

# Herrick Primary School Pupil Premium Strategy Statement

2023 -24

*'to give each and everyone a chance'*

This statement details our school's uses of pupil premium (and recovery premium for 2023 to 2024 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	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 ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	August 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mr Umesh Patel (Head Teacher)
Pupil premium lead	Mr Umesh Patel
Governor / Trustee lead	Mr Steve Martin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 69, 250
Recovery premium funding allocation this academic year	£ 6, 380
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 75, 630

# Part A: Pupil premium strategy plan

## Statement of intent

At Herrick Primary School our intention is that all children make good progress in line with age related expectations or higher. Our pupil premium strategy focusses on both academic attainment and preparation as citizens of the 21<sup>st</sup> century. The key challenges focus on developing the whole child: lifelong skills to support well-being: communication and physical and personal health.

Our aim is to ensure that disadvantaged pupils can access enrichment, resources and learning at the same level as their peers. Bespoke provision is essential in making change.

- 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	Many pupils enter the school with skills well below what is typical for their age in all areas.
2	Pupils enter the school with low oral language skills, limited vocabulary and speech and language needs (high proportion of EAL pupils).
3	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	Reading material at home and modelling of reading habits is limited.
5	Access to enrichment activities are limited.
6	Health impacts both attendance and academic progress (key families).
7	Aspiration and resilience – limits on what they can achieve.
8	Engagement with pupil premium families (both reluctance and difficulty with communication). Weak communication and language skills in mother-tongue and in English
9	Pupils and their families have welfare needs that are required to be met in school, particularly in-relation to social and emotional.

## 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.
Pupil premium children make progress at least in line with non-pupil premium.	Progress points, at the end of KS2, is 4 or above in reading, writing and maths for all pupils including disadvantaged pupil group.
Improved reading attainment	Reading Age for all disadvantaged children progresses by either one year or is in line with age related expectation.

<p>Improved oral language skills and vocabulary.</p> <p>To further develop confidence in oracy: presentation skills and voice projection.</p>	<p>Pupils use words, identified in the vocabulary (lesson plans/SOLs), in their writing and explanations.</p> <p>Observations show pupils as willing participants and engaged in class discussions &amp; role play.</p>
<p>Embed Herrick Learning Attitudes and Learning Discipline</p>	<p>Application of metacognition strategy in class show significant improvement in attention and independence.</p>
<p>To sustain well-being for all pupils, particularly with identified disadvantaged.</p>	<p>A significant reduction in incidents relating to individuals on CPOMs.(key children)</p> <p>Qualitative data from student voice (whole school and disadvantaged children who have received pastoral care.) – 80% good.</p> <p>A significant increase in social participation during break and lunchtimes –reflected in individual profiles.</p>
<p>To further develop health and fitness post covid and sustain long term.</p>	<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</p>
<p>Competency at the appropriate level for all disadvantaged pupils in Computing.</p>	<p>Computing lessons demonstrate all disadvantaged children can access learning and fully participate in sessions at the same level as their peers.</p> <p>Provision of laptops for identified disadvantaged/vulnerable children allow access to and completion of weekly homework.</p>
<p>Attendance level to be above national average and persistent absenteeism is below N. Average.,</p>	<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>Pupils and their families have welfare needs met.</p>	<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.</p>
<p>Barriers to participation in all aspects of school life are addressed.</p>	<p>All pupils have the opportunity to attend all trips and visits. Attendance at breakfast club is offered to all pupils free of charge.</p>

## 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: £ 50, 500

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"> <li>-AH working with staff (grow goals)</li> <li>-Teacher Assistant training termly</li> <li>-1 day external consultant to work with teachers</li> <li>-metacognition support (Key CPD)</li> </ul>	<ul style="list-style-type: none"> <li>-Education Endowment Foundation Teaching and Learning Toolkit (2021)</li> <li>-Education Endowment Foundation Metacognition and self-regulation guidance report</li> <li>-Ofsted Paper on pupil premium pupils and progress (2014).</li> </ul> <p>Research into quality of teaching impact on pupil learning: Sutton Trust (2011) (2014 Current and historical school improvement</p>	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><a href="https://voice21.org/wp-content/uploads/2019/10/Voice-21-State-of-speaking-in-our-schools.pdf">https://voice21.org/wp-content/uploads/2019/10/Voice-21-State-of-speaking-in-our-schools.pdf</a></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><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1, 2, 3
<p>Introduction of Revised English Curriculum to narrow the gap and help children narrow the gap.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1, 2, 3

Think Aloud	<a href="https://voice21.org/wp-content/uploads/2019/10/Voice-21-State-of-speaking-in-our-schools.pdf">https://voice21.org/wp-content/uploads/2019/10/Voice-21-State-of-speaking-in-our-schools.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	
Literacy –working below	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a>	1, 2
CPD workshops on Metacognition with implementation to begin in term 1.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	3

## 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	Internal school data <a href="https://www.lexiauk.co.uk/">https://www.lexiauk.co.uk/</a> <a href="https://www.teachneli.org/">https://www.teachneli.org/</a>	1, 2, 3
Nellie (language intervention). Staff trained and delivering to identified children	Internal school data <a href="https://www.lexiauk.co.uk/">https://www.lexiauk.co.uk/</a> <a href="https://www.teachneli.org/">https://www.teachneli.org/</a>	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 Education Endowment Foundation using your Pupil Premium Fund Effectively (2021) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a>  <a href="https://www.activehb.org.uk/big-moves">https://www.activehb.org.uk/big-moves</a>	5, 7, 8, 9
Funding for trips, breakfast club and visits		5, 7, 9
Laptops to ensure access to homework		4, 8, 9
Fortnightly Library Visits		5, 7
Outdoor learning sessions + Pastoral lead		7, 9
Physical activities for identified pupils / separate to PE lessons		6, 8, 9

**Total budgeted cost: £ 75, 630**

## 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.

KS2	Pupil Premium (16 pupils)	Non-Pupil Premium (44 pupils)	Difference
Reading	56%	57%	-1
Reading GDS	19%	18%	+1 (PP)
Writing	75%	52%	+23 (PP)
Writing GDS	6%	5%	+1 (PP)
Maths	88%	68%	+20 (PP)
Maths GDS	19%	23%	-4
Combined	56%	50%	+6 (PP)
Combined GDS	6%	5%	+1 (PP)

Our end of year outcomes for KS2 demonstrates that performance of disadvantaged pupils reflects good outcomes, either in-line with or above non-PP. Reading which has been a school priority has shown an overall decline, nevertheless no significant gap between PP and non-PP at both expected and greater depth standards. PP children achieved above non-PP in maths (+20%) and combined (+6%) at expected. Writing was significantly above (+23%) non-PP.

KS1	Pupil Premium (4 pupils)	Non-Pupil Premium (50 pupils)	Difference
Reading	75%	78%	-3
Reading GDS	-	-	-
Writing	25%	60%	-35
Writing GDS	25%	12%	+13 (PP)
Maths	25%	72%	-47
Maths GDS	-	28%	-28
Combined	25%	78%	-53
Combined GDS	-	-	-

Reading outcome reflects PP and non-PP in line, with a 100% (2/2) PP children meeting the threshold in their Phonic retake. 3/4 of PP were assessed as 'emerging' in reception but have made good progress, particularly with their overall reading ability: reading ages of both PP and non-PP was 8years and 5months (YARC reading assessment), a progress of 1y 9m and 1y 1m respectively. 1/4 PP children achieved greater depth in writing and expected in all other subjects.



## Attainment measures for EYFS and Phonic Screening

EYFS outcomes demonstrate 1/1 pupil premium achieved overall 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.

Phonic screening demonstrates a decline in PP outcomes – 2/9 met pass threshold (23%). Overall outcome for all – 60%. Year 2 retake, overall 59% and 100% (2/2) PP achieved threshold.

	2022-23	
<b>EYFS</b>	<b>All</b>	<b>PP.</b>
% with <b>GLD</b> at the end of EYFS	63%	100% (1/1)
<b>Phonics</b>		
% achieving the expected standard in <b>phonics</b> by the end of year 1	60% (31/52)	23% (2/9)
% achieving the expected standard in <b>phonics</b> by the end of year 2	59% (13/22)	100% (2/2)

Overall Outcomes:

**Year 6 - left** (2022-23: 16 pupils)

Summer Tests (Scaled Scores)		
	non-PP	PP
Reading	103	102.8
Maths	103.9	102.8

NGRT Reading Age - R.Age (Yrs/Mths)		
R.Age (Yrs/Mths)	non-PP	PP
Sum. (Yr5)	11/5	10/10
(Y6)	12/6	12/0
Progress	1yr 1m	1yr 2m

### Summary

- PP outcomes good, in particular writing and maths above non-pupil
- In reading: 64% of PP achieved expected and were 3% below non-PP at higher standard.
- In writing: PP above (+22%) non-PP at expected and in-line at higher standard.
- In maths: PP 14% above non-PP at expected but scaled score of non-PP higher due to greater number achieving higher standard – 103.9 and 102.8 respectively.

**Year 5** (2022-23: 7 pupils)

<b>Summer Tests</b>		
at expected	non-PP	PP
Reading	81%	100%
Maths	61%	86%
Writing	65%	57%

<b>NGRT Reading Age - R.Age (Yrs/Mths)</b>		
R.Age (Yrs/Mths)	non-PP	PP
Sum. (Yr4)	10/3	9/8
(Y5)	11/5	11/0
Progress	1yr 2m	1yr 4m

**Summary**

- PP outcomes above in core except for writing
- In reading: 19% above non-PP at expected and in-line at higher standard. Reading age reflect 2 months more progress than non-PP and scaled score is above at 110.0 in comparison to non-PP at 107.4.
- In writing: No significant difference with non-PP at expected and higher standard.
- In maths: PP significantly above non-PP at expected (+25%) and in-line with non-PP at higher standard.

**Year 4** (2022-23: 10 pupils)

<b>Summer Tests</b>		
at expected	non-PP	PP
Reading	71%	70%
Maths	63%	80%
Writing	67%	70%

<b>NGRT Reading Age - R.Age (Yrs/Mths)</b>		
	non-PP	PP
Sum. (Yr3)	8/4	8/5
(Y4)	9/6	10/4
	1yr 2m	1yr 11m

**Summary**

- PP outcomes in-line with non-PP in reading, writing and above in maths.
- In reading: 70% of PP achieved expected and 40% at higher standard. PP children achieved highest average reading age of 10yr 4m and highest level of progress – 1yr 11m.
- In writing: PP and non-PP in-line at expected and higher standard.
- In maths: PP above significantly above non-PP, +17% and +26% at expected and higher standard respectively.

**Year 3** (2022-23: 5 pupils)

<b>Summer Tests</b>		
at expected	non-PP	PP
Reading	58%	40%
Maths	60%	60%
Writing	52%	40%

<b>NGRT Reading Age – R.Age (Yrs/Mths)</b>		
	non-PP	PP
Sum. (Yr2) YARC	7/9	7/8
(Y3)	8/2	9/10
Progress	5m	1yr 2m

## Summary

- PP outcomes below in core except for maths.
- In reading: PP below at both levels, no PP at higher standard. 2/5 achieved expected, good progress made overall 1yr and 2m compared to 5m non-PP. Also reading age 9/10 above non-PP at 8/2.
- In writing: PP below at both levels, no PP at higher standard. 2/5 achieved expected. In maths: PP in-line with non-PP at expected but did not achieve at higher standard.

## Year 2 (2022-23: 4 pupils)

Summer Tests		
at expected	non-PP	PP
Reading	78%	75%
Maths	72%	25%
Writing	60%	25%

YARC Reading Age – R.Age (Yrs/Mths)		
	non-PP	PP
Sum. (Yr1) YARC	7/4	6/8
(Y2)	8/5	8/5
	1yr 1m	1yr 9m

## Summary

- PP outcomes in-line with reading but below in maths and writing.
- In reading: PP and non-PP broadly in-line at expected and achieved highest level of progress of 1yr and 9m.
- In writing: 1/4 PP achieved higher standard.
- In maths: 1/4 PP achieved expected.
- Phonic retake: All PP children passed phonic retake (2/2)

## Year 1 (2022-23: 9 pupils)

Summer Tests		
at expected	non-PP	PP
Reading	74%	33%
Maths	70%	33%
Writing	63%	33%

YARC Reading Age – R.Age (Yrs/Mths)		
	non-PP	PP
Aut. (Yr1) YARC	6/9	7
Sum. (Y1) YARC	8/9	8/4
	2yrs	1yr 4m

## Summary

- PP children significantly below in all core subjects, but good progress shown in reading and maths (not impacted by attendance).
- 3/9 PP children achieved expected in all core subjects.
- Phonic screening: 22% met pass threshold in comparison to 66% non-PP.

Attendance for 2022-2023 is shown below. This remains a focus for 2023-24.

Attendance Overall						
Groups	Attendance			Persistent Absence		
	School 21-22	School 22-23 (brackets compare to national av.)	National Average 22/23	School 21-22	School 22-23 (brackets compare to national av.)	National Average 22/23
non-PP	94.1	93.3 (-0.6)	93.9	20.4	20.4	22.0
PP pupils	92.9	90.7 (+2.0)	88.7	19.1	23.3	
Difference	-1.2	-2.6		-1.3	+2.9	

PP children attendance has fallen since 2022 and the attendance differential gap between PP and non-PP has increased to 2.6%. However, when comparing to DfE national average, it is 2% above.

PP persistent absence has increased from 2022 by 4.2% and is higher than non-PP by 2.9% - this is a cause for concern.

Year Group Attendance				
Year Group	No of Pupil Premium	Pupil Premium (attendance)	non-PP (attendance)	Difference
Reception	1	95.7	91.6	+4.1
Year 1	10 (1 left)	81.5	91.4	-9.9
Year 2	4	89.0	93.1	-4.1
Year 3	5	95.2	94.4	+0.8
Year 4	11	90.1	94.2	-4.1
Year 5	7	94.2	94.3	-0.1
Year 6	16	93.9	94.3	-0.4

Year 1 and 2 PP children have the highest rate of absence, however the highest differential gap is in Year 1 (-9.9) and Year 4 (-4.1).

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.	0/1	7/10	2/4	0/5	5/11	1/7	2/16	
%	-	70%	50%	-	45%	14%	12.5%	

Attendance in 2022/23 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?	

