvantaged pupils

Measure	Score
Priority 1	Meeting expected progress in Engaging cohort
Priority 2	Achieving expected progress in Semi formal cohort
Priority 3	Achieving expected progress in Formal cohort
Measure	Activity
All cohorts	To develop readiness to learn and emotional literacy and regulation. To ensure staff are trained in therapy behaviour approach

All cohorts	To achieve speech and language targets, looking at effectiveness of expressive and receptive curriculum and assessment
Barriers to learning these priorities address	Whole school data identifies Expressive and Receptive to be a priority. School readiness on return to school after lockdown 1 and 2 impacting emotional literacy and regulation
Projected spending	£34,000

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve expected progress in line with cohort	July 21
Progress in Writing	Achieve expected progress in line with cohort	July 21
Progress in Mathematics	Achieve expected progress in line with cohort	July 21
Phonics	Achieve expected progress in line with cohort	July 21
Other	Improve emotional literacy and engagement and expressive and receptive	July 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Pupil will be improved progress on Wellbeing window/ Leuven scale
Priority 2	Pupil will make expected or above progress in expressive and receptive language
Barriers to learning these priorities address	Pupils have demonstrated the need for recovery curriculum to support readiness to learn returning from lockdown.
Projected spending	£28,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Supporting families to manage emotional regulation at home, providing support and signposting to support
Priority 2	Music therapy to support emotional wellbeing
Barriers to learning these priorities address	Families with early help increasing
Projected spending	£7,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and support from Therapeutic behaviour lead
Targeted support	Ensuring enough time for is given for HLTA to support receptive and expressive language	HLTA to lead on SaLT interventions including Lego therapy (Herons Dale is also on the waiting list for training EISA)
Wider strategies	Engaging the families facing most challenges	Appointment of Family Liaison Office

Review: last year's aims and outcomes

Aim	Outcome
Progress in Shape	Staff ragged pupils and identified areas for intervention. Steady improvement in this area
Improve reading across the school	HLTA Intervention actioned and PIMs appointed as readers; Steady improvement in disadvantaged pupil progress in this area