



Pupil Premium Report

2020-2021

Introduction

Pupil premium is additional funding for publicly funded schools in England. It is designed to help disadvantaged pupils of all abilities perform well, and close the gap between them and their peers. As Heamoor School is maintained by the local authority, the school must publish our strategy for using the pupil premium on their website.

Objectives for Pupil Premium

At Heamoor School we make full and effective use of the pupil premium by:

- Preparing pupils for adult life through improving access to a wider range of independent learning opportunities.
- Improving personal development, engagement, self-esteem and confidence, sensory regulation and health including emotional wellbeing and healthy diets
- Enhancing and developing pupils' knowledge of the society in which they live and the wider world, through enriched learning opportunities across our broad and creative curriculum ('cultural capital')
- Promoting engagement, enjoyment and developing standards in speech, language & communication

How we achieve the objectives of PPG funding

Effective Leadership & Management

- We have a clear policy for spending the Pupil Premium agreed by Governors and published on the school website.
- The Senior Leadership Team oversee the expenditure of the funding, the outcomes of interventions and overall impact.
- Our Senior Leaders and Governors value the quality of teaching and learning as its core purpose.
- We use a tracking system to support the analysis of progress data.
- The School invests in a CPD and training programme for all staff closely aligned to the school development priorities as well as to individual staff needs.
- We have a robust Performance Management process, linked to pupil outcomes.
- We undertake regular classroom observations and learning walks.
- We secure active collaboration within our school and through working with other schools and professionals to ensure best practice outcomes for Pupils.

Outcomes for pupils

- We have regular pupil progress meetings with class teachers.
 - We offer enriched learning opportunities ('cultural capital').
 - We demonstrate the impact of each of the interventions used and funded by the pupil premium.
- **The Quality of Teaching, Learning & Assessment**
 - We have ensured that all staff are highly trained in autism, curriculum differentiation and interventions, from induction onwards, with ongoing training held throughout the year.
 - We analyse pupil data robustly particularly in core subjects.
 - We have additional provision for speech & language, personal development, behaviour and welfare.
 - We have ensured that class teachers are consistently aware of Pupil Premium students in their class and teaching support staff are trained and understand the importance of specific targets for Pupil Premium pupils.
 - We have collaborated with a wide range of other professionals to ensure best practice and resources are available and shared.

Personal Development, Behaviour and Welfare

- We ensure that pupils (as far as possible) and parents are active partners in the learning process and in the management of behaviour.
- We ensure staff are well trained and have a secure range of strategies to meet individual needs.
- We have developed a range of provision to support engagement and sensory regulation.
- We implement & review individual pupil behaviour support plans where appropriate.
- We work closely with other professionals involved with pupils and families; e.g. signposting services, developing SEND and EHCP outcomes, supporting social care issues etc.

School Context

Total eligible for PPG	Total	Key stage	Boys	Girls	Looked after children (LAC) (in care)	Parents Serving in the Armed Forces (SPP)
	18	1	6	12	0	0
	23	2	11	12	0	0

Number on Roll	179
No. eligible for PPG	41
Number of pupils eligible for LAC/PLAC	0
Total LAC and PLAC premium received	0
Number of pupils eligible for SPP	0
Total SPP received	£0.00
Total PPG received	£45,730.00

Summary of Pupil Premium Spending 2020/21

Focus	Summary of interventions	Expected Impact of Intervention	Summary of spending
<p>Engagement, enjoyment and standards in speech, language & communication</p>	<ul style="list-style-type: none"> • Communication groups and language support (with staff/SALT intervention support for key pupils) • Cost towards SL&C training • To further develop SL&C resources 	<ul style="list-style-type: none"> • Classrooms are further developed to meet sensory needs including breakout spaces in and out of the classroom conforming to Government COVID guidance. Staff supported through staff training • Further development of S&L spaces to enable learners to engage in meaningful activities and intervention to support their S&L development. Extra intervention spaces to be established to conform to Government Covid guidelines. • Further development of resources within S&L spaces will support speech, language and communication and interactive learning • A meaningful range of workshops and parents' sessions / events will support the needs of the families 	<p>Total: £10,839.45</p> <p>Breakdown;</p> <ul style="list-style-type: none"> • SAL support (staffing) £9839.45 • Training £ 500 • Resourcing £500

<p>Development of sensory integration & self-regulation skills</p>	<ul style="list-style-type: none"> • Creation of additional spaces across the school (to comply with Government Covid guidelines) to provide sensory areas, breakout spaces etc • Maintenance of The Hub, The Hive and Rainbow Room environments and resources (including SAL room) • Staff training on use of sensory regulating techniques and strategies for managing children with complex needs • Intervention support provided for pupils identified with heightened sensory sensitives • Provision of nurture support for KS1/2 through Learning Mentor • Continuation of 'The Pod' facility incl. staffing to support pupils in KS1 	<ul style="list-style-type: none"> • Further development of resourcing in the Rainbow Room / The Hub / The Pod spaces will enable learners to process information, engage in meaningful activities, social/emotional needs are supported and children have a safe outlet for sensory regulation • Pupils are provided with TA support offering one-to-one or small group with strategies tailored to the needs of individual children whilst accessing wider emotional wellbeing opportunities e.g. Lego therapy, sensory diets, outdoor learning opportunities • The Pod provision supports pupils' emotional and social development promoting self-regulation and facilitates a successful integration in to the mainstream classroom • Pupil sensory needs are met through the development of the classroom environments & staff training and skills 	<p>Total: £10,400</p> <p>Breakdown;</p> <ul style="list-style-type: none"> • Room development £500 • Resourcing £1000 • Staffing £6500 • Staff training (overtime) £ 400 • £1000 (training) • Development of facilities £1000
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<p>Improvement of emotional health, wellbeing and happiness:</p>	<ul style="list-style-type: none"> Extended wellbeing led activities, including positive mental health sports use of the outdoors i.e. outdoor learning activities Structured social inclusion provided through a consistent approach to PSHE, Citizenship and RSE enrichments sessions, events and assemblies. To include School Council Tailored individual support and resources e.g. EP/ counselling /Jigsaw resources/pastoral sessions Training for staff – PSHE resourcing Provision of in-house counselling service (CHALK) Provision of nurture support for KS1/2 through Learning mentor Provision of Breakfast Club 	<ul style="list-style-type: none"> Wellbeing / nurture sessions delivered by a trained practitioner and focus on a specific social skill, or a group of 'can do' skills, and use a combination of modelling, reinforcing, scaffolding strategies, and coaching skills to improve emotional wellbeing The Learning Mentor will support learning regarding self-regulation to support with the emotional health of children across the school Training provided for accreditation in outdoor learning is cascaded to staff to develop confidence and understanding. Outdoor Learning Leader to cascade training to all classroom staff Pupils benefit from regular outdoor learning sessions positively impacting on their mental health, social skills, confidence and ability to collaborate with others. Investment in resources and training ensures high quality teaching and consistent approach to PSHE Pupils have access to highly skilled professional counselling to support their emotional health & wellbeing. There will be an increased SLA to reflect the growing need for this type of support due to the impact of COVID Children receive breakfast daily ensuring that their basic needs are met in a calm and nurturing environment supporting them to be ready to learn. 	<p>Total: £18,760</p> <p>Breakdown;</p> <ul style="list-style-type: none"> Resourcing & staff training £512 Staffing £6500 In-house counselling £6288 Breakfast Club provision (£140pw) £5460
<p>Improvement of attainment/ outcomes</p>	<ul style="list-style-type: none"> Teacher led intervention for pre-teach / post teach catch up Introduction of new Maths scheme (Big Maths) with specialist training for staff End of KS1/2 intervention support 	<ul style="list-style-type: none"> A wider range of creative personalised learning opportunities will be provided Enhancing and developing opportunities for cultural capital both within the school and by accessing the local community; Walking – visiting places of interest, Library visits – school library and local libraries, Museums – bringing more artefacts into school and visiting museums, theatres, music and the arts venues – 	<p>Total: £14,750</p> <p>Breakdown;</p> <ul style="list-style-type: none"> Intervention costs £6500 Maths catch up programme £1250 EoKS2 intervention support £1000

	<ul style="list-style-type: none"> • Development of ICT resourcing to give capacity to support online learning in the case of any further lockdown. • Introduction of new Phonics scheme (Read Write Inc) with specialist training for staff and contribution towards new reading resources. 	<p>school-based productions and opportunities e.g. school choir and performance locally</p> <ul style="list-style-type: none"> • Teaching and learning sessions will be tailored to individuals and focused on learning gaps • Pupils' engagement and interaction will improve (impacting on expressive communication outcomes) • Resources will be focussed to support individual learning gaps (impacting on behaviour outcomes also) • Pupil voice will provide feedback for further developing our understanding of barriers to learning (impacting on personal development and motivation outcomes) • ICT resourcing allows improved access to online resources to support /facilitate learning eg: Google Classrooms/Purple Mash etc. 	<ul style="list-style-type: none"> • EoKS1 intervention support £1000 • Chrome books resources £2500 • Maths scheme & training £2000 • Enrichment £500
TOTAL SPEND			£54,749.45
PPG funded			£45, 730
School Contribution			£9019,45

End of Year Review Statement 2020/21

This year has been challenging due to the second school's closure resulting from the Coronavirus pandemic. We know, from research, that interrupted attendance will have an impact on learning as well as on emotional wellbeing and this is particularly noticeable in the achievement of disadvantaged pupils. With that in mind, going into the second lockdown we increased our vigilance over those children and, after completing further risk assessments we invited a greater number of children receiving pupil premium into school alongside other vulnerable groups and keyworker's children. This gave us the opportunity to target academic and emotional support for these children whilst they were in our care within small groups than the usual class sizes.

Our school focusses very much on providing the support for children to be in the optimal zone for learning, whether this be by providing emotional support or breakout and/or sensory spaces. This year we have created and resourced 2 further break out spaces so that class group bubbles have not mixed and have provided more resources in the classrooms for sensory regulation so that children have not had to move around the building so much.

Our learning Mentor has been unable to run Nurture Groups and talk time as previously, however she was deployed in the class group bubble with the greatest concentration of vulnerable children and has continued her Trauma Informed Schools work in that bubble alongside other classroom duties. We have continued to fund our school counsellor from CHALK and she has connected with the most vulnerable children who remained at home via telephone and secure video call during the lockdown, continuing her one to one work in the terms that the children have been in school.

Funded Breakfast Club has continued for those most vulnerable pupils on an invite basis.

In the Autumn Term all classroom staff trained over 2 full days in the delivery of the Read Write Inc Phonics programme. This programme has been rolled out across the school with EYFS and Key Stage 1 children accessing daily structured reading and phonics lesson in small ability led groups.

Targeted groups in Key Stage 2 have accessed phonics interventions with the Read Write Inc style of teaching being used in all classrooms. All children have been making rapid progress and where the gaps were greater one to one intervention has been put in place across Key Stage 1 and 2.

The Big Maths curriculum has also been introduced across the school with all staff trained over several weeks to be able to deliver high quality, challenging lessons which specifically focus on closing attainment gaps in Maths.

All staff have continued to have one afternoon a week to deliver ongoing interventions one to one or small groups where a gap in learning needs addressing or pre or post teach needs to be carried out. The class is taught that afternoon by an HLTA so there is minimal disruption to the children's learning and emotional wellbeing.

The school PSHE curriculum (Jigsaw) has been further embedded over this year with a statutory consultation on RSE taking place and new materials being delivered.

Further funding has been given to raise ICT capacity through the purchase of a further 30 Chromebooks and trolley (which is vital to ensure the devices are always ready for use)

The roll out of training by the Outdoor Learning Lead has been interrupted by the school's closures and other curriculum priorities and this will continue into next academic year.

The Pod facility continued until December 2021 with all children accessing that provision being successfully transitioned back to their classrooms.