

Pupil premium strategy statement – Hermitage Primary School

This statement details our school's use of pupil premium (and recovery 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	452
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Parmjit Varaitch
Pupil premium lead	Georgia Harling and Siobhan Rowland
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,185
Recovery premium funding allocation this academic year	£3045
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£130,230

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 who attract the Pupil Premium Grant (PPG) 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 be the best that they can be.

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 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 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 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, 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 attracting the PPG so that they can enrich their learning and cultural capital.

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 for those who attract PPG 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 attracting PPG have lower attainment than their peers and make less progress</i>
3	<i>Pupils attracting PPG have limited prior knowledge which hinders learning, including cultural capital</i>
4	<i>EYFS children to have additional speech and language needs due to 2 years of Covid</i>
5	<i>Pupils attracting 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
<p>Attendance for children attracting PPG will be better than 2020-21 and the gap between them and children not attracting the grant will have been reduced</p> <p><i>Challenge 1</i></p>	<p><u>20-21:</u></p> <ul style="list-style-type: none"> - ALL: 95.28% - PPG: 91.7% - GAP: 3.58% <p><u>21-22:</u></p> <ul style="list-style-type: none"> - ALL: 94% - PPG: 93% - GAP 1%
<p>The gap in attainment between children attracting PPG and others will have decreased and PPG children will have improved progress</p> <p><i>Challenge 2</i></p>	<p>Effective analysis of Teacher Assessment and PiXL formative data will show improvement over time.</p> <p>Pupil Voice will be positive and identity as successful learners will have improved..</p>
<p>Children attracting PPG will have pre-teaching available to them to have a secure basis of prior knowledge</p> <p><i>Challenge 3</i></p>	<p>TAs will have a running record of children they are pre-teaching. This will allow them to ensure the correct children are being targeted and no one will be overlooked.</p> <p>Teachers will share learning with parents the week before it is set to take place in school (peek into the week).</p> <p>Pupil voice will highlight that they feel more confident going into a lesson that they have had pre-teaching on.</p>

	<p>A more thematic based homework will allow for a more immersive experience, allowing an opportunity for pupils who learn in different ways to access learning.</p>
<p>Our Younger children (Nur-Year 1) will have improved speech and language with less noticeable difference from their peers, with the support of EYFS staff</p> <p><i>Challenge 3 and 4</i></p>	<p>All children in EYFS and Year 1 who attract PPG, will receive access to the Nuffield Early Language Intervention (NELI) which is an oral language intervention. They will demonstrate measured progress during their time of accessing this support.</p> <p>An additional reading appointment with an adult takes place each week for PPG children. The progress will be measured using phonics assessments as well as movement in book bands.</p> <p>Children up to Year 3 will make good progress in SALT interventions.</p> <p>Language Links data will show a reduced number of children requiring SALT from Year 3-6.</p>
<p>Children attracting PPG will have the emotional, social and mental support to thrive in school</p> <p><i>Challenge 5</i></p>	<p>Provision map (excel intervention) will show children that have been identified are receiving the correct type of support. These children will have a more successful experience of school.</p> <p>Pupil, parent and staff voice will identify an improvement in their love of learning.</p> <p>Access to Peer Assisted Learning Strategies (PALS) interventions which boost emotional development, including turn taking and being able to voluntarily share opinions and ideas.</p> <p>Pupil Attitudes to Self and School (PASS) survey, which is a psychometric assessment specifically designed to spot attitudinal or emotional issues in children, will allow the school to identify specific areas in which they can support where, at times, pupils are unable to readily identify these themselves.</p> <p>Staff will also have access to other assessment tools that capture SEMH feedback from pupils via surveys/questionnaires (Mood and Feelings, Resilience, SDQ, Boxhall Profile)</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: £65,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional training (subscriptions) for teaching assistants on supporting our most vulnerable</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>EEF</p> <p><i>TAs all have a subject specialism where they will support and pre teach in those lessons across the year group in which they are based. TA appraisals.</i></p> <p><i>Access to subscription services - TES and National College.</i></p>	<p>2,3</p>
<p>Whole School CPD for teachers focussing on learning approach and principles</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>EEF</p>	<p>2,3</p>
<p>Coaching model for all teachers to improve their practice and work on specific issues with a new focus each half term.</p> <p>Phase meetings used to share good practice as well as exemplify effective practice</p>	<p><i>“Teacher coaching has large positive effects on both instructional practice and student achievement”</i></p> <p>Coaching.pdf</p>	<p>2,3</p>
<p>Enhancement of non-core subject coordinators in line with guidance to share information and training with staff</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 knowledge than programmes that are prescribed centrally”</i></p>	<p>2,3</p>

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language EYFS Staff to work with our youngest children (EYFS-Y1)	<i>The EEF suggests that this is a high impact low cost intervention that can deliver progress of 7 months</i> <i>Use of Language Links.</i>	4
LB pre-teaching tutor to teach maths and English vocabulary prior to lessons (Y3 and Y4)	<i>EEF: 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</i>	2,3
1:1 support (PV, HLTAs) for maths in Y6 and Y2 focussing on gaps	<i>The EEF suggests that individualised instruction can accelerate learning by 5 months. This has been utilised effectively in previous years.</i>	2,3
Training and support to ensure small group work/pre-teaching is successfully occurring for all year groups from Nursery to Year 6.	<i>The EEF suggests small group interventions can accelerate learning by 4 months.</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 Lallemand Miller, 2006), which</i>	2,3

	<i>children can build knowledge upon further during the lesson.</i>	
All years groups receive support for PPG children from TAs and HLTAs as needed, including additional interventions and in class support	<i>The EEF suggests that a teaching assistant can accelerate learning by 4 months.</i>	2,3,4,5
1:1 Phonics support every day	<i>The EEF suggests that individualised instruction can accelerate learning by 4 months. This has been utilised effectively in previous years.</i> <i>“All children are entitled to an education that enables them to: - Achieve the best possible outcomes - Become confident young children with a growing ability to communicate their own views and ready to make a transition into compulsory education”</i>	2,3,4
Attention Hillingdon to support readiness to learn in reception children		2,3,4
Breakfast sessions for Year 6 pupils to support success in SATS	<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> EEF	1,2,3
LEXIA online reading platform for pupils who attract PPG as well as those who need additional support in reading (60 licences)	<i>“The evaluation found that children who received Lexia made the equivalent of two additional months’ progress in reading, on average, compared to other children.”</i> EEF	2, 3
Now, Press, Play Immersive Visual Learning Tool	<i>“The pupils we teach do not know a life without it [technology]. The opportunities it offers us to improve education are truly exciting. The question is no longer whether technology should have a place in the classroom, but how technology can most effectively be integrated in ways which achieve improved outcomes for young people”.</i> EEF	2, 3, 5
School Led Tutoring being administered by 6 teachers from Y2 - Y6. Working with 3 PPG children a week using gap analysis. 60%	<i>“Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support.”</i> EEF	2, 3

school led funding and 40% PPG funding		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £45,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pupil Wellbeing officer supports: friendships, wellbeing, emotional support, support for parents</i>	<i>The EEF says that interventions which target social and emotional learning can add 4 months progress. They can have a valuable impact on attitudes to learning</i>	1,5
<i>Breakfast club offer to support attendance</i>	<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> IFS	1,5
Structured lunch offer for children who required additional support at lunchtime	<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>	5
Financial support for trips (including residential in Yr4/6) and excursions	<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> Against the Odds	2, 3
Financial support for extra-curricular clubs		
Support with homework books (Y4-6)		
Children attracting PPG targeted for mentor/prefect roles of responsibility	<i>We have found this to boost self-confidence and worth. This support mental wealth which improves the school experience.</i> <i>“Positive effects on attainment tend not to be sustained once the mentoring stops, so care must be taken to ensure</i>	1,5

	<p><i>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><u>EEF</u></p>	
<p>Additional office staff employed to support with attendance monitoring of PPG children</p>	<p><i>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</i></p> <p><u>DfE Guidance</u></p>	1

Total budgeted cost: £130,230.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As a leadership team, we have analysed the performance of the children who attract PPG during the academic year of 2021 - 2022. We have carried this out using data provided by statutory and non-statutory data as well as teacher judgement and pupil voice.

Having referenced the DfE's publication of the National Headlines of End of Key Stage 2 attainment 2022, we are confident that the provisions we have in place for our PPG children are and will continue to be successful. As a school, we recognise that the Covid-19 pandemic had a profound impact on data across the education system and have taken this into account when analysing our data. We know, for example, that writing across the board was directly affected and therefore anticipate a similar trend occurring this year.

Our attendance outcome for 2021 - 2022 is as follows:

- All: 94%*
- PPG: 93%*
- Gap: 1%*

We recognise that although Covid-19 had an impact on attendance in 2020 - 2021, there has been a pleasing improvement in the gap between PPG and non-PPG children. We are confident that the steps we have put in place will continue to close the gap in attendance and continue to highlight the correlation between attainment and attendance.

Generally, children attracting PPG made progress in Reading, Writing and Maths. A diagnostic assessment is used throughout the year to monitor progress made by children and to develop their learning where there are gaps in learning. There is a gap which is variable between those children attracting PPG and non-PPG children. As we continue to analyse this data, filtering by a variety of factors, we will identify specific subgroups that require further support e.g. PPG girls or PPG EAL children.

Teachers' and Teaching Assistants' have had CPD delivered on scaffolding with a new focus now on pupil learning approaches and principles. Coaching has been used within the school amongst teachers. Children attracting PPG were included in 1:1, group interventions, or specific interventions e.g. SALT and Attention Hillingdon.

Children attracting PPG were offered the opportunity to participate in the Breakfast Club thus increasing their attendance. They are generally more ready to learn and socially and emotionally more ready for the day ahead. Furthermore, where trips took place children attracting PPG were subsidised. This invitation to develop their cultural capital by visiting places that they have not previously been exposed to, has enabled our PPG children to draw links in their learning and have a better understanding of the world around them. We will continue to embed this practise further this year and anticipate an even greater advantage to our PPG families.

Externally provided programmes

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

Programme	Provider
Reading assessment tool	Lexia Reading
Immersive experience through drama	Now Press Play
British Sign Language Interpreting On Demand · Community Directory	Sign Live