



# Pupil Premium Report

2019-2020

## 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 aim to make full and effective use of the pupil premium:

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

## 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 publish this 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 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 work closely with other professional involved with pupils and families
- 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 (where appropriate) & review individual pupil behaviour support plans
- We have worked closely with other professional involved with pupils and families; e.g. signposting services, developing EHCP outcomes, supporting social care issues

## School Context

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Total eligible for PPG	Total	Key stage	Boys	Girls	Looked after children (LAC) (in care)	Parents Serving in the Armed Forces (SPP)
	21	KS1 (5)	1 (4%)	4 (19%)	0	0
	11%	KS2 (16)	7 (33%)	9 (42%)	0%	0%

Number on Roll	175
No. eligible for PPG	21
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
Total PPG received	£41,200

# Summary of Pupil Premium Spending 2019/20

Focus	Summary of interventions	Expected Impact of Intervention	Summary of spending
Engagement, enjoyment and standards in speech, language & communication	<ul style="list-style-type: none"> <li>Communication groups and language support (with staff/SALT intervention support for key pupils)</li> <li>Cost towards SL&amp;C training</li> <li>To further develop SL&amp;C resources</li> </ul>	<ul style="list-style-type: none"> <li>Classrooms are developed to meet sensory needs. Staff supported through staff training</li> <li>Further development of the S&amp;L space will enable learners to process engage in meaningful activities and intervention to support their S&amp;L development</li> <li>Further development of resources within S&amp;L spaces will support speech, language and communication and interactive learning</li> <li>A meaningful range of workshops and parents sessions / events will support the needs of the families</li> </ul>	<p><b>Total: £10,839.45</b></p> <p>Breakdown;</p> <ul style="list-style-type: none"> <li>SAL support (staffing) £9839.45</li> <li>Training £ 500</li> <li>Resourcing £500</li> </ul>
Development of sensory integration & self-regulation skills	<ul style="list-style-type: none"> <li>Development of Hub Room, Hive and Rainbow Room environments and resources (including SAL room)</li> <li>Staff training on use of sensory breaks techniques incorporated into daily activities</li> <li>Intervention support provided for pupils identified with heightened sensory sensitives</li> <li>Provision of nurture support for KS1/2 through Learning mentor</li> <li>Development of 'The Pod' facility incl. staffing to support pupils in KS1</li> </ul>	<ul style="list-style-type: none"> <li>Further development of the Rainbow / 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</li> <li>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, forest school</li> <li>The Pod provision supports pupil' emotional and social development promoting self-regulation and facilitates a successful integration in to the mainstream classroom</li> <li>Pupil sensory needs are met through the development of the classroom environments &amp; staff training and skills</li> </ul>	<p><b>Total: £10,400</b></p> <p>Breakdown;</p> <ul style="list-style-type: none"> <li>Room development £500</li> <li>Resourcing £1000</li> <li>Staffing £6500</li> <li>Staff training (overtime) £ 400</li> <li>£1000 (training)</li> <li>Development of facilities £1000</li> </ul>

Improvement of emotional health, wellbeing and happiness:	<ul style="list-style-type: none"> <li>Extended wellbeing led activities, including positive mental health sports use of the outdoors i.e. outdoor learning activities</li> <li>Structured social inclusion provided through a consistent approach to PSHE, Citizenship and RSE enrichments sessions, events and assemblies. To include School Council</li> <li>Tailored individual support and resources e.g. EP/ counselling /jigsaw resources/pastoral sessions</li> <li>Training for staff – PSHE resourcing</li> <li>Provision of in-house counselling service (Chalk)</li> <li>Provision of nurture support for KS1/2 through Learning mentor</li> <li>Provision of Breakfast Club</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>The Learning mentor will support learning regarding self-regulation to support with emotional health of children across the school</li> <li>Training provided for accreditation in outdoor learning is cascaded to staff to develop confidence and understanding.</li> <li>Pupils benefit from regular outdoor learning sessions positively impacting on their mental health, social skills, confidence and ability to collaborate with others.</li> <li>Investment in resources and training ensures high quality teaching and consistent approach to PSHE</li> <li>Pupils have access to highly skilled professional counselling to support their emotional health &amp; wellbeing</li> <li>Children receive breakfast daily ensuring that their basic needs are met in a calm and nurturing environment supporting them to be ready to learn.</li> </ul>	<p><b>Total: £18,760</b> Breakdown;</p> <ul style="list-style-type: none"> <li>Resourcing &amp; staff training £2000</li> <li>Staffing £6500</li> <li>In-house counselling £4800</li> <li>Breakfast Club provision (£140pw) £5460</li> </ul>
Improvement of attainment/ outcomes	<ul style="list-style-type: none"> <li>Teacher led intervention for pre-teach / post teach catch up</li> <li>Maths catch up intervention (3<sup>rd</sup> space)</li> <li>Maths scheme with specialist training for staff</li> <li>EoKS1/2 intervention support</li> <li>Development of ICT resourcing</li> </ul>	<ul style="list-style-type: none"> <li>A wider range of creative personalised learning opportunities will be provided</li> <li>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 free museums, Theatres, music and the arts – school-based productions and opportunities e.g. school choir and local productions</li> <li>Teaching and learning sessions will be tailored to individuals and focused on learning gaps</li> <li>Pupils’ engagement and interaction will improve (impacting on expressive communication outcomes)</li> <li>Resources will be focussed on support individuals learning gaps (impacting on behaviour outcomes also)</li> </ul>	<p><b>Total: £14,750</b> Breakdown;</p> <ul style="list-style-type: none"> <li>Intervention costs £6500</li> <li>Maths catch up programme £1250</li> <li>EoKS2 intervention support £1000</li> <li>EoKS1 intervention support £1000</li> <li>Chrome books resources £2500</li> <li>Maths scheme &amp; training £2000</li> <li>Enrichment £500</li> </ul>

		<ul style="list-style-type: none"> <li>• Pupil voice will provide feedback for further developing our understanding of barriers to learning (impacting on personal development and motivation outcomes)</li> <li>• ICT resourcing allows improved access to online resources to support /facilitate learning</li> </ul>	
<b>TOTAL SPEND</b>			<b>£54,749.45</b>
PPG funded			<b>£41,200</b>
School Contribution			<b>£13,549.45</b>

# End of Year Review Statement 2019/20

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Shortly after completing our mid-year review of Pupil premium expenditure in March 2020, many schools in England were affected by the coronavirus pandemic. Throughout the period of closure, Heamoor School continued to provide care and support for the children of key workers and our most vulnerable pupils.

We know from research that disadvantaged pupils' learning is likely to be adversely affected by school closure and Heamoor have worked hard to mitigate this. We have provided home learning activities, both online and in paper-based format and a wide range of resources for all pupils including communication books and sensory equipment. We are aware that internet access has been problematic for some families and have endeavoured to provide support where this is the case, e.g. delivery of learning packs to pupils' addresses. We stayed in contact with every family during the week via class dojo messaging and contacted families by phone on a fortnightly basis (but also as necessary) and for our most vulnerable families, we made weekly check in phone calls. Staff went above and beyond to support families, particularly children with EHCPs, this included 1:2 outdoor learning sessions and working with additional services such as social care, health teams and education welfare to ensure that families are supported.

Since the beginning of June 2020, following government and local authority guidance, additional children in some key stages began to return to school. The school worked very hard to ensure that these returning pupils were safe and happy in their bubbles. Our top priority has been to address their social and emotional needs and to ensure that any anxiety about returning to school is minimised. With this in place, we are now turning our attention to beginning to identify any learning gaps (June/July 2020) which have come about during the lockdown period, particularly so for disadvantaged children. We have, of course, continued to provide home learning opportunities for those children who will not be re-joining us until September. During this time, we also added to our home learning provision by having online 'zoom' sessions either led by the class teachers or by our in-house musician, sessions included class quizzes, class stories, project discussions etc. Learning was shared and celebrated.

We are now thinking ahead to the new academic year and to what a 'recovery curriculum needs to look like for our children, including our disadvantaged and vulnerable pupils. This will further inform the planning of our 3-year strategy for raising the attainment of disadvantaged children at this school. We will focus on:

- Identifying learning gaps and putting high impact strategies in place to address them
- Improved use of alternative communication systems across the curriculum to support inclusion of pupils with communication difficulties
- Strengthened and improved levels of personal choice and engagement and pupils' capacity to regulate their own behaviour and learning
- Developing good emotional health, self-regulation, happiness and wellbeing



- Increased parental engagement and participation seen by those parents/carers who currently demonstrate limited parental engagement
- Ensuring the curriculum is exciting, rigorous, relevant and fit for purpose in the changed world in which we all now find ourselves

Our 3-Year Strategy will be scrutinised by our Governing Body in the autumn term and we are confident that the reviewed plan will enable us over time to implement our carefully chosen evidence-informed strategies that result in a closing of existing attainment gaps. The new 3-year plan will continue to be regularly reviewed in each year of its cycle.