

Herringham Primary Academy

Pupil premium strategy statement 2024-2025

This statement details our Academy’s use of pupil premium (and recovery premium for the 2024 and 2025 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.

Academy overview

Detail	Data
Academy	Herringham Primary Academy
Number of pupils in school	403
Proportion (%) of pupil premium eligible pupils	43.42% (175 pupils)
Academic year/years that our current pupil premium strategy plan covers	2024 and 2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sam Otto, Head of School
Pupil premium lead	Gill McLoughlin Assistant Head of School
Governor / Trustee lead	Lynda Pritchard, Chair of Board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2024/2025)	£ 271,930
Recovery premium funding allocation this academic year	£ N/A
National Tutoring Fund	£ N/A
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	£ 271,930

Part A: Pupil premium strategy plan

Statement of intent 2024 – 2025

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops the competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

The focus of our pupil premium strategy is to support our disadvantaged students to be fully active in academy life, and to ensure that they make accelerated academic progress. We will also focus on other vulnerable groups including children with social workers and students with a mental health need that is preventing them from fully accessing the academy curriculum.

As an academy our Academy Development plan has the following intentions, with the aim that support for disadvantaged pupils are catered for specifically through these intentions:

1. Teaching and Learning - Have high quality teaching in every lesson, every day.
2. Curriculum - Have access to a curriculum that develops them as active and thriving citizens within a diverse, truly fair and equal community.
3. Literacy - Talk confidently and communicate thoughts and feelings through speaking and writing. Read with fluency and understanding for enjoyment and to gain knowledge.
4. Personal Development - Have access to a wide range of opportunities that instil the GLC mission, values and competencies/ attributes to prepare them for learning and life [development of character]. Have a personal development programme that works in partnership to ensure their multiple skills and talents are recognised and developed.
5. Support Services - Be part of a Trust that makes effective use of centralised processes and back-office functions to empower schools to focus on improving the quality of education.
6. Reputation and Community - Be part of a Trust that delivers its stated mission, operates under an agreed set of values, improves upon its best and 'makes the weather' as a civic institution.
7. Expansion and Growth - Be part of a strong Trust that explores opportunities for growth and expansion in order to develop our wider civic responsibility and advance education for the public good in the communities we serve.
8. Sustainability - A sustainability strategy to create the conditions for students to be active and thriving citizens.

Our strategy is broken down into three strands that are rooted in research from the Education Endowment Foundation.

- Strand 1 – Teaching and learning - Quality first teaching and learning to close the attainment gaps.
- Strand 2 – Targeted Academic Support - Education Recovery, supporting students whose education has been disproportionately affected throughout the pandemic
- Strand 3 – Wider Strategies - remove potential barriers to learning and provide children with skills, opportunities and resources to achieve well; now and in the future.

By using robust data and collaborative approaches we are able to respond to the individual needs of our disadvantaged students. Our strategy strands complement each other and staff work quickly and effectively to ensure that;

- Disadvantaged students have high quality teaching across all areas of the curriculum as part of the universal offer.
- The strategy is focused on addressing barriers to ensure that all disadvantaged pupils, including the more able and those with SEND, make accelerated progress over time, addressing any learning deficits, in-order to achieve their academic potential and attain in-line with 'other pupils' nationally.
- Targeted academic support that links classroom teaching to structured academic tutoring has a positive impact on student progress by:
 - Planning activities to ensure each under-achieving disadvantaged pupil makes rapid progress;
 - Employing a wide range of teaching and learning strategies which promote the engagement of disadvantage pupils and enables rapid progress across the curriculum
 - Setting ambitious targets for disadvantaged pupils in order to close the gap between themselves and their peers; ensuring they are ready for the next stage of their education
 - Tracking their data each half-term [or more frequently as necessary] and use other information such as question-level-analysis to plan interventions as appropriate
- Whole child challenges that negatively impact upon student's academic progress and attainment are tackled quickly.

Challenges

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

- The school is situated in Chadwell St Mary, an area of considerable socio-economic deprivation (School Deprivation Index 0.35 compared to the national average of

0.21). Chadwell St Mary is ranked the 4th most deprived ward out of 20 Thurrock wards. [Thurrock Council - Public Health ward profile: Chadwell St Mary](#)

- A large number of our pupils are entitled to pupil premium funding (43.42% compared to 24.6% nationally), and other contextual indicators associated with educational underachievement suggest that many of our pupils are subject to serious socio-economic disadvantage.
- The average life expectancy of residents in Chadwell St Mary is below National averages linked to the fact that adult and child obesity rates and smoking rates are higher than those nationally. [Source: Joint Strategic Needs Analysis 2018].
- The school has high levels of SEND at 23.82% compared to 13.5% nationally with the number of EHCPs growing rapidly and currently representing 3.47% (compared to 2% nationally)

Challenge number	Detail of challenge
1	<p>Children enter school with relatively limited speech and language skills and deficits in vocabulary that make it difficult for them to access the curriculum at an age-related expectation. This has been exacerbated by the rising cost of living, local social deprivation and pre-school age children not accessing local services. A rising number of families have joined the school from overseas with little to no spoken English; in some cases children have not accessed school previously due to war and emergency migration to the UK.</p> <p>SDP Intention: 1,3,4</p>
2	<p>Barriers to learning create gaps and, or result in slower progress that requires additional and different provisions to address these gaps in learning.</p> <p>Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by the rising cost of living, high levels of social deprivation and the Covid legacy for older pupils, this has been to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>Additionally, a percentage of parents lack the knowledge, skills and understanding to support the learning journey, wider development and wellbeing of their child.</p> <p>SDP intention: 1,2,3,4,6</p>
3	<p>Our data and observations with pupils show pupils' reading fluency needs to continue to improve in order to meet or exceed age-related expectations. Some pupils lack interest in reading, do not read regularly at home and lack an understanding of the importance of reading as a gateway to learning. Many parents also underestimate the importance of reading regularly with their children. Therefore, it is essential that we provide an environment which places a high priority on reading- both in school and at home.</p> <p>SDP Intention: 1,2,3</p>
4	<p>Limited access to opportunities and experiences results in an absence of aspiration and knowledge and understanding of the world.</p>

	<ul style="list-style-type: none"> • Some pupils Social and emotional and personal development has been impacted by the rising cost of living, high levels of social deprivation, Covid legacy and as a result they may lack confidence, resilience and independence. • Some pupils lack socialisation and social skills (particularly in EYFS and KS1). • Reduced Oracy opportunities have led to deficits in early language acquisition. • Some pupils' lack of knowledge of the wider world hinders their access to, a context for and comprehension of learning concepts across the curriculum. <p>SDP Intention: 1,2,3,4,6</p>
4	<p>Research, our observations and student surveys have highlighted the importance of effective and immediate feedback to improve disadvantaged pupils' understanding of their next steps in learning and what to do to achieve these.</p> <p>SDP Intention: 1,2</p>
5	<p>Observations and feedback from pupils, staff and parents have recognised an increased demand for advice and support in relation to a range of social, emotional, mental and health needs. There is a need to teach the skills and benefits of mindfulness, self-regulation interaction and re-establish the schools' values and demonstrate effective learning behaviours.</p> <p>SDP Intention: 4,5,6</p>
6	<p>Some pupils' attendance and punctuality impact their access to a broad and balanced curriculum and attainment and progress over time.</p> <p>The attendance gap between pupil premium and non-pupil premium in some year groups is increasing despite a rigorous and stringent trust wide strategy.</p> <p>SDP Intention: 1,4,5,6</p>
7	<p>National data and research indicate, that up to one third of learning was lost during the pandemic with maths being worst affected especially for disadvantaged young people in comparison to their peers.</p> <p>At Herringham it is our intention to continue to close this gap ensuring that all DYP pupils secure age-related understanding of key mathematical concepts, can solve problems and apply these in real life contexts.</p> <p>SDP Intention: 1,2,4</p>

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>Improved attainment and progress for disadvantaged students in Maths and Reading.</p> <p>Maths</p> <p>At Herringham we use the teaching for mastery approach this includes; a belief that all pupils are capable of understanding and achieving in mathematics given sufficient time, we do this through:</p> <ul style="list-style-type: none"> ● Keeping the class together working on the same objective ensuring that all children achieve a level of success. ● Carefully crafted lesson design, which provides a scaffolded conceptual journey through the mathematics. ● Build on prior learning that has been sufficiently mastered resulting in deep and sustainable understanding. ● Spending time on key topics as outlined in the Ready to Progress document and our White Rose long term map; providing children with a deeper understanding and embedding learning. ● Reasoning and problem solving about concepts, making connections and developing mathematical thinking. ● Developing a greater understanding of fractions, geometry and measure. ● Developing factual, procedural and conceptual knowledge and fluency. ● Challenge that encourages children to use higher order thinking skills. <p>Reading</p> <p>At Herringham our aim is to develop a common language and shared understanding of what makes an outstanding reading lesson.</p> <p>Develop further the trust wide strategy to develop, embed and sustain a pleasure for reading. We do this through:</p> <ul style="list-style-type: none"> ● Deliver reading, grammar and writing assessment CPD ● Share good practice across the Trust reflected by outcomes and data ● Regularly hold peer reviews between schools ● Work with the English leads across the Trust [including secondary] to develop a Trust-wide approach to developing and sustaining a pleasure for reading. ● Leaders monitor planning to ensure a wide range of verbal questions are planned. 	<p>Secure end of year targets for disadvantaged pupils in line with their peers.</p> <p>To secure end of year for disadvantaged A1 and A2 pupils.</p> <p>To secure EOY targets for disadvantaged A2 and B1 pupils</p>

<ul style="list-style-type: none"> • Leaders monitor planning to ensure a specific domain [vocabulary, retrieval, inference] and question type [multiple choice, short constructed, etc] is being explicitly taught. • Through monitoring of reading books, leaders ensure that there are a range of question frameworks in reading books. • Non-fiction texts are regularly used in lessons to develop vocabulary and understanding of the wider curriculum. • Teachers link books and authors to any prior learning. • Teachers provide opportunities for structures and informal book talk. • Teachers ensure that pupils are aware of the authors they are studying and the genre of book. • Leaders regularly conference children to speak to them about different genres of books and authors. • Deliver reading, grammar and writing assessment CPD. • During English Action Group meetings, share good practice across the Trust reflected by outcomes and data. • Regularly hold peer reviews between schools. • Work with the English leads across the Trust [including secondary] to develop a Trust-wide approach to developing and sustaining a pleasure for reading. <p>Attendance</p> <p>Lead and Trust EWOL to monitor the attendance of all DYP B1 and A2 attainers, supported by the attendance ambassadors, who will carry out home visits, follow up meetings and early intervention to remove barriers to learning / attendance & punctuality issues. Data is shared with all phase leaders so that teams can target key pupils through the key worker provision and use of attendance ambassadors to support gaps.</p>	<p>To secure higher than National average attendance data for disadvantaged pupils for both persistent absence and attendance.</p>
<p>To close gaps and accelerate progress in basic skills (reading/times tables/spellings)</p>	<p>Gaps reducing in progress and attainment in reading, writing and maths in year 2 and year 6 at end of year 2025 progress and attainment is in line with their peers.</p>
<p>Develop speech, language, communication & vocabulary & attitudes to reading/home study</p>	<p>Evidence of impact in Speech and Language Interventions.</p> <p>Demonstrate the progress of pupils in receipt of S & L intervention year on year.</p> <p>Earlier identification of need evident in referrals.</p> <p>Evidence of impact in reading through targeted intervention, Keyworker provision and targeted use of attendance ambassadors.</p>

<p>Improved metacognitive and academic independence among disadvantaged students across all subjects</p>	<p>Key worker provision indicate a greater level of independence in learning by pupils. This finding is supported by homework / home reading completion rates and an increase in reading fluency and comprehension across all classes and subjects.</p> <p>Reduction in catch up provision needed.</p> <p>Ready to learn and independent study/ additional study access and engaged with in all year groups.</p>
<p>Reduce social and emotional barriers to learning and improve wellbeing.</p>	<p>Impact of SEMH provisions:</p> <ul style="list-style-type: none"> • qualitative data from student voice, conferencing, student and parent surveys and teacher observations. • Analysis of red and yellow zone data will show a reduction of Red and Yellow zone usage. • Pupils are awarded dojos in line with peers for house values and the GLC competencies.
<p>Provide a breadth of opportunities and experiences to improve children’s knowledge and understanding of the world, raise aspirations and strengthen their social and personal skills</p>	<p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>School Clubs are well attended and at least 44% of disadvantaged pupils are invited to attend enrichment.</p> <p>A wide range and equitable number of in school enrichment of the curriculum, trips and visits for each year group.</p> <p>A wider range of pupil voice and leadership opportunities across the school.</p> <p>Qualitative data from student voice, conferencing, student and parent surveys and teacher observations show that disadvantaged pupils are engaging with enrichment activities consistently in all year groups.</p>

<p>Parental Engagement/partnership working - Some parents are often unable to support their children’s learning at home for a range of reasons, including lack of connectivity, lack of knowledge of the expectations of the curriculum, lack of strategies and ideas to support at home or personal low levels of literacy and numeracy.</p>	<p>Parental engagement is improved, with pupils completing online, home study.</p> <p>Parents are attending the coffee mornings, workshops, open classrooms events and other parent partnership opportunities.</p> <p>Parental feedback on Dojo remains at 98% + positive.</p> <p>Parental feedback on survey is 70%+ positive.</p>
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>Attendance and punctuality for disadvantaged pupils is at least in line with non-disadvantaged pupils.</p> <p>The gap of 3% differential for non-disadvantaged and disadvantaged pupils is reduced so that disadvantaged pupils are at least in line with peers and above National average.</p>

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

Strand 1 Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 244,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing – recruitment and retention		
£32,500 Part funding for Assistant Head Salary responsible for disadvantaged pupils	Effective implementation of the disadvantaged strategy to achieve the intended aims linked to 'The quality of education', Behaviour & welfare & Personal Development. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning	
£205,000 Staffing: Part funded LSA roles Key worker provision and interventions. Additional and different provision SEMH Provisions Speech and language provision Year 6 B1 Targeted support Year 3 B2 Targeted support	Specific pupils make accelerated progress from their starting points, increasing their reading fluency acquisition of CE words is in line with the trust thresholds and progress through the times tables levels are in line with termly expectations. This will reduce the gaps between disadvantaged and non-disadvantaged pupil's attainment. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Pupils report that they feel happy, safe and ready to learn. At least 80% of home study are completed independently at home, with a 100% catch-up model in place for all classes. Home reading data showing a consistent level of completion across all year groups, with disadvantaged pupils' data in line with non-disadvantaged pupils at 95% . Ready to learn projects completed by at least 80% of disadvantaged pupils, staff support the projects with resource packs given out before each school break. Parents report that they feel well supported by the school to break down barriers to learning that exist for their family.	1,2,3,4,5,6

	<p>As part of targeted intervention, identified vulnerable PP pupils are equipped with the strategies to make progress in line with their peers.</p> <p>Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>“Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.” (+4months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
CPD, subscriptions and training		
<p>£2,500</p> <p>Subscription to the Pixl (Partners in Excellence) Programme</p>	<p>Gaps in pupil’s learning & basic skills are effectively identified & filled through the implementation of Personalised Learning Checklists (PLCs) & associated resources.</p> <p>Teachers use Pixl resources as part of universal and targeted interventions to support teaching being at-least consistently good. (Core Team foci and DDPP)</p>	1,2,5,6
<p>£500</p> <p>Forest School and outdoor learning development</p> <p>Rolling programme for year group support and weekly sessions for all classes.</p>	<p>Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.</p> <p>Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.</p> <p>Why is it Beneficial for Children to Attend Forest School?</p> <ul style="list-style-type: none"> • Develop self-regulation skills. • Cope with and learn from failure. • Build resilience (the skill of coping with risk and failure). • Gain a sense of achievement. • Increase motivation and concentration. • Improve problem solving. <p>https://forestschooassociation.org/full-principles-and-criteria-for-good-practice/</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	1,2,3,4,5,6

<p>£2,400</p> <p>Finding Futures, Yes Futures</p> <p>6 x Year 5 Pupils</p>	<p>Our year-long personal development programme equips selected Year 5 pupils with the essential skills needed to succeed inside and outside the classroom, preparing them for a successful transition to secondary school. Developing life skills such as self-esteem, confidence and communication through a coaching and mentoring programme.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	<p>2,3,4,5,10</p>
<p>£1,500</p> <p>Training & development for teachers and learning support assistants leading the Read Write Inc phonics programme and 1:1 Fast Track phonics, Fresh Start training.</p> <p>Resources and development for parents to best support their child with phonic knowledge (The sounds that letters make)</p>	<p>The teaching of phonics as part of the Read, Write, Inc Programme is judged to be good.</p> <p>Pupils make good progress with their phonic knowledge enabling the aspirational phonics target for year 1 and 2 to be achieved.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p>	<p>1,3,5,6</p>
	<p>Total</p>	<p>£ 244,400</p>

Strand 2 Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 11,843

Activity	Evidence that supports this approach	Challenge number(s) addressed
£500 Provide a targeted tutoring programme for key worker pupils in every year group.	Gaps in children’s learning (basic skills) will close due to increased focus. Specific pupils make accelerated progress in targeted areas Parents will be clear on gaps in their child’s learning and their targets, and will be able to support their child	1,3,4,5,6,9
£3,500 Peer to peer Maths mentoring Year 6 students Autumn - Summer	Progress broadly in line with non PP peers in addition and subtraction. (an increase in attainment of 4+ months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1,2,4,5
£1,000 Speech and language link subscription and implementation	<ul style="list-style-type: none"> - Specific pupils receiving targeted intervention make accelerated progress from their starting point with speech, language and communication - Pupils in reception make accelerated progress from their starting point with at least 75% achieving the early learning goal for speech, language and communication enabling the GLD target to be achieved - Pupils routinely demonstrate the academy’s non-negotiables for speech, language, communication and vocabulary development <p>There is a strong relationship between growing up in poverty and under achievement. Sadly 1 in 3 socially disadvantaged children have delayed language development.</p> <p>https://speechandlanguage.info/resources/perch/pdf/impactbrochurejune2023onlinepages-2.pdf https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1,2,3,5,6
£ see staffing budget	The teaching of phonics as part of the Read, Write, Inc Programme is judged to be at-least good	1,3,4,5,6

	<p>Pupils make good progress with their phonic knowledge enabling the aspirational phonics target for year 1 and 2 to be achieved</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</p> <p>https://educationendowmentfoundation.org.uk/news/eef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start?utm_source=/news/eef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start&utm_medium=search&utm_campaign=site_search&search_term=read%20write</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>£ see staffing budget ALPS, Herts for Learning, targeted provision in X tables – Table Sticks, CEW, Reading fluency and fine motor control support.</p>	<p>Specific pupils make accelerated progress from their starting points, increasing their reading fluency acquisition of CE words and progress through the x tables levels in line with termly expectations.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency?utm_source=/news/eef-blog-shining-a-spotlight-on-reading-fluency&utm_medium=search&utm_campaign=site_search&search_term=sport</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	3,4,5,10
<p>£ 343 Rocksteady Music tuition</p>	<p>6 weekly blocks of small group/one to one music tuition This programme develops a love of music, enabling pupils to learn the basic techniques of singing and voice control. Sessions are also offered for instrument skills (drums, guitar)</p>	4,5
<p>£2,100 BC Scholars Staffing, Pre Scholars tuition, tutoring during programme, travel to a University. Spring to Summer (7 pupils)</p>	<p>The programme helps pupils to :</p> <ul style="list-style-type: none"> - engage and build pupils' confidence in core subjects by working with a subject expert (PHD Graduate) - develops the knowledge, skills and confidence to aspire to secure a place at a competitive university. - to meet graduates, visit universities and learn about university life. <p>It is structured around seven tutorials, and pupils also attend two trips to universities.</p> <p>https://thebrilliantclub.org/evaluation/programmes-evaluation/</p>	3,4,5,10
<p>£ 1, 500 Pupil subsidies fund. Breakfast Club / National Schools Breakfast Programme.</p>	<p>Pupils are able to attend breakfast club at a reduced cost, places are offered where punctuality is a cause for concern as well as to support SEMH needs for disadvantaged pupils who require additional support with settling, attending school.</p>	4,5,6,10

	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&utm_medium=search&utm_campaign=site_search&search_term=breakfast	
£2900 Trips and education visits fund	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	2,3,4,6,8,9
	Total	£11,843

Strand 3 Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15,687

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>£10,500 Part funded Educational Welfare Officer and Part funded attendance ambassadors Part funded attendance and welfare officer</p> <p>£100 Incentives and rewards Attendance tracking & reports for pupils in receipt of Pupil Premium funding, including sub-division groups</p>	<p>The EWO drives a strategic plan for improving attendance and punctuality specifically for disadvantaged pupils. The EWO supports & challenges the attendance officer to develop strategies to improve attendance for specific pupils. Pupils are safeguarded from harm and in the case of absence the school knows the pupil is safe following home visits where required. Parents feel suitably supported and challenged to ensure their child attends school regularly. First day absence is followed up by the welfare officer. Barriers are addressed and tackled through a cohesive team approach. https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance https://www.centreforsocialjustice.org.uk/library/kids-cant-catch-up-if-they-dont-show-up</p>	<p>4,5,7,8,10</p>
<p>£1,500 Hardship fund - uniform, equipment and resources</p>	<p>Pupils are equipped with the uniform, resources and equipment enabling them to thrive</p>	<p>2,3,5</p>
<p>£ 3,687 Part funded Sports Coach - Extra-curricular opportunities, after school clubs and breakfast club activities and part funded Forest school Lead Universal/targeted and specific physical development and mental health and wellbeing interventions.</p>	<p>Pupils have access to a variety of extra-curricular clubs. Pupils develop confidence in sports and fitness Pupils report they know how to live a fit & healthy lifestyle and do so Pupils feel empowered to make informed choices about how they live their life. Pupils have access to a range of activities to support fine and gross motor control https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>2,4,5,6</p>
	<p>Total</p>	<p>£ 15,687</p>

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 2023 to 2024 academic year.

We have noted the impact on the cost-of-living crisis, which has severely impacted our most vulnerable pupils and their families. The impact was mitigated by our resolution to maintain a high-quality curriculum, enable pupil's digital access, ensuring higher rates of attendance and punctuality through the trust wide attendance strategy.

Maths Outcomes years 2 to 6

Year DYP Cohort	EXS+	GDS Target /Outcome
2	61% / 35%	9% - 13%
3	71% / 35%	12% / 3%
4	63% / 33%	10% / 3%
5	71% / 67%	38% / 29%
6	69% / 65%	12% / 0 %

Reading outcomes years 2 to 6

Year	EXS+ Target / Outcome	GDS A2 Target / Outcome
2	65% / 35%	4% / 4%
3	59% / 32%	9% / 15%
4	57% / 33%	10% / 3%
5	67% / 71%	29% / 38%
6	73% / 50%	4% / 8%

Year 6 EOY Disadvantage Data: (Target – Actual)

DYP	Reading	Writing	Maths	Combined
EXS	73% - 50%	62% - 62%	69% - 65%	65% - 42%
GDS	4% - 8%	8% - 8%	0% - 0%	0% - 0%

Next Steps:

Target disadvantaged pupils in Year 5 who have academic potential through The Scholar's Programme.

Target disadvantaged underperforming pupils who have academic potential through the Finding Futures Programme.

Reading:

Continued focus on developing reading strategies through interventions run by learning support assistants and third teacher.

Continued focus on reading fluency and interventions of Herts for Learning to develop this.

Promote and celebrate daily reading, encouraging a love of reading through key worker provision and developing a detailed whole school reading strategy.

Writing:

Specific focus on spelling through daily lessons.

Targeted use of Sats Companion and other interventions including PiXL therapies.

Additional grammar sessions each week and grammatical concepts targeted throughout all English lessons.

Continue to use pupil conferencing to ensure pupils know what they need to do to achieve.

Maths:

Targeted interventions run by learning support assistants and third teacher.

ALPS for targeted pupils before/after school.

Regular and targeted use of Sats Companion, TTRS and timetables tests, including related division facts.

Data throughout the school is regularly scrutinised through core team and DDPP meetings to ensure a strategic focus on enabling support for children in all areas.

Year 2 EOY Disadvantage Data: (Target – Actual)

DYP	Reading	Writing	Maths	Combined
EXS	65%-35%	52% - 22%	61% - 39%	51% - 17%
GDS	4% - 4%	0% - 0%	9% - 4%	0% - 0%

Next Steps:

Continue to target pupils through 1:1 mentoring by Learning Support Assistants.

the pupils who exceed the Reception baseline to ensure enhanced opportunities for them to achieve their academic potential.

Reading:

Continue with personalised Ruth Miskin videos being sent home weekly and used for additional interventions.

Use library to promote reading and ensure children develop a love of reading.

Continue Key Worker and Attendance Ambassador support for provision targeting disadvantaged pupils and identify barriers to reading and implementing individualised strategies to overcome these

Continue to target pupils who are not secure with phonics through 1:1 mentoring by Learning Support Assistants and third teacher throughout the day.

Writing:

Continued use of exemplification documents for CPD and planning to ensure quality first teaching in writing lessons.

Handwriting focus in Key Stage One to ensure letter formation is accurate and consistent, developing into a fluent writing style. Range of interventions and opportunities to practice this.

Maths:

Continue to ensure that Number Basics lessons are used to target specific gaps in learning and pupil premium targeted specifically within these lessons.

Continue with 'Fluent in 5' at the start of lessons.

Continue to provide number bond and times tables interventions targeted specifically to address gaps in learning. Ensure that meeting milestones is celebrated and children know what they need to achieve.

Develop problem solving and reasoning skills further in maths lessons.

Continued use of Numbots and Times Tables Rock Stars to support learning at home and additional opportunities to use this provided in school.

Attendance

Although targets have not been met, the school has mitigated further reductions in persistent absence and punctuality, mitigating circumstances include:

- Mobility increase (asylum families)
- Increase in Term Time Holidays
- Lack of school places across borough, children moving house and not being 'off-rolled' quickly.
- Accessing intervention for family support is more challenging

Disadvantaged pupil's attendance is 2.6% below national data for all pupils with 3% gap between PPG and non PPG pupils attendance overall. Despite the higher-than-average rates of persistent attendance, we are concerned with the overall absence rate of disadvantaged students as, in the past year, as we have seen an increase in persistent absence which has been historically significantly above national average.

	National Averages Primary	Herringham Primary Academy		
	2021-22		Curr ent	EOY 22-23
Reception Attendance	93.2	55	90.0	90.7
Attendance All	93.7	351	94.0	93.7
Boys	93.6	186	94.7	93.4
Girls	93.8	165	93.3	94.0
Dis	91.5	158	92.1	91.9
Non-dis	94.5	193	95.6	95.1
EHCP	90.3	15	90.2	89.8
SEND support	92.0	72	92.1	92.0
Non-SEND	94.1	264	94.8	94.3
PA All	17.7	62	17.7	17.0
Boys	18.1	29	15.6	18.8
Girls	17.3	33	20.0	15.1
Dis	30.7	49	31.0	25.0
Non-di	13.1	13	6.7	10.8
EHCP	31.3	5	33.3	28.6
SEND support	26.2	24	33.3	25.4
Non-SEND	15.6	33	12.5	14.6

	Attendance %	P.A %
Primary National	94.5	15.2
Herringham	94.0	17.7

Next Steps:

Our targeted attendance strategy remains a key focus of our current plan for disadvantage and the school development plan for 2024-2025.

Wider impact:

- All children who received 1:1 tutoring for RWINc and phonics in Reception, Year 1 and 2 have made progress in RWI groups and PSC outcomes.
- Reading fluency interventions show improved outcomes for all pupils.
- Pupils who have received interventions have improved in their raw scores in test papers across the academic year.
- Speech and language provision in reception impacted on outcomes for GLD, with 14/27 67% of the PPG cohort meeting standards for LCL.
- Through Open Door Counselling - barriers to learning for pupils were removed.

- 100% of classes made use of Forest School learning with a number of PPG pupils accessing provision daily for SEMH and small group provision.
- Pupils are provided with rich cultural capital experiences through the wide range of visits and trips accessed through our curriculum and the extra-curricular opportunities offered.
- Pupils' aspirations have been raised by the embedding of pupil leadership roles across the school (School Council, Eco Council, Head and Deputy Pupils, House Captains, Librarians, Arts council, Wellbeing Champions, Singing Playground Leaders, Play Leaders and digital champions).
- Pupils' aspirations have been raised and they have developed a broader range of areas of interest outside of school through enrichment and sporting clubs made available to them.
- Disadvantaged pupils' aspirations continue to rise, due to the increased range of opportunities to develop their cultural capital through additional life experiences and sporting events.
- 7 pupils participated in the Scholars Programme during 2023-2024 1 pupil achieved 1st class for their final assignment, with 6 children achieving 2:1.

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
Third Space – Online one to one Tutoring Yr 6 Autumn Term Only	Third Space Learning Following initial and ongoing assessments, lessons are chosen specifically to plug each pupil's individual gaps. Working one to one (online) tutors will support pupils knowledge and understanding through tailored lessons. Research show pupils will make gains of up to 7+ months progress in maths skills.
The Scholars Programme Year 5 x 7 pupils	The Brilliant Club Pupils work in a small group with a PHD graduate. Pupils will experience research and writing at graduate level, they will submit a dissertation (which will be marked as degree level passes) and visit a university to experience life as a grandaunt.
Finding Futures Year 5 x 6 pupils	Yes Futures Pupils will work in a small group led by experienced coaches and mentors, exploring key themes of self-esteem, confidence and communication. Pupils will experience a challenging activity day and will visit a place of work to inform their aspirations and next steps to develop their life skills.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around teaching and learning and feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. There has been a strong focus on Disadvantage provision and impact on attainment and progress in 2023-2024 and will continue to be the case through the School Development Plan from 2024-2026.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.