

Pupil premium strategy statement – Hermitage Primary School

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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	417
Proportion (%) of pupil premium eligible pupils	93 (22.3%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Nicholas Hingley
Pupil premium lead	Georgia Harling
Governor / Trustee lead	Ann-Marie Taylor Kent

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£143,560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£143,560

Part A: Pupil premium strategy plan

Statement of intent

At Hermitage Primary School, we aim to help all children thrive by identifying and providing for their individual needs, regardless of their starting points. Our main aim is to ensure that children who attract the Pupil Premium Grant (PPG) have learning barriers removed and are given every opportunity to succeed in school. Equity is of paramount importance, both in our school and as a trust. We recognise that each person has different circumstances and allocate the exact resources and opportunities needed so that they all have the opportunity to achieve the best progress.

We do this primarily through Quality First teaching, ensuring that all our staff have access to regular training and support. The focused training enables high-quality teaching and learning in the classroom. This plan aims to:

- embed our marking and feedback policy as well as assessment processes
- deliver a rich and connected curriculum with a clear progression of skills and knowledge
- extend teachers' expertise and skills using evidence-based pedagogical approaches

In addition to addressing the quality of teaching and learning, we also target the gaps in children's learning through evidence based interventions. This has been shown to be highly effective and so we ensure there are teaching assistants and specialised support staff who work closely with our children, both during lessons and in small groups or 1:1 sessions outside of the classroom. The impact of support is measured during regular team meetings and half-termly pupil progress meetings.

At Hermitage, many of the barriers to learning that our pupil premium children encounter come from all aspects of their lives, not just school. Due to this, we ensure that there is targeted support for social and emotional wellbeing alongside academic support. Our Pupil Wellbeing Officer works closely with children and their families to support them with a wide range of factors, such as friendships, self-confidence, self-regulation, de-escalation of behaviours and parenting advice. The Designated Safeguarding Leads (DSLs) also offer targeted support to any vulnerable pupil or family, regularly signposting to external agencies and specialist services. This year there is a higher percentage of children on the SEND register who are pupil premium. They are supported through our work with SEND in addition to the other support at school.

Finally, we offer a breadth of learning experiences outside of the classroom and instil a lifelong love of learning through themed weeks, trips, workshops, events, and speakers. Many of these come with an additional cost, which we supplement for children attracting the PPG so that they can enrich their learning and extend their cultural capital, as well as acquire ambitious aspirations for the future.

Our strategy is regularly monitored and reviewed by our leadership team and the trust PP Forum.

Challenges

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

Challenge number	Detail of challenge
1	<i>Pupils attracting PPG have lower attainment than their peers in core subjects and make less progress</i>
2	<i>Pupils attracting PPG have limited prior knowledge, which hinders learning, including cultural capital</i>
3	<i>EYFS pupils attracting PPG have lower starting points within speaking and listening, which hinders progress in their language and vocabulary</i>
4	<i>Pupils attracting PPG often require additional emotional and pastoral support to access all that the school has to offer</i>
5	<i>Pupils attracting PPG have lower attendance than their peers (non-disadvantaged pupils)</i>

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
<p>Challenge1: Pupils attracting PPG have lower attainment than their peers and make less progress</p> <ul style="list-style-type: none"> <i>narrow the gap in attainment between pupils attracting PPG and advantaged pupils across the school</i> <i>Pupils attracting PPG will have improved progress in national assessments (GLD, Phonics, MTC, KS1 Non-Statutory SATs, KS2 SATs)</i> 	<p>Whole school pupil data will show an upward trend for pupils attracting PPG:</p> <ul style="list-style-type: none"> improved outcomes within reading, writing and maths (EXS or GDS), with pupils achieving in line with national expectations improved combined outcomes for reading, writing and maths pupil data will show that pupils attracting PPG will have maintained or improved on prior attainment

	<ul style="list-style-type: none"> • For the Yr1 Phonics Screening Test, pupils achieving above national expectations
<p>Challenge 2: Pupils attracting PPG have limited prior knowledge which hinders learning, including cultural capital</p> <ul style="list-style-type: none"> • Pupils attracting PPG will demonstrate improved language and vocabulary abilities • Pupils attracting PPG will have a secure basis of prior knowledge • Pupils attracting PPG will have increased opportunities to gain wider cultural and aspirational experiences 	<p>Effective analysis of data, teacher assessment and discussions at pupil progress meetings will show an upward trend for pupils attracting PPG:</p> <ul style="list-style-type: none"> • marking and feedback policy applied consistently to secure daily progress for pupils attracting PPG ensuring this in line with the actions from pupil progress meetings • targeted interventions (pre-learning and same-day interventions) which support pupils attracting PPG to make progress in line with national benchmarks ensuring this in line with the actions from pupil progress meetings • improved cultural capital and aspirations illustrated through pupil learning outcomes and via pupil voice • an increase in participation in enrichment activities. • an increase in participation in clubs at school, ensuring pupils attracting PPG are proportionally represented in clubs
<p>Challenge 3: EYFS pupils attracting PPG have lower starting points within speaking and listening, language and vocabulary, which hinders learning</p> <ul style="list-style-type: none"> • Pupils attracting PPG will demonstrate improved language and vocabulary skills • Pupils attracting PPG will demonstrate improved speaking and listening skills • Pupils attracting PPG will demonstrate improved comprehension skills • narrow the word gap between pupils attracting PPG and advantaged pupils within EYFS • Pupils attracting PPG will demonstrate improved attention and interaction skills 	<p>Effective analysis of data, teacher assessment and discussions at pupil progress meetings will show an upward trend for pupils attracting PPG:</p> <ul style="list-style-type: none"> • improved outcomes within the prime areas of learning for GLD, with pupils achieving in line with national expectations • pupils attracting PPG will show measured progress within targeted language interventions (Language Links, SALT, Attention Hillingdon) • pupil data and pupil books will show that pupils attracting PPG have transferred their improved language and vocabulary skills to their writing composition
<p>Challenge 4: Pupils attracting PPG often require additional emotional and pastoral support to access all that the school has to offer</p>	<p>Effective analysis of data, teacher assessment and discussions at pupil progress meetings will show an upward trend for pupils attracting PPG:</p>

<ul style="list-style-type: none"> ● <i>to achieve and sustain improved wellbeing for all pupils, with a particular focus on pupils attracting PPG</i> ● <i>Pupils attracting PPG will demonstrate improved self-regulation, self-confidence and emotional resilience</i> 	<ul style="list-style-type: none"> ● high levels of wellbeing demonstrated through pupil, parent voice ● increased learning engagement demonstrated in lesson observations ● a reduction in behaviour-related incidents ● increased pupil attitudes reflected in lesson observations, interventions and via targeted surveys/questionnaires (Moods and Feelings, SDQ, PASS Survey, Boxhall Profile) ● Social and emotional progress achieved through active participation in targeted interventions: social skills, PALS, Seasons for Growth
<p>Challenge 5: Pupils attracting PPG have lower attendance than their peers (non-disadvantaged pupils)</p> <ul style="list-style-type: none"> ● <i>Improve rates of attendance for pupils attracting PPG</i> 	<p>Sustained high attendance over this cycle of the plan demonstrated by:</p> <ul style="list-style-type: none"> ● whole school persistent absenteeism rate remaining below 10% ● whole school attendance rate remaining above 95.5-96% ● data indicates that the gap between PP and Non-PP for attendance and persistent absenteeism closes year on year

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Focused training for teaching assistants on supporting our most vulnerable pupils</p>	<p><i>“Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact....”</i></p> <p><u>EEF ‘Teaching Assistant Interventions’</u></p> <p>TAs all have a subject specialism where they will support and offer pre-learning in those lessons across the year group in which they are based. TA appraisals are specifically linked to improving outcomes for pupils. An internal model of professional development is also available to extend TA practice, skill and knowledge.</p> <p>Access to subscription - National College. Training within this platform is accessible and offers a wide range of topics.</p>	<p>1, 2</p>
<p>2. Whole School CPD for teachers focussing on learning approach and principles, including the use of the writers’ toolkit</p>	<p><i>“Exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD.”</i></p> <p><u>EEF ‘Effective Professional Development’</u></p> <p>As part of the curriculum reforms in 2019, regular revisitation of <u>‘Rosenshine’s Principles of Instruction’</u> forms a secure basis for effective pedagogy.</p>	<p>1, 2</p>

<p>3. Whole school and targeted approach to developing pupils' metacognition and self-regulation utilising our school's restorative approach to behaviour</p>	<p><i>“There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.”</i></p> <p><u>EEF ‘Metacognition and Self-Regulation’</u></p>	<p>1, 2, 4</p>
<p>4. Coaching, modelling and mentoring for all teachers to improve their practice and work on specific areas of pedagogy and leadership courses throughout the academic year.</p> <p>CPD is used to share good practices as well as exemplify effective practices.</p>	<p><i>“Teacher coaching has emerged as a promising alternative to traditional models of professional development. Teacher coaching has large positive effects on both instructional practice and student achievement.”</i></p> <p><u>Research: The Effect of Teacher Coaching on Instruction and Achievement</u></p>	<p>1, 2, 3, 4</p>
<p>5. Embed the revised ‘Marking and Feedback’ policy (September 2024) and apply high-quality modelling and feedback in the teaching of writing.</p>	<p><i>“The report focuses on pedagogy and approaches that are supported by good evidence. Teach writing composition strategies through modelling and supported practice. Develop pupils’ transcription and sentence construction skills through extensive practice. Target teaching and support by accurately assessing pupil needs.”</i></p> <p><u>EEF: Improving Literacy in KS2</u> <u>EEF: Improving Literacy in KS1</u></p>	<p>1, 2, 3</p>
<p>6. Continue to raise standards in English through repeated training in RWInc approaches across all three key stages, including utilising</p>	<p><i>“RWInc starts with the systematic teaching of phonics, before moving on to improving reading fluency and comprehension. There is a large body of evidence, including in the Teaching and Learning Toolkit, that suggests that systematic synthetic phonics</i></p>	<p>1, 2, 3</p>

<p>the 1:1 tutoring programme.</p> <p>Continue to raise standards in English for beginner EAL pupils who attract PPG</p>	<p><i>approaches have a positive impact on the development of early reading skills.”</i></p> <p><u>EEF: Evaluation of RWInc</u></p> <p>Targeted EAL/PP pupils will access a subscription to Flash Academy. FlashAcademy EAL is a platform for schools, supporting teachers to deliver learning for pupils who don't have English as their first language.</p>	
<p>7. EYFS to raise standards in 'Speaking and Listening, Vocabulary' across the prime areas through targeted planning via the ShREC approach</p>	<p><i>“Children’s early literacy is dependent on their oral language skills. Approaches for teaching early literacy should, therefore, be used in ways that build on approaches that support communication and language which are fundamental to children’s literacy.”</i></p> <p>High-quality planning will increase communication, vocabulary and language skills for all pupils.</p> <p><u>EEF: EYFS Literacy</u></p> <p><i>“There is strong evidence that teaching and modelling vocabulary to children in the early years can have a positive effect on their oral language skills.”</i></p> <p><u>EEF: Communication and Language</u></p> <p><i>“When children join Reception, what they already know differs greatly. Some will need additional teaching. They will need opportunities to develop their language and communication, to learn what their peers already know.”</i></p> <p><u>Ofsted: Strong Foundations in the First Years of School (October 2024)</u></p>	<p>3</p>

<p>8. Further embed the school's approach to oracy and collaborative learning.</p> <p>Through CPD, extend teachers' collaborative teaching approaches (KAGAN)</p>	<p><i>“The impact of collaborative approaches on learning is consistently positive, with pupils making an additional 5 months’ progress, on average, over the course of an academic year. Most of the positive approaches include the promotion of talk and interaction between learners.”</i></p> <p><i>“Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. They include dialogic activities. Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners’ use of vocabulary, articulation of ideas and spoken expression. Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment.”</i></p> <p><u>EEF: Oral Language Interventions</u></p> <p><u>EEF: Collaborative Learning Approaches</u></p>	<p>1, 2, 3</p>
<p>9. Improve the quality of teacher instruction and questioning through explicit tier 2, and tier 3 vocabulary instruction as listed within Medium Term Planning.</p> <p>Coaching at staff PD sessions will support reflective practice.</p>	<p><i>“Students who enter school with limited vocabularies, especially English language learners, often struggle to understand what they read because they are unfamiliar with many of the words they encounter. This barrier hampers their learning in all the subjects they study. The consensus of researchers and educators today is that such students need explicit vocabulary instruction.”</i></p> <p><u>https://ascd.org/el/articles/closing-the-vocabulary-gap</u></p> <p><u>EEF: Oral Language Interventions</u></p>	<p>1, 2, 3</p>
<p>10. Enhancement of non-core subject coordinators in line with guidance to share information and training</p>	<p><i>“Strong sense that approaches to teaching and learning that have been developed by and with other practising teachers were to be trusted, that they were more realistic and grounded in professional skills and</i></p>	<p>2</p>

with teaching staff, utilising coaching and mentoring of deputy lead for subjects where staff exhibit particular strengths	<p>knowledge than programmes that are prescribed centrally.”</p> <p><u>Factors Influencing the Transfer of Good Practice</u></p> <p><u>EEF: Effective Professional Development</u></p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £68,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. EYFS Speech and language, staff working with our youngest children (EYFS-Y1)</p> <p>Targeted support which promotes readiness to learn in reception children.</p>	<p>The EEF suggests that this is a high impact low-cost intervention that can deliver progress of 7 months.</p> <p>Effective application of interventions:</p> <ul style="list-style-type: none"> -Language Links -Attention Hillingdon -Speech and Language Plans -Black Sheep resources <p><u>EEF: Oral Language Interventions</u></p>	3
<p>2. All TAs apply pre-learning as an intervention to tutor pupils on maths and English vocabulary and secure prior knowledge.</p> <p>This PPG strategy is primarily focused on helping children to ‘keep up, not catch up.’ This will be achieved through adaptive teaching approaches and careful planning.</p>	<p>“Knowledge, or more specifically prior knowledge, is one of the most crucial factors influencing a person’s ability to learn. When pupils are introduced to new ideas and concepts, they try to make sense of them by relating back to what they already know. The ability to recall previously learnt facts from memory assists the acquisition of new knowledge, allowing pupils to connect more complex ideas with their existing understanding. The weaker prior knowledge is, the more likely pupils are to develop misconceptions.”</p> <p><u>EEF: Prior Knowledge and Pupil Misconceptions</u></p> <p>“When schools intervene after a lesson, the child has already struggled and may have negative feelings towards re-visiting work</p>	1, 2, 3

	<p><i>they have already found challenging.’ (Polak, 2017).</i></p> <p><i>“Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves.’ (Minkel, 2015).”</i></p> <p><i>Comments supported ideas that pre-teaching provides a ‘framework’ (Munk, 2010), or ‘cognitive anchors’ (Ausubel, 1960, see Lalleyand Miller, 2006), which children can build knowledge upon further during the lesson.”</i></p>	
<p>3. Training and support to ensure small group work is successfully occurring for all year groups from Nursery to Year 6 through pupil progress meetings and analysing data and effect size.</p>	<p>The EEF suggests small group interventions can accelerate learning by 4 months.</p> <p><u>EEF: Small Group Tuition</u></p> <p><i>“Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.”</i></p>	1, 2, 3, 4
<p>4. All year groups receive support for PPG children from TAs and HLTAs as needed, including additional interventions and effectiveness of in-class support.</p>	<p>The EEF suggests that a teaching assistant can accelerate learning by 4 months.</p> <p><u>EEF: Teaching Assistant Interventions</u></p> <p><i>“Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low-attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher-attaining pupils.”</i></p>	1, 2, 3, 4
<p>5. 1:1 Phonics support every day via support staff who have received the Ruth Miskin tutoring training</p>	<p>The EEF suggests that individualised instruction can accelerate learning by 4 months. This approach of revisiting learning/overlearning has been utilised effectively in previous years.</p> <p><u>EEF: Teaching Assistant Interventions</u></p> <p><i>“All children are entitled to an education that enables them to:</i></p> <ul style="list-style-type: none"> <i>- Achieve the best possible outcomes</i> <i>-Become confident young children with a growing ability to communicate their own views and ready to make a transition into compulsory education”</i> 	1, 2, 3

<p>6. Breakfast sessions for Year 6 pupils to support success in SATS</p>	<p><i>“Before and after school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.”</i></p> <p><u>EEF: Extending Pupil Time</u></p>	
<p>7. LBQ learning Platform to increase pupil engagement with their learning as well as access pre-post learning assessments to demonstrate progress.</p>	<p>“Put simply, this means buying a tablet for every pupil is unlikely to boost pupil attainment. But the pedagogy behind it can. So, if those tablets are used purposefully – for example, increasing the quality or quantity of practice pupils undertake through a quiz app or the precision with which feedback on misunderstandings is provided – they stand a much better chance of doing so.”</p> <p><u>EEF: Using Digital Technology to Improve Learning</u></p> <p>This interactive platform allows teachers to provide pupils with targeted questions that consolidate learning whilst providing high levels of challenge. Pupils demonstrate increased engagement with their learning, as well as receive immediate feedback on their responses; this in turn supports a positive and effective learning experience.</p>	<p>1, 2, 3, 4</p>
<p>8. Annual subscription for Sonar Tracker by Juniper</p>	<p>The tracker will continue to enable efficient and versatile tracking of attainment and progress for various pupil groups (PP, SEND, EAL, Boys, Girls) across the whole curriculum (formative and summative). The tracking will continue to inform teacher decisions about planning, teaching approaches and learning activities (including interventions).</p> <p><i>“A positive step towards a renewed use of assessment as a tool for pedagogy and a revision of what great assessment can offer to teachers, leaders and pupils”.</i></p> <p><u>EEF Blog: Measuring Up - Helping Teachers to Assess Better</u></p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. Dedicated Pupil wellbeing officer who supports: friendships, wellbeing, emotional support, self-regulation.</p> <p>Teaching Assistants will also support this intervention.</p>	<p><i>“There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.”</i></p> <p>EEF: Metacognition and Self-Regulation</p> <p>The Wellbeing Officer will apply a range of assessments (Boxhall Profile, SDQ, Student Resilience Survey, Mood and Feelings Questionnaires) to specifically target 1:1 / small group intervention.</p> <p>Interventions applied: Social Skills, Season’s for Growth, PALs, Drawing and Talking, Anger Management.</p>	<p>1, 2, 4</p>
<p>2. Continued implementation of our SMILE milestones.</p> <p>To support this we will use the PASS online survey to analyse attitude to self and school.</p>	<p>Our PSHE programme, citizenship lessons and assembly schedule all help to support character development, enabling pupils to become resilient learners who can problem-solve situations independently.</p> <p>Our SMILE programme milestones from reception to Year 6 foster progress specifically within:</p> <ul style="list-style-type: none"> Social Confidence Mentally Wealth Intellectual Curiosity Life Long Learners 	<p>1, 2, 3, 4</p>

	<p>Emotional Regulation</p> <p><i>“Teachers are constantly modelling constructive choices about personal behaviour and social interactions; identifying problems, analysing solutions, reflecting on choices. When a child is struggling it is natural to assume the role of listener, but we can also maximise the impact of those interactions, providing one-to-one support, recognising the power of naming emotions and sharing practical strategies to help them cope with their feelings. These individual connections are vital for those children who need them most and professional expertise is required to help build them.”</i></p> <p>EEF: Modelling Social and Emotional Learning - promoting protective factors to support pupil wellbeing</p>	
<p>3. Promote enrichment opportunities linked to our school curriculum (in school as well as outside of school) via subsidised attendance at trips, events and clubs.</p>	<p><i>“Providing financial support encourages parents to allow their children to take part. Children’s cultural capital is increased and learning is brought to life. Teachers perceived that students’ cultural capital was increased through a variety of compensatory experiences, which usually necessitated travel.”</i></p> <p>Against the Odds</p>	<p>1, 2, 4, 5</p>
<p>4. Develop a wide range of pupil leadership opportunities/ responsibilities for all pupils, with a particular focus on pupils attracting PPG.</p> <p>Increasing the breadth of experiences at school will secure improved school attendance.</p>	<p><i>“We have found this to boost self-confidence and worth. This supports mental wealth which improves the school experience. Positive effects on attainment tend not to be sustained once the mentoring stops, so care must be taken to ensure that benefits are not lost. It is important to consider how you can support pupils who have benefitted from mentoring to retain positive changes in their confidence and behaviour.”</i></p> <p>EEF: Mentoring</p>	<p>1, 2, 4, 5</p>

	<p><i>“Building opportunities for early leadership within schools unequivocally increases student impact in the community. Their active contribution leads to personal and social development, manifested by the students’ perceptions of self, their own abilities and curiosity about future opportunities.”</i></p> <p>Chartered College of Teaching: The Role of Early Student Leadership - building skills for future impact.</p>	
<p>5. Breakfast club offer to continue to support good attendance and wellbeing.</p> <p>An additional early morning club is also offered to target pupils to boost their wellbeing and social interactions. The club is led by the Wellbeing Officer.</p>	<p><i>“New research by IFS researchers in collaboration with the National Children’s Bureau finds that offering relatively disadvantaged primary schools in England support to establish a universal, free, before-school breakfast club can improve pupils’ academic attainment.”</i></p> <p>IFS: Breakfast clubs work their magic in disadvantaged English schools</p>	4, 5
<p>6. Continued structured lunch offer for children who require additional adult support at lunchtime, support with achieving positive lunchtimes.</p> <p>Access to sensory circuits will be available in the playground, as well as specifically within both indoor and outdoor areas in EYFS.</p>	<p><i>“The EEF identifies that pupil behaviour has multiple influences, some of which teachers can manage directly. Understanding a pupil’s context will inform effective responses to misbehaviour. Every pupil should have a supportive relationship with a member of school staff.”</i></p> <p>EEF: Improving Behaviour in Schools</p> <p><i>“Teach SEF skills explicitly. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.”</i></p>	4

	<p>EEF: Improving Social and Emotional Learning in Primary Schools</p> <p>Sensory circuits are a great way to both energise and settle children so they can focus and engage better in the classroom and outside. Sensory Circuits use sensory-based movement activities, with the aim of helping children achieve an optimal level of alertness for effective learning.</p>	
<p>7. The Attendance Champion at school will continue to work closely with families, offering support and guidance as well as signposting to other services.</p> <p>The attendance team at school will continue to apply a range of monitoring activities, analysis and rewards to sustain good attendance and low persistent absenteeism for all pupils.</p>	<p><i>“Improving attendance is everyone’s business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn.”</i></p> <p>DfE: Working Together to Improve School Attendance (August 2024)</p>	5

Total budgeted cost: £143,560

Part B: Review of the previous academic year (2024-2025 Review)

Outcomes for disadvantaged pupils

Evaluation of HPS Pupil Premium Strategy: Academic Year 2024–2025

We have analysed the performance of pupils in receipt of the Pupil Premium Grant during the academic year 2024–2025, drawing on published provisional national outcomes alongside Hermitage Primary School's internal and headline assessment data for EYFS, Phonics, the Multiplication Tables Check (MTC) and Key Stage 2 SATs.

Early Years Foundation Stage (EYFS)

In 2025, 84% of pupils at Hermitage Primary School achieved a Good Level of Development (GLD), significantly above the provisional national figure of 68.3%. Outcomes represent a strong improvement from 2024 (78.2%).

For pupils eligible for Free School Meals (FSM), 75% achieved GLD, an increase from 50% in the previous year and well above the national FSM figure of 51.3%. This demonstrates a substantial narrowing of the attainment gap in EYFS, reflecting the impact of targeted early intervention, strengthened parental engagement and a clear focus on developing children's cultural capital.

While disadvantaged pupils continue to achieve below their non-disadvantaged peers, the rate of improvement for this group has been rapid. Leaders remain clear that cultural capital and early language development remain key barriers, and these continue to be prioritised through enhanced nursery and Reception provision, home-learning support and family-focused initiatives.

Phonics Outcomes (Key Stage 1)

Phonics outcomes in 2025 show significant improvement compared to the previous year. By the end of Year 1, 88.3% of pupils met the expected standard, an increase from 69.5% in 2024 and above the provisional national figure of 79.9%.

For pupils in receipt of FSM:

- **75% of Year 1 FSM pupils passed the phonics screening check**, up from 43.8% in the previous year and above the national FSM figure (66.7%).
- In Year 2 re-takes, **70% of FSM pupils met the expected standard**, compared to 33.3% in 2024.

These outcomes demonstrate that targeted phonics intervention, increased parental engagement and strengthened fidelity to phonics teaching are having a positive impact on

disadvantaged pupils. While outcomes for pupils with SEND remain lower, progress for this group is carefully monitored and supported through personalised provision.

Key Stage 1 and Transition into Key Stage 2

Internal assessment and statutory phonics outcomes indicate that attainment gaps in Key Stage 1 are narrowing, particularly in reading. Leaders have identified improved transition processes from EYFS into KS1, alongside sharper use of assessment, as key factors in securing these improvements. Disadvantaged pupils moving into lower Key Stage 2 are closely tracked to ensure early identification of need and timely intervention.

Multiplication Tables Check (Year 4)

In 2025, pupils at Hermitage achieved an average MTC score of 21.45, broadly in line with national performance (21.1). Notably, 78.3% of pupils achieved a score within the highest quintile (21–25), well above the national figure of 66.9%.

For pupils in receipt of FSM:

- The **average score was 22.3**, exceeding the national FSM average.
- **80% achieved scores in the highest quintile**, reflecting a negligible gap between disadvantaged pupils and their peers at the higher threshold.

This data demonstrates the positive impact of improved teaching approaches and targeted fluency practice in mathematics, though leaders recognise the need to continue strengthening recall and consistency for all pupils.

Key Stage 2 Outcomes

Key Stage 2 outcomes in 2025 show very strong attainment overall, with outcomes significantly above national averages across reading, writing, mathematics and combined Reading, Writing and Maths (RWM).

For pupils in receipt of the Pupil Premium Grant:

- **Reading EXS+**: 73.7% (up from 56.3%)
- **Writing EXS+**: 68.4% (up from 37.5%)
- **Mathematics EXS+**: 73.7% (up from 62.5%)
- **Combined RWM EXS+**: 62.3% (up from 25%)

These improvements reflect a marked closing of attainment gaps, particularly at the expected standard. However, while some gains were seen at Greater Depth in individual subjects, no disadvantaged pupils achieved GDS in combined RWM, highlighting a clear priority for further development.

Leaders have already identified this as a key focus for 2025–2026, with a targeted disadvantaged GDS initiative planned, particularly in writing, to ensure that high-attaining disadvantaged pupils are supported to reach their full potential.

Attendance, Behaviour and Wellbeing

Alongside attainment, the school continues to monitor attendance, behaviour and wellbeing closely. Internal attendance tracking indicates that disadvantaged pupils continue to have lower attendance and higher levels of persistent absence than their peers. Strategies including funded Breakfast Club places, enhanced lunchtime provision, regular meetings with families and close monitoring by the Attendance Officer remain in place and are having a positive impact.

Disadvantaged pupils are prioritised for leadership roles such as Play Leaders and School Council, supporting confidence, engagement and a sense of belonging. The work of the Pupil Wellbeing Officer remains integral, providing targeted emotional and practical support for families, including uniform provision, food hampers and signposting to external services.

Enrichment and Cultural Capital

School-funded and part-funded educational visits continue to play a vital role in enhancing cultural capital. Pupils in receipt of the Pupil Premium Grant have accessed experiences such as visits to Central London and residential trips in Year 4 and Year 6. These opportunities are carefully prioritised to ensure equity of access and have a positive impact on pupils' engagement, confidence and wider development.

Overall Evaluation

Based on the evidence available, we are confident that the school has made strong progress against the challenges identified in the previous year's Pupil Premium strategy. Outcomes for disadvantaged pupils have improved across EYFS, phonics, mathematics and Key Stage 2, with particularly strong gains at the expected standard.

Our evaluation indicates that high-quality Quality First Teaching, supported by targeted coaching, CPD and robust assessment, has had the greatest impact. In addition, the strategic use of pre-teaching and oracy development has been effective in securing pupils' prior knowledge and vocabulary.

While one externally delivered programme did not demonstrate sufficient impact and was discontinued after three years, the majority of strategies implemented have resulted in improved engagement, confidence and outcomes for disadvantaged pupils. Leaders remain clear about next steps and continue to refine provision to ensure that disadvantaged pupils not only keep up, but increasingly excel.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
LBQ	Learning by Questions LbQ
Teach Active Maths	Teach Active - Active Maths & English Lessons
Sonar Tracker	Juniper Education
TT Rockstars	play.ttrockstars.com
PIXL: resources, therapies and assessment	The PIXL Club
Read Write Inc	Ruth Miskin
Picture News	picture-news.co.uk
Black Sheep Resources	BSP, speech & language resources for schools, therapists & parents
Seasons for Growth	https://www.seasonsforgrowth.org.uk/
Flash Academy (EAL Resource)	https://www.lended.org.uk/product/flashacademy/