Herrick Primary School Pupil Premium Strategy Statement
2021 -22

'to give each and everyone a chance'

This statement details our school's uses of pupil premium (and recovery premium for 2021 to 20222 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	382 (360 full time)
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 years
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
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	£ 65, 905
Recovery premium funding allocation this academic year	£ 7, 105
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	£ 73, 010

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 21st 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. 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.
Embed Herrick Learning Attitudes and Learning Discipline	Application of metacognition strategy in class show significant improvement in attention and independence.

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.
To further develop health and fitness post covid and sustain long term.	P.E Passport indicate improved levels of confidence and stamina and improved skills. Children are accessing and applying information about healthy eating. Children participate in all P.E lessons, join sports clubs
Competency at the appropriate level for all disadvantaged pupils in Computing.	Computing lessons demonstrate all disadvantaged children can access learning and fully participate in sessions at the same level as their peers. Provision of laptops for identified disadvantaged/vulnerable children allow access to and completion of weekly homework.
Attendance level to be above national average and persistent absenteeism is below N. Average.,	Absence of all pupils is less than 4% and absence of the disadvantaged pupils is less than 5.6%. Persistent Absentees for all pupils is below 8% and below 16%.
Pupils and their families have welfare needs met.	All parents requesting help, or where the school identifies needs – Early help or relevant agency/support is involved. Higher level of engagement through SENDco and pastoral lead.
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: £ *42, 799*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuous professional development to improve quality first teaching for all staff. -AH working with staff (grow goals) -Teacher Assistant training termly -1 day external consultant to work with teachers -metacognition support (Key CPD)	-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
Additional Teacher In Year 5 and 6 to reduce class sizes thus improving guided teaching time, talk time and feedback opportunities to pupils.	Education Endowment Foundation Teaching and Learning Toolkit Education Endowment Foundation using your Pupil Premium Fund Effectively (2021) Internal school data	1, 2
Training of Staff in Voice 21, purchase of Talking Tiles for identified individuals and ongoing provision of CPD in Oracy.	https://voice21.org/wp-content/uploads/2019/10/Voice-21-State-of-speaking-in-our-schools.pdf Research from Voice 21	1, 2
A bespoke KS1 phonics plan which is reviewed and assessed half termly in term 1 to incorporate a catch up and current expectations.	Education Endowment Foundation Teaching and Learning Toolkit Education Endowment Foundation using your Pupil Premium Fund Effectively (2021) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 3
Introduction of Revised English Curriculum to narrow the gap and help children narrow the gap.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3

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

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ *16, 719*

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 (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13, 492

Activity	Evidence that supports this approach	Challenge number(s) addressed
Junior Jam Initiative (dance/drama)	Education Endowment Foundation Teaching and Learning Toolkit Education Endowment Foundation using your Pupil Premium Fund Effectively (2021) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity https://www.activehb.org.uk/big-moves	5, 7, 8, 9
Funding for trips, breakfast club and visits		5, 7, 9
Laptops to ensure access to homework		4, 8, 9
Specialist Music tuition		5, 7
Outdoor learning sessions + Pastoral lead		7, 9
Physical activities for identified pupils / separate to PE lessons		6, 8, 9

Total budgeted cost: £ 73,101

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Review: last year's aims and outcomes

Aim	Outcome
Reading	KS1 predictions show that 1/3 Pupil Premium group were on track to meet the expected standard. Reading ages assessed through NGRT tests reflect reading ages of Pupil Premium and non-Pupil Premium as 6yrs/8mnths and 7yrs/9mnths, respectively. KS2 predictions were very pleasing with the Pupil Premium cohort in-line with the non-Pupil Premiumgroup (75% and 80%, respectively). NGRT tests reflect reading ages of Pupil Premium and non-Pupil Premium as 12yrs/9mnths and 13yrs/7mnths, respectively.
Writing	KS1 predictions show that 1/3 Pupil Premium group were on track to meet the expected standard. KS2 predictions were very pleasing with the Pupil Premium cohort in-line with the non-Pupil Premiumgroup (88% and 85%, respectively).
Maths	The gap between the Pupil Premium cohort and the non-Pupil Premium cohort in KS1 is concerning as none of the 3 Pupil Premium pupils achieved expected standard. Maths at KS2,75% of the Pupil Premium cohort were predicted to meet the expected standard in comparison to 82% for non-Pupil Premium group.
RWM combined	KS1 predictions for RWM was 0% for Pupil Premium, this was due to not meeting expected standard in Maths. In KS2 Pupil Premium pupils were predicted to achieve 50% in RWM.
Phonics	The Year 1 Phonics was predicted at 50% (1/2) for the Pupil Premium cohort and at 41% for the non-Pupil Premium cohort. As this is lower than the National average, support has been placed in Year 2 with extra support staff and interventions to ensure the whole cohort are not falling behind.

Year 6 cohort: All-60/ Dis.-8				NGRT Test	
	Expt. %		H. Level %		Reading Age (Yrs./Mnths.)
	All	Dis.	All	Dis.	All	Dis.
R	80	75	22	13	13/7	12/9
W	85	88	10	13		
M	82	75	22	13		

Year 5 cohort: All-61/ Dis.-13				NGRT Test	
	Expt. %		H. Level %		Reading Age (Yrs./Mnths.)
	All	Dis.	All	Dis.	All	Dis.
R	63	50	39	25	11/6	11/11
W	42	33	22	17		
M	59	33	32	8		

Year 4 cohort: All- 49/ Dis.-10				NGRT Test	
	Expt. %		H. Level %		Reading Age (Yrs./Mnths.)
	All	Dis.	All	Dis.	All	Dis.
R	57	45	39	27	9/10	9/3
W	59	64	24	9		
M	63	55	27	27		

Year 3 cohort: All- 60/ Dis.- 4				NGRT Test	
	Expt. %		H. Level %		Reading Age (Yrs./Mnths.)
	All	Dis.	All	Dis.	All	Dis.
R	72	100	33	0	8/5	6/5
W	63	100	26	0		
M	72	32	67	33		

Year 2 cohort: All- 54/ Dis.- 3				NGRT Test	
	Expt. %		H. Level %		Reading Age (Yrs./Mnths.)
	All	Dis.	All	Dis.	All	Dis.
R	51	33	15	0	7/9	6/8
W	40	33	6	33		
M	49	0	11	0		

Year 1 cohort: All- 51/ Dis.- 2				YARC Test Reading Age (Yrs./Mnths.)	
PHONICS					
No. of pupils working at		% of pupils working at			
All	Dis.	All	Dis.	All	Dis.
21	1	41	50	6/11	6/6

Externally provided programmes

Programme	Provider
TT Rockstars	
MyON Reading Programme	

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?	