



Pupil premium strategy statement 2021/2022

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.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	East Herrington Primary Academy
Number of pupils in school	467/ 409
Proportion (%) of pupil premium eligible pupils	82 pupils / 17.5%/ 20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2021 – July 2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Nicola Hair - Head
Pupil premium lead	Nicola Hair
Governor / Trustee lead	Alan Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,910.00
Recovery premium funding allocation this academic year	£11,310
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	£121,220.00





Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all children irrespective of background or challenges that they meet will make good progress and achieve high attainment across all subject areas. The key focus of the pupil premium strategy is that our disadvantaged pupils achieve this whilst also ensuring all pupils make progress including those who are already high attainers.

We will investigate challenges faced by all of our pupils including those who have a social worker, are young carers or have previously had a social worker this includes all children regardless of if they are disadvantaged or not.

Our broad and balanced curriculum offer alongside quality first teaching is at the centre of our approach. This is undoubtedly the best way to ensure we continue to close the gap for our disadvantaged learners whilst also ensuring all pupils will benefit from this approach and that all learners will make progress.

This approach is integral to our approach to recovery plans after two years of disrupted learning for many pupils. Targeted support will be used to catch up all pupils who have suffered from loss in their learning including those children who are disadvantaged.

We will not make assumptions about the impact of disadvantage but will plan a robust programme through assessments, individual needs, and responding to the challenges that are faced in our school and setting.

To ensure that we carry this out effectively we will:

- Ensure that there is a whole school approach for staff taking responsibility for their disadvantaged learners ensuring best outcomes and that pupils have high aspirations.
- Ensure that all disadvantaged pupils are equally challenged and supported.
- Ensure interventions and support are identified early and acted upon
- Ensure that

Challenges

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

Challenge number	Detail of challenge
1	Due to school closure children have missed the full school offer that would normally be in place. They have missed first hand experiences for learning, the



	<p>rich reading curriculum offer, clubs and musical experiences. This has in turn had an effect upon well-being for pupils.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, in reading, maths and more significantly within writing.</p>
2	<p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. More children are entering Nursery with poor communication, language and speech difficulties (Due to preschool activities being closed from National Lockdowns and Closures) and this is more prevalent amongst children from disadvantaged families. This hinders progress for disadvantaged pupils in reading, writing and across the curriculum.</p>
3	<p>There is a 24% gap for Disadvantaged and Non Disadvantaged pupils at the end of Y1 Phonics 2021. This is also 11% behind National Disadvantaged scores. (Data from 2019)</p> <p>Academic Year 2020 was 15% gap and almost in line with National Disadvantaged.</p> <p>Academic Year 2019 was 6% gap and above National Disadvantaged. (Data from March before school closures)</p> <p>There has been a three-year decline on phonic results impacted by Covid school closures. This suggests that disadvantaged pupils have greater difficulty with phonics than their peers and this negatively impacts upon their progress in reading.</p>
4	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 2.1% – 3.6% lower than for non-disadvantaged pupils.</p> <p>There has been a declining trend in persistent absence attendance for disadvantaged children compared to non-disadvantaged. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p>Our assessments, observations, discussions, pupil voice and pupil behaviours have identified many social and emotional issues arising for some of our pupils. This has been significantly made worse through school closures and lack of enrichment activities. These challenges have had a major effect upon disadvantaged pupils and in turn has affected their attainment.</p>
6	<p>Baseline data in Nursery has shown that children have entered Nursery with poor Personal, Social and emotional skills particularly in the area of PSE: specifically, "managing self". Many children are not fully toilet trained or require support to use the toilet. Children also lack confidence and independence skills in other health and self-care skills for example using a knife and fork and dressing themselves – these skills are also closely linked to physical development skills – also an area of concern following baseline data.</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>To improve reading outcomes for all children and to close the gap for disadvantaged children.</p>	<p>EYFS children will keep up with their peers when using phonics to decode and early intervention will support children to ensure the gaps do not begin to widen.</p> <p>KS1 children will move from the phonic scheme to a wider range of material and develop their comprehension skills. Children who are disadvantaged will also make progress through the phonic scheme.</p> <p>KS2 reading results will show that children are closing the gaps and results will diminish between non disadvantaged and disadvantaged and are above National Disadvantaged scores with the majority of children who face challenges reaching the expected standard (progress will be tracked for disadvantaged children with additional SEN needs)</p>
<p>To improve writing outcomes for all children and to close the gap for disadvantaged children.</p>	<p>EYFS children will begin to close the gaps in writing assessments.</p> <p>KS1 children will continue to catch up to their peers in writing assessments and achieve the expected standard with those able to achieve greater depth being pushed to do so.</p> <p>KS2 writing results will show that children are closing the gaps and results will diminish between non disadvantaged and disadvantaged and are above National Disadvantaged scores with the majority of children who face challenges reaching the expected standard (progress will be tracked for disadvantaged children with additional SEN needs)</p>
<p>To improve maths outcomes for all children and to close the gap for disadvantaged children.</p>	<p>EYFS children will begin to close the gaps in early maths understanding with a strong emphasis on number.</p> <p>KS1 children will continue to catch up to their peers in maths assessments and achieve the expected standard with those</p>



	<p>able to achieve greater depth being pushed to do so.</p> <p>KS2 maths results will show that children are closing the gaps and results will diminish between non disadvantaged and disadvantaged and are above National Disadvantaged scores with the majority of children who face challenges reaching the expected standard (progress will be tracked for disadvantaged children with additional SEN needs)</p>
<p>Improve oral language skills and vocabulary among disadvantaged pupils.</p>	<p>Assessments, lesson observations and book sampling show that improvements are being made in oral language skills.</p> <p>Children will have had many opportunities to speak and understand a wider range of vocabulary.</p>
<p>To achieve and sustained improved attendance for all pupils and especially disadvantaged.</p>	<p>Attendance will be demonstrated by:</p> <p>Overall attendance to improve to 96% and the attendance gap to between non disadvantaged and disadvantaged to be less than 2%</p> <p>The % of pupils who are persistently absent to be less than 12% and the gap between disadvantaged and non disadvantaged to be less than 10%</p>
<p>To continue to improve well-being and behaviour of all pupils especially those who are Disadvantaged.</p>	<p>Less incidents of behaviour recorded</p> <p>More participation of extra-curricular activities from disadvantaged pupils.</p> <p>Collection of data from pupil voice, parental views, lesson observations and teacher feedback.</p> <p>Counselling sessions provided for children and counselling groups will have appositive impact upon behaviour for learning and self esteem.</p>
<p>To quickly catch up and offer support for children on entering nursery with Personal, social and emotional skills.</p>	<p>On entering Nursery quick identification of support needed via: health visitors, early help worker, parenting support, identification of SEN and support from medical agencies.</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: **£51,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedded the NELI programme in Reception and to use known SAL interventions in Nursery.</p>	<p>https://www.teachneli.org/</p> <p>NELI website provides support to show the progress that can be made with this programme.</p> <p>SALT interventions in nursery</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p>	<p>2</p>
<p>Purchase of standardised diagnostic assessments across all year groups</p> <p>Support for staff to carrying out purposeful assessment</p> <p>Staff meeting time allocated to support assessment.</p>	<p>Standardised tests can be used to track pupils progress and provide support for children where they need it most.</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p> <p>Standardised tests can identify areas of strength and weakness to support teachers to identify next steps – intervention etc</p> <p>Discussion through PP meetings will support staff to timetable interventions needed.</p>	<p>1</p>
<p>Coaching and mentoring of staff for areas that school are developing. Staff will learn together and support each other to strive to make continued progress.</p> <p>The focus will change for this – in</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>Although these are very different approaches – they each have their place for different members of staff and for different projects.</p> <p>Collaborative coaching: to enable staff to embed new knowledge and skills from specialist sources in day-to-day practice.</p>	<p>3, 1</p>



<p>the first year this will be phonics/ writing and spelling as a key focus.</p>	<p>Although time consuming – this approach has a big impact upon staff working together to continue to raise standards.</p> <p>See also: Coaching for teaching and learning: practical guides for schools.</p>	
<p>Purchase more phonics books to supplement the RWI scheme. Extend books in book corners and further promote reading for pleasure.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/early-literacy-approaches</p> <p>The more children have access to a wide range of books the more vocabulary children are exposed to.</p> <p>Phonics is a strong approach to teaching children to read, although it does not focus on comprehension skills. RWI programme that we have chosen does place comprehension alongside phonics to support this and we run WCR sessions alongside this to ensure we have a whole school approach to reading.</p>	<p>3, 2</p>
<p>Improve the quality of social and emotional learning. These approaches will be part of everyday practice and children will have access to the wide curriculum offer.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>5, 6</p>

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

Budgeted cost: £25,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Fast track tutoring for phonics across all ages to ensure we have an approach of everyone reading.</p>	<p>Phonic approaches have a strong evidence that they impact on children being able to read and</p>	<p>3,</p>



Investigate a programme to improve the quality of listening, vocabulary and narrative for disadvantaged pupils who have low spoken language skills. Develop areas to increase vocabulary rich environments.	Oral language interventions can have a positive impact upon deepening children’s understanding of vocabulary. Children who are read to and read have a higher chance of success from an early age.	2
Third space learning for children in Y5 and 6 and support for children whose learning has been affected by the pandemic and the use of other specific interventions to support learning.	1;1 support for children upon diagnostic analysis allows pupils to deepen their understanding and make building blocks between mathematical subjects supporting them in their learning.	1
Targeted support for groups of children who are identified by teaching staff within small groups.	We have found in our school that children make more progress when taught by consistent staff upon specific areas – rather than generic areas led by an outside tutor.	1

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

Budgeted cost: **£46,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school review of school behaviour policies and routines and approaches to support behaviour across the school and the full school ethos towards behaviour for learning.	Routines have been missed for children and this has impacted upon behaviour for learning. Some children did complete work at home but without the support in the classroom standards have dropped in expectations of work and high standards.	1,6, 5
Improving school attendance for all groups of children.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4



<p>As laid out in the DfE's Improving School Attendance advice.</p> <p>Buy a new attendance package to help monitor closely attendance and support SLT in improving attendance across the school.</p>		
<p>Children to have access to a wider range of activities to ensure they have opportunities and experiences that can add to educational attainment.</p>	<p>Children who have more experiences can draw upon these when learning and develop schema around different subjects/ ideas. First hand experiences have a major impact upon children's development and we are reviewing this area within our curriculum to ensure best possible outcomes for all learners.</p>	<p>1</p>
<p>Contingency fund to deal with arising problems/ areas of development.</p>	<p>We will ensure constant review of children's needs is acted upon</p>	<p>6</p>

Total budgeted cost: £123,400.00





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.

We took internal assessments in 2020/21 which backed up the fact that the majority of pupils had fallen behind due to school closures but that gaps were bigger for our disadvantaged pupils. Whilst we had been more or less in line with National figures previously, disadvantaged children had taken a dip and our previous strategy had not fulfilled its true potential.

Every effort was made to provide children with as much support as possible throughout school closures and although children were provided with Chromebooks for online learning if needed and online support, the children did not make as much progress that was laid out in plans. As evidenced across the full country, school closure was most detrimental to our disadvantaged pupils. They did not have full access to the pupil premium funded projects, targeted intervention and support that would have previously taken place within school. Children worked on catch up projects in the Autumn and Summer term but this was negatively impacted by isolations and class closures.

Intervention programmes and catch up support were implemented and teaching staff worked relentlessly to support children in closing the gaps.

Attendance in 2019/ 2020/2021 cannot be taken as a true figure due to the X code for Covid but after careful analysis it can be seen that the gap between disadvantaged attendance and non-disadvantaged attendance is widening and the increase in persistent absentees for non-disadvantaged pupils, this is why we have made attendance a current focus of the plan.

From observations in school and pupil progress meetings we can see that pupil wellbeing and mental health were significantly impacted this last year and this was mainly due to the impact of Covid 19. This was highlighted more within some of our disadvantaged pupils. We quickly placed children on interventions and support to overcome these difficulties. This year we have outlined the need to continue this work and build upon the approaches we have used to support, behaviour, behaviour for learning and mental well being.

The plan for the year 2020/2021 has been evaluated for each target and is on the school website.



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
Maths tuition	Third Space Learning

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	





Further information (optional)

Our Pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or the recovery premium and includes:

- Reviewing the marking and feedback policy with all staff to ensure the best outcomes for all pupils – we will continue to use research to support this and move forward with policy in school. <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>
- Developing a member of staff with the NPQBC qualification to support in the overview of policy within school.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

Planning, implementation and evaluation

To ensure we have planned our new strategy effectively, we have reviewed all activities carried out and their impact and have understood that activities previously in place could not have had the required impact due to Covid19.

The head alongside the CEO has undertaken training from the EEF – making the difference and strategies to support in planning an effective pupil premium strategy focussing on what we can change and using evidence to support these changes.

We ensured that we used a range of sources to evaluate and identify the challenges that face our disadvantaged pupils including, assessments, pupil voice, pupil progress meetings, sampling of children's work and lesson observations.

The school has a changing demographic and IDACI data shows that we have 49% of our pupils within IDACI rank 1 – 3. This has had a major impact alongside Covid and the plan we are putting in place is heavily focused on supporting areas outlined in the report which have changed over the past years.

We have thought about a longer term plan and will continue to update and change the programme as we learn more about the individual needs of our children.