

Herrick Primary School Pupil Premium Strategy Statement

2024-25

'to give each and everyone a chance'

This statement details our school's use of pupil premium 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	Herrick Primary school
Number of pupils in school	372
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	August 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Mr Umesh Patel (Headteacher)
Pupil premium lead	Mr Umesh Patel
Governor / Trustee lead	Mr Steve Martin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 72, 520
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	£ 72, 520

Part A: Pupil premium strategy plan

Statement of intent

- At Herrick Primary School our ultimate intention is to ensure that all children, including those that are classed as disadvantaged, make at least good or better progress and be at least in line with their age-related-expectations. Our Pupil Premium Strategy focusses on both the academic attainment and progress as well as being prepared for life as a 21st century citizen.
- The key challenges focus on developing the whole child; gaining lifelong skills to support well-being; the ability to communicate effectively and with confidence; and to develop their physical and personal health.

Our main aim is to ensure that our disadvantaged children have access to a bespoke provision map: accessing the relevant and necessary cultural capital experiences, resources and learning at the same level as their non-disadvantaged peers. Our bespoke provision is an essential driver in ensuring change happens:

- Reading approach in class and intervention is adapted based on current studies to support children access all aspects of the curriculum
- Emphasis on physical activities to support health lifestyle choices
- Develop individual pupil profiles to support pastoral needs and enrichment opportunities

The use of our Pupil Premium is driven by our endeavour to ensure disadvantaged children achieve in line with, or better than, all pupils nationally by:

- Removing any barriers to learning which impact on progress, behaviour and attendance;
- Using up-to-date research evidence to implement the most effective teaching and learning strategies and interventions;
- Carrying out rigorous evaluation of the performance of disadvantage pupils to ensure the provision is adjusted in a timely manner;
- Working to develop oral language and vocabulary for all of our children;
- Being ambitious in the pace and expectation of reading acquisition for all pupils in order to allow them to read with increasing breadth for purpose and pleasure to widen their background knowledge and continue to develop their vocabulary.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions have identified that many pupils enter the school with skills well below what is typical for their age in all areas, especially those that are disadvantaged in EYFS and KS1.
2	Our assessment and observations demonstrate that pupils enter the school with low oral language skills, limited vocabulary and often have a high need for speech and language intervention (high proportion of EAL pupils).
3	Due to the demographic of our children and those with disadvantaged needs, children are not exposed to a wide variety of life experiences that allow them to experience, in context, the vocabulary required to access the curriculum.
4	The reading material that our children have access to at home is a limiting factor and the regularity in which good reading habits are being modelled prevents our children from making the required progress.
5	Our children have a limited involvement in extra-curricular enrichment activities, which prevents them from being able to refer to life experiences
6	The health of our children, especially those that are deemed disadvantaged, impacts both attendance and academic progress (key families).
7	Due to socio-economic factors, the aspiration and resilience of our disadvantaged children consistently coincides with an attitude that places limits on what they can achieve.
8	The engagement with pupil premium families (both reluctance and difficulty with communication) are limiting factors. Thus, poor communication and language skills in mother-tongue and in English proves to be a barrier to success of our disadvantaged children.
9	Our pupils and their families have welfare needs that are required to be met in school, particularly in-relation to social and emotional factors.

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
Continue to develop first quality teaching, ensuring all subjects are delivered at a high standard.	Progress is at least good in all subjects across the primary curriculum. Progress points, at the end of KS2, is 4 or above in reading, writing and maths for all pupils including disadvantaged pupil group.
Pupil premium children make progress at least in line with non-pupil premium.	
Improved reading attainment	Reading Age for all disadvantaged children progresses by either one year or is in line with age related expectation.
Improved oral language skills and vocabulary. To further develop confidence in oracy: presentation skills and voice projection.	Pupils use words, identified in the vocabulary (lesson plans/SOLs), in their writing and explanations. Observations show pupils as willing participants and engaged in class discussions & role play. EEF identifies very high impact for oral language interventions (+7 months) Oral language interventions EEF (educationendowmentfoundation.org.uk)
Embed Herrick Learning Attitudes and Learning Discipline	Application of metacognition strategy in class show significant improvement in attention and independence. EEF identifies very high impact for metacognition and self-regulation (+6 months) Metacognition and Self-regulated Learning EEF (educationendowmentfoundation.org.uk)
To sustain well-being for all pupils, particularly with identified disadvantaged.	A significant reduction in incidents relating to individuals on CPOMs.(key children) Qualitative data from student voice (whole school and disadvantaged children who have received pastoral care.) – 80% good. A significant increase in social participation during break and lunchtimes –reflected in individual profiles. EEF identifies high impact for social and emotional learning (+4 months)

	Social and emotional learning EEF (educationendowmentfoundation.org.uk)
To further develop health and fitness post covid and sustain long term.	<p>P.E Passport indicate improved levels of confidence and stamina and improved skills.</p> <p>Children are accessing and applying information about healthy eating.</p> <p>Children participate in all P.E lessons, join sports clubs that are offered to them during extra-curricular activities.</p>
Competency at the appropriate level for all disadvantaged pupils in Computing.	<p>Computing lessons demonstrate all disadvantaged children can access learning and fully participate in sessions at the same level as their peers.</p> <p>All children understand how to stay and remain safe online; understanding where they can go to seek help as and when needed:</p> <p>Herrick Primary School</p>
Attendance level to be above national average and persistent absenteeism is below N. Average.,	<p>Absence of all pupils is less than 4% and absence of the disadvantaged pupils is less than 5.6%.</p> <p>Persistent Absentees for all pupils is reduced and below 16%.</p> <p>Supporting attendance EEF (educationendowmentfoundation.org.uk)</p>
Pupils and their families have welfare needs met.	<p>All parents requesting help, or where the school identifies needs – Early help or relevant agency/support is involved.</p> <p>Higher level of engagement through SENDco and pastoral lead communicating with identified families and support throughout the entire process to be given.</p>
Barriers to participation in all aspects of school life are addressed.	All pupils have the opportunity to attend all trips and visits. Attendance at breakfast club is offered to all pupils free of charge.

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: £ 47, 370

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuous professional development to improve quality first teaching for all staff.</p> <ul style="list-style-type: none"> -AH working with staff (grow goals) -Teacher Assistant training termly -1 day external consultant to work with teachers -metacognition support (Key CPD) 	<ul style="list-style-type: none"> -Education Endowment Foundation Teaching and Learning Toolkit (2021) -Education Endowment Foundation Metacognition and self-regulation guidance report -Ofsted Paper on pupil premium pupils and progress (2014). Research into quality of teaching impact on pupil learning: Sutton Trust (2011) (2014 Current and historical school improvement 	1, 2, 3
<p>Additional teaching support In Year 5 and 6 to reduce class sizes thus improving guided teaching time, talk time and feedback opportunities to pupils.</p>	<p>Education Endowment Foundation Teaching and Learning Toolkit</p> <p>Education Endowment Foundation using your Pupil Premium Fund Effectively (2021)</p> <p>Internal school data</p>	1, 2
<p>Training of Staff in Voice 21, purchase of Talking Tiles for identified individuals and ongoing provision of CPD in Oracy.</p>	<p>https://voice21.org/wp-content/uploads/2019/10/Voice-21-State-of-speaking-in-our-schools.pdf</p> <p>Research from Voice 21</p>	1, 2
<p>A bespoke KS1 phonics plan which is reviewed and assessed half termly in term 1 to incorporate a catch up and current expectations.</p>	<p>Education Endowment Foundation Teaching and Learning Toolkit</p> <p>Education Endowment Foundation using your Pupil Premium Fund Effectively (2021)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 2, 3
<p>Introduction of Revised English Curriculum to narrow the gap and help children narrow the gap. Think Aloud</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://voice21.org/wp-content/uploads/2019/10/Voice-21-State-of-speaking-in-our-schools.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	1, 2, 3
<p>Literacy –working below</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2

CPD workshops on Metacognition with implementation to begin in term 1.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	3
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Targeted academic support

Budgeted cost: £ 11, 430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading lead timetabled to support structured intervention (literacy)	Education Endowment Foundation Teaching and Learning Toolkit	1, 2, 3
Teaching Assistants in all year groups are trained to support learning through interventions	Education Endowment Foundation using your Pupil Premium Fund Effectively (2021)	1, 2
Lexia Intervention – reading support		1, 2, 3
Nellie (language intervention). Staff trained and delivering to identified children	Internal school data https://www.lexiauk.co.uk/ https://www.teachneli.org/	1, 2
Maths materials purchased to support specific needs for those finding maths most challenging.	Improving Mathematics in EYFS and KS1/ EEF	1, 3

Wider strategies

Budgeted cost: £ 13, 720

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of Herrick Character and Learning Attitudes	Education Endowment Foundation Teaching and Learning Toolkit	5, 7, 8, 9
Funding for trips, breakfast club and visits	Education Endowment Foundation using your Pupil Premium Fund Effectively (2021)	5, 7, 9
Laptops to ensure access to homework		4, 8, 9
Fortnightly Library Visits	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	5, 7
Outdoor learning sessions + Pastoral lead		7, 9

<p>Physical activities for identified pupils / separate to PE lessons</p> <p>Embedding the current principles of good practice set out in the DfE's Improving School Attendance</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	<p>https://www.activehb.org.uk/big-moves</p> <p>Through working collaboratively with Safeguarding Lead, Headteacher, EWO and SENDco, the strategies are implemented to reduce persistent absence</p> <p>Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	<p>6, 8, 9</p>
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Total budgeted cost: £ 72, 520

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 2023 to 2024 academic year.

KS2	Pupil Premium (7 pupils)	Non-Pupil Premium (53 pupils)	Difference	
Reading	84%	77%	+7	
Reading GDS	14%	28%	-14	
Writing	28%	62%	-34	
Writing GDS	-	4%	-4	
Maths	56%	81%	-25	
Maths GDS	14%	26%	-12	
Combined	28%	60%	-32	
Combined GDS	-	3%	-3	

Our end of year outcomes for KS2 demonstrates that performance overall was below non-PP, except for reading at expected. Reading interventions and support to ensure progress for PP children has been highlighted in our PP statement. Writing is an area of development throughout the school and is a school priority which has shown an overall decline. The maths outcome reflected positive scores in arithmetic but PP scored low in the reasoning papers.

KS1	Pupil Premium (9 pupils)	Non-Pupil Premium (42 pupils)	Difference
Reading	33	81	-48
Reading GDS	-	14	-14
Writing	33	43	-10
Writing GDS	-	5	-5
Maths	33	64	-31
Maths GDS	-	7	-7
Combined	22	43	-21
Combined GDS	-	2	-2

Pupil premium across all curriculum areas below (9 children – further development needed (4/9 children SEN). Nevertheless, from the 9 PP pupils who had to retake their phonic screening test – 5/9 passed, this equates to 55%.

Attainment measures for EYFS and Phonic Screening

EYFS outcomes: 0/1 pupil premium did not achieve GLD – good progress made in-relation to number and number patterns, also evidence through 1:1 reading reflects development of comprehension (introduction of phonic programme in spring 22), however ‘writing’ remains an area of development.

	2023-24	
EYFS	All	PP.
% with GLD at the end of EYFS	52%	0% (0/1)
Phonics		
% achieving the expected standard in phonics by the end of year 1	78% (29/37)	- (no PP)
% achieving the expected standard in phonics by the end of year 2	36% (8/22)	33% (2/6)

Overall Outcomes:

Year 5 (2023-24: 10 pupils)

Summer Tests		
at expected	non-PP	PP
Reading	69%	80%
Maths	58%	70%
Writing	29%	60%

NGRT Reading Age - R.Age (Yrs/Mths)		
R.Age (Yrs/Mths)	non-PP	PP
Sum. (Yr4)	9/6	10/4
(Y5)	11/10	12/3
Progress	2y4m	1y11m

Summary

- PP outcomes above in all core areas
- In reading: 11% above, 12% and 31% respectively in maths and writing
- Also significantly above at higher standard in all subjects
- Reading age scores reflect less progress than non-PP, however 5 months higher reading age

Year 4 (2023-24: 8 pupils)

Summer Tests		
at expected	non-PP	PP
Reading	70%	62%
Maths	72%	62%
Writing	56%	38%

NGRT Reading Age - R.Age (Yrs/Mths)		
	non-PP	PP
Sum. (Yr3)	8/2	9/10
(Y4)	10/3	9/2
	2y1m	-8m

Summary

- PP outcomes broadly in-line with non-PP in reading and maths.
- Writing outcome for PP significantly less than non-PP
- Reading age tests to be repeated, review level of authenticity in outcome for PP children (-8 months)

Year 3 (2023-24: 10 pupils)

Summer Tests		
at expected	non-PP	PP
Reading	85%	70%
Maths	80%	40%
Writing	74%	40%

NGRT Reading Age – R.Age (Yrs/Mths)		
	non-PP	PP
Sum. (Yr2)	8/5	8/5
YARC (Y3)	9/6	7/4
Progress	1y1m	-1y1m

Summary

- PP outcomes broadly in-line with reading
- Similar to year 2 outcomes, Writing outcome for PP significantly less than non-PP also
- Reading age tests to be repeated, review level of authenticity in outcome for PP children (-1y1m)

Year 2 (2023-24: 9 pupils)

Summer Tests		
at expected	non-PP	PP
Reading	81%	33%
Maths	64%	33%
Writing	43%	33%

PHONICS (re-take)		
	N0. pass	% pass
All	8/22	36%
Boys	7/13	54%
Girls	1/9	11%
Pupil Premium	2/6	33%
Non-PP	6/16	37%
SEN		

Summary

- PP outcomes significantly below in reading
- High % of SEN (5/9)
- 2/6 PP met threshold in phonic retake

Year 1 (2023-24: 0 pupils)

Summer Tests		
at expected	non-PP	PP
Reading		-
Maths		-
Writing		-

Attendance for 2023-2024 is shown below:

Attendance Overall						
	Attendance			Persistent Absence		
Groups	School 22-23	School 23-24	National Average 23/24	School 22-23		National Average 23/24
non-PP	93.3	94.6	92.8 (overall)	20.4	16.0	20.7% (overall)
PP pupils	90.7	92.8		23.3	17.4	
Difference	-2.6	-1.8		-2.9	-1.4	

PP children attendance has seen a small increase from the previous year +2.1, and the difference between non-PP has also narrowed by 0.8. PP pupils are below the national average attendance for 23/24 academic year, but below the persistent A. national average by 3.3%.

Year Group Attendance				
Year Group	No of Pupil Premium	Pupil Premium (attendance)	non-PP (attendance)	Difference
Reception	1	95.2	92.4	+2.8
Year 1	-	100	94.2	+5.8
Year 2	9	85.5	95.5	-10.0
Year 3	10	91.6	94.8	-3.2
Year 4	8	94.8	94.8	=
Year 5	10	96.4	95.8	+0.6
Year 6	7	95.8	95.4	+0.2

Year 2 and 3 PP children have the highest rate of absence, the highest differential gap is in Year 1 (-10.0) and Year 4 (-3.2).

Pupil Premium: Numbers of children missing > 10% of sessions (end of Year) in each year group								
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Total No. of PP		0/1	-	4/9	3/10	2/8	1/10	1/7
%		0%	-	44%	30%	25%	10%	14%

Attendance in 2023/24 continued to be an area of focus for the school, particularly persistent absence. This continues to be a focus particularly for our younger children.

Externally provided programmes

Programme	Provider
TT Rockstars	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

