

# Pupil premium strategy statement



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

## School overview

Detail	Data
School name	Hermitage Primary
Number of pupils in school	447
Proportion (%) of pupil premium eligible pupils	87/447 = 19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	E. D'Souza
Pupil premium lead	R. Perryman
Governor / Trustee lead	S. Samani

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,875
Recovery premium funding allocation this academic year	£11,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
<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	£111,895

# 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. Our main aim is to ensure that children entitled to the Pupil Premium Grant (PPG) are given every opportunity to succeed in school.

We do this through excellent Quality First teaching, ensuring that all our staff have access to regular training and support. Targeting the gaps in children's learning has been shown to be highly effective and so we ensure there is a full time teaching assistant in every class who works 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 termly pupil progress meetings.

At Hermitage, many of the barriers to learning which our pupil premium children encounter come from all areas of life, not just school. Due to this we ensure that there is targeted support for social and emotional wellbeing. Our Pupil Wellbeing Officer works closely with children and their families to support them with a wide range of issues such as friendships, confidence, domestic matters and parenting.

We believe in instilling a love of learning and have regular themed weeks, trips, events and speakers. Many of these come with an additional cost, which we supplement for children in receipt of the PPG so that they can enrich their learning.

Our strategy is regularly monitored and reviewed by our leadership team. We have also engaged in a peer review within the trust with use of external consultants to support us in our practice.

This year our focus will be:

- Improving attendance and punctuality
- Targeting gaps in skills and knowledge, including those due to the impact of COVID-19
- Focussing on developing the language and communication skills of our younger pupils
- Increasing access to learning and experiences beyond the curriculum (cultural capital)
- Providing social and emotional support to enable readiness to learn

Our research driven approaches (based on those recommended in Education Endowment Foundation's (EEF) pupil premium guide) will be effectively implemented, sustained and embedded in our provision. Our tiered approach targets spending across 3 keys areas:

1. Improving Teaching & Learning
2. Academic Support
3. Wider Approaches

## Challenges

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

Challenge number	Detail of challenge
1	<i>Attendance is lower than that of non-disadvantaged pupils.</i>
2	<i>Pupils in receipt of PPG have lower attainment than their peers and make less progress</i>
3	<i>Pupils in receipt of PPG have limited prior knowledge which hinders learning</i>
4	<i>Younger children have additional speech and language needs due to 2 years of Covid</i>
5	<i>Pupils in receipt of PPG often require additional emotional and pastoral support to access all that school has to offer</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
<i>Attendance for children in receipt of PPG will be better than 2020-21 and the gap between them and children not in receipt of the grant will have been reduced</i>	<i>20-21: PP 91.7% ALL 95.28% GAP 3.58% 21-22 gap will be less than 2%</i>
<i>Our Younger children (Nur-Year 3) will have improved speech and language with less noticeable difference from their peers</i>	<i>Children up to Year 3 will make good progress in SALT interventions. Assessments will show a reduced number of children requiring SALT from Year 3-6.</i>
<i>The gap in attainment between children in receipt of PPG and others will have decreased and PPG children will have improved progress</i>	<i>Internal and external assessment data will show this</i>
<i>Children in receipt of PPG will have the emotional, social and mental support to thrive in school</i>	<i>Provision map will show children that have been identified are receiving the correct type of support. These children will have a more successful experience of school.</i>

## 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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional training for teaching assistants on supporting our most vulnerable</i>	<i>“Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact...”EEF +4 months</i>	2,3
<i>Whole School CPD for teachers focussing on feedback and scaffolding</i>	<i>EEF illustrates that effective CPD can improve teacher practice and can have significant effect on pupils’ learning outcomes as well as a positive impact on the teacher level outcomes. Effective feedback can accelerate learning by 6 months</i>	2,3
<i>Bespoke coaching for all teachers to improve their practice and work on specific issues</i>	<i>‘In our view, the growing body of research on teacher coaching provides strong evidence of its effectiveness as a development tool.’ (Matthew Kraft, Harvard)</i>	2,3
<i>Introduction of smaller teacher workgroups working to train and support each other on specific whole school areas of development</i>	<i>EEF illustrates that effective CPD can improve teacher practice and can have significant effect on pupils’ learning outcomes as well as a positive impact on the teacher level outcomes. Effective feedback can accelerate learning by 6 months</i>	2,3

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

Budgeted cost: £30,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Speech and language Tutor to work with our youngest children (N-Y3)</i>	<i>The EEF suggests that this is a high impact low cost intervention that can deliver progress of 7 months</i>	4

<i>Pre-teaching tutor to teach maths and English vocabulary prior to lessons (Y1-3)</i>	<i>This has been shown in previous years to boost confidence in the lesson and has a significant impact on learning</i>	2,3
<i>1:1 support for maths in Year 6 focussing on gaps</i>	<i>The EEF suggests that individualised instruction can accelerate learning by 5 months. This has been utilised effectively in previous years.</i>	2,3
<i>Small group Year 6 pre-teaching session</i>	<i>The EEF suggests small group interventions can accelerate learning by 4 months.</i>	2,3
<i>Small group support/pre-teaching Y4/5</i>	<i>'When schools intervene after a lesson, the child has already struggled and may have negative feelings towards re-visiting work they have already found challenging.'</i> (Polak, 2017). <i>'Pre-teaching is more effective than re-teaching as it can transform the way a child sees themselves.'</i> (Minkel, 2015). <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>	2,3
<i>All classes to have a dedicated TA to support PPG children as needed, including additional interventions</i>	<i>The EEF suggests that a teaching assistant can accelerate learning by 4 months.</i>	2,3,4,5
<i>1:1 Phonics support every day</i>	<i>The EEF suggests that individualised instruction can accelerate learning by 5 months. This has been utilised effectively in previous years.</i>	2,3,4
<i>Attention Hillingdon to support readiness to learn in reception children</i>		2,3,4
<i>Breakfast sessions for Year 6 pupils to support success in SATS</i>	<i>The EEF suggests that extending the school day can accelerate learning by 3 months</i>	1,2,3

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

Budgeted cost: £76,355

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Pupil Wellbeing officer supports: friendships, wellbeing, emotional</i>	<i>The EEF says that interventions which target social and emotional learning can add 4 months progress. They can have</i>	1,5

<i>support, support for parents</i>	<i>a valuable impact on attitudes to learning</i>	
<i>Breakfast club offer to support attendance</i>	<i>We have found in past years that children offered a free breakfast/social interaction are more likely to want to come to school</i>	<i>1,5</i>
<i>Structured lunch offer for children who required additional support at lunchtime</i>	<i>The EEF suggests that support with behaviour can accelerate learning by 4 months</i>	<i>5</i>
<i>Financial support for trips and excursions</i>	<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</i>	<i>2, 3</i>
<i>Financial support for extra-curricular clubs</i>		
<i>Support with homework books (Y4-6)</i>		
<i>Children in receipt of PPG targeted for mentor/prefect roles of responsibility</i>	<i>We have found this to boost self-confidence and worth. This support mental wealth which improves the school experience.</i>	<i>1,5</i>
<i>Additional office staff employed to support with attendance monitoring of PPG children</i>	<i>Research over the years has shown that children with higher absence are much as possible more likely to achieve lower grades at the end of KS2 and KS4. Also, that children with persistent absence are less likely to stay in education.</i>	<i>1</i>

**Total budgeted cost: £111,895**

## 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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Lexia Reading	
Now Press Play	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*