

Herrick Primary School Pupil Premium Strategy Statement

2022 -23

'to give each and everyone a chance'

This statement details our school's uses of pupil premium (and recovery premium for 2022 to 2023 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	342
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 2022
Date on which it will be reviewed	July 2023
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
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	£ 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 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.
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 & 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"> -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). <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>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.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	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 1.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	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 https://www.lexiauk.co.uk/ https://www.teachneli.org/	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
Character lessons (KS2)	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		5, 7
Outdoor learning sessions + Pastoral lead	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	7, 9
Physical activities for identified pupils / separate to PE lessons	https://www.activehb.org.uk/big-moves	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 2021 to 2022 academic year.

Our end of year outcomes for KS2 demonstrates that performance of disadvantaged pupils continues to be an area of focus for the school at the Greater Depth standard. Reading which has been a school priority reflects the success of numerous initiatives in raising standards in reading. Nevertheless, there has been a decrease in Maths with a 36% fall from 2019 (94% to 58) and a gap of 20% with non-PP this year. Combined at expected is broadly in-line with non-PP.

KS2	Pupil Premium (12 pupils)	Non-Pupil Premium (49 pupils)	Difference
Reading	100%	80%	+20 (PP)
Reading GDS	25%	35%	-10
Writing	83%	78%	+5 (PP)
Writing GDS	0%	14%	-14
Maths	58%	78%	-20
Maths GDS	17%	37%	-20
Combined	58%	65%	7%
Combined GDS	0%	10%	-10

Our end of year outcomes for KS1 reflects an overall decline from 2019 outcomes, however reading and maths school outcomes are broadly in-line at Expected. Reading at Greater Depth shows PP 10% above non-PP. Nevertheless, there has been a decrease in Maths with a 36% fall from 2019 (94% to 58) and a gap of 20% with non-PP this year. Combined at expected is broadly in-line with non-PP. Decline in writing overall has impacted combined and is an area of development for the whole school, but particular in KS1.

KS1	Pupil Premium (5 pupils)	Non-Pupil Premium (49 pupils)	Difference
Reading	60%	61%	-1%
Reading GDS	20%	10%	+10% (PP)
Writing	20%	53%	-33%
Writing GDS	0%	2%	-2%
Maths	60%	63%	-3%
Maths GDS	20%	10%	+10% (PP)
Combined	20%	43%	-23%
Combined GDS	0%	2%	-2%

Attainment measures for EYFS and Phonic Screening

EYFS outcomes demonstrate 0/5 pupil premium did not achieve 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 good overall outcome for all – 77%, with 50% (2/4) PP meeting the pass threshold. Year 2 retake, overall 56% and 50% (1/2) PP achieved threshold.

	2021-22	
EYFS	All	PP.
% with GLD at the end of EYFS	58%	0% (0/5)
Phonics		
% achieving the expected standard in phonics by the end of year 1	77% (36/47)	50% (2/4)
% achieving the expected standard in phonics by the end of year 2 (<u>brackets indicate number not achieving phonics screening in Yr1</u>)	56% (10/18)	50% (1/2)

Overall Outcomes:

Year 6 - left (2021-22: 12 pupils)

Summer Tests (Scaled Scores)		
	All	PP
Reading	105	106
Maths	104	101

NGRT Reading Age - R.Age (Yrs/Mths)		
R.Age (Yrs/Mths)	all	PP
Sum. (Yr5)	11/6	11/11
(Y6)	13/6	13/9
Progress	+2/0	+1/10

- PP outcomes good, in particular reading above, although Maths a concern
- Only 58% PP achieve expected in maths
- 100% PP achieve expected in reading
- 7% gap PP v All at combined (expected)
- Reading age of PP above All (13/9) 3 months

Year 5 (2021-22: 13 pupils)

Summer Tests (Scaled Scores)		
	All	PP
Reading	107	105
Maths	106	104
Writing (TA) Exs	49%	50%
Writing (TA) GDS	6%	7%

NGRT Reading Age - R.Age (Yrs/Mths)		
R.Age (Yrs/Mths)	All	PP
Sum. (Yr4) (Y5)	9/10	9/3
Progress	+1/5	+1/7

Summary

- PP outcomes good, overall in-line with All
- PP limited %RWM at expected (50%) due to writing decline, although in line with All
- Reading age progress of PP is 2 months above All

Year 4 (2021-22: 6 pupils)

Summer Tests (Scaled Scores)		
	All	PP
Reading	104	103
Maths	102	101
Writing (TA) Exs	64%	60%
Writing (TA) GDS	19%	0%

NGRT Reading Age - R.Age (Yrs/Mths)		
	All	PP
Sum. (Yr3) (Y4)	8/5	6/5
	+1/10	+3/3

Summary

- PP good level of reading age progress of 3yrs 3m (highest all year groups)
- Scaled scores in reading and maths in-line
- Writing at GDS of PP 0%, broadly in-line at EXS

Year 3 (2021-22: 7 pupils)

Summer Tests (Scaled Scores)		
	All	PP
Reading	105	111
Maths	105	109
Writing (TA) Exs	65%	64%
Writing (TA) GDS	24%	33%

NGRT Reading Age - R.Age (Yrs/Mths)		
	All	PP
Sum. (Yr2) YARC	7/9	6/8
(Y3)	8/5	8/5
Progress	+0/8	+1/9

Summary

- PP achieve higher % at higher standard in all core subjects
- Reading age progress of PP is 1/1 above All
- PP writing GDS above All (3/4 girls)

Year 2 (2021-22: 5 pupils)

Summer Tests (Scaled Scores)		
	All	PP
Reading	101	97
Maths	101	99
Writing (TA) Exs	50%	20%
Writing (TA) GDS	2%	0%

YARC Reading Age – R.Age (Yrs/Mths)		
	All	PP
Sum. (Yr1) YARC	6/11	6/6
(Y2)	7/9	7/8
	+0/10	+1/2

Summary

- PP reading age progress above 'all' – 1yr 2m (+4m)
- Phonic retakes 1/2 PP met threshold
- PP significantly below at expected in writing (1/5 achieved standard)

Year 1 (2021-22: 4 pupils)

Summer Tests (Scaled Scores)		
	All	PP
Reading	102	84
Maths	103	86
Writing (TA) Exs	64%	0%
Writing (TA) GDS	0%	0%

YARC Reading Age – R.Age (Yrs/Mths)		
	All	PP
Aut. (Yr1) YARC	6/8	6/2
Sum. (Y1) YARC	7/3	6/8
	+0/7	+0/6

Summary

- PP significantly below 100 scaled score in reading and maths
- PP not achieving standard in writing
- 4 PP phonic screening 100% boy met threshold (1/1) and 33% girls (1/3)
- Reading age progress PP 1 month below All and 8 months behind overall

Attendance for 2021-2022 is shown below. This remains a focus for 2022-2023.

Attendance Overall						
Groups	Attendance			Persistent Absence		
	National Average 18/19	HPS 18/19	HPS 21/22	National Average 18/19	HPS 18/19	HPS 21/22
All Pupils	96.0	96.2	94.1	16.0	10.9	20.4
PP pupils	94.4	95.9	92.9	16.7	9.8	19.1

Year Group Attendance				
Year Group	No of Pupil Premium	All Pupils (attendance)	Pupil Premium (attendance)	Difference
Reception	6	90.3	85.5	4.8
Year 1	4	93.8	88.8	5.0
Year 2	5	94.1	93.6	0.5
Year 3	9	94.7	92.3	2.4
Year 4	5	96.0	96.9	3.1
Year 5	14	95.1	95.1	0
Year 6	12	96.4	93.8	2.6

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.	4/6	3/4	1/5	3/9	0/5	1/14	4/12
%	67%	75%	20%	33%	-	7%	33%

Attendance in 2021/22 continued to be an area of focus for the school, particularly persistent absence. This continues to be a focus and is a continued target on our current plan.

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?	
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