



Pupil premium strategy statement 2023/2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	459/ 408
Proportion (%) of pupil premium eligible pupils	76 pupils - 18.6%
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	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Nicola Hair - Head
Pupil premium lead	Nicola Hair
Governor / Trustee lead	Terence Milner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,580
Recovery premium funding allocation this academic year	£11,165
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	£121,745



Part A: Pupil premium strategy planning

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

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many



	<p>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, maths and other subjects across the curriculum.</p>
2	<p>Phonic results have been impacted and are lower since Covid school closures. Last year disadvantaged pupils scored well in the phonic (8 out of 9) but we now have evidence that they find this knowledge hard to retain and transfer into reading fluency which has an effect upon their reading ability as they travel through the school.</p>
3	<p>Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 2.1% – 3.6% lower than for non-disadvantaged pupils. Disadvantaged attendance data last year was 92.6% compared to 94.9% for the full school. SEN attendance data also shows a similar picture.</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>
4	<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 and services alongside long waiting lists for services. These challenges have had a major effect upon disadvantaged pupils and in turn has affected their attainment.</p> <p>We have had more referrals to outside agencies for support. (BSS, CAMHs, CYPS) This means that we have a crossover with disadvantaged and SEN needs which continues to be a high challenge.</p>
5	<p>Baseline data in Nursery has shown that children have entered Nursery with poor PSE (Personal, Social and Emotional) skills: specifically, “managing self”. Many children are not fully toilet trained or require support to use the toilet. We had 5 children in Reception still not able to independently use the toilet.</p> <p>This issue is continuing to get more prevalent. 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>
6	<p>End of KS2 data shows that disadvantaged pupils are further behind in literacy skills than maths compared to other pupils in the school and this is even more so for disadvantaged boys. This is also evident from headline data at the end of KS1. This is for both reading and writing with writing being lower than reading.</p>
7	<p>Internal assessments still indicate that writing standards are further behind for pupil premium children compared to non pupil premium.</p>



Writing has been impacted the most by school closures and although this is strongly improving for all pupils. We are still seeing a lack of independence in writing.

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>Majority of disadvantaged children reach the expected standard.</p>	<p>Record baseline on entry to nursery.</p> <p>Plans to be developed in a timely fashion and monitored at each PP meeting to ensure impact. (Interventions for speech, reading etc)</p> <p>EYFS data will show disadvantaged pupils beginning to close the gap.</p> <p>KS1 data will show more pupils have closed the gap and are in line with other pupils.</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>Record baseline on entry to nursery.</p> <p>Plans to be developed in a timely fashion and monitored at each PP meeting to ensure impact. (Interventions for speech, reading etc)EYFS children will begin to close the gaps in writing assessments.</p> <p>EYFS children will have plenty of rich opportunities for mark making in continuous provision. Letter formation will be taught to pupils ready for this and embedded.</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 given the opportunity to do so.</p> <p>KS2 writing results will show that children are closing the gaps and results will diminish</p>



	<p>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>Record baseline on entry to nursery. Plans to be developed in a timely fashion and monitored at each PP meeting to ensure impact EYFS children will begin to close the gaps in early maths understanding with a strong emphasis on numbers. Children will not be rushed through the numbers but develop a strong understanding of each number. KS1 children will continue to catch up to their peers in maths assessments and achieve the expected standard with those able to achieve greater depth being pushed to do so. 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>To improve literacy skills for all boys ensuring disadvantaged boys do not fall further behind.</p>	<p>Baseline assessment in nursery for early identification. English and curriculum lead to look at the diet of books/ literature in school for boys and ensure that this is well represented Pupil voice to ensure that the diet is correct for all children Boys results will continue to close the gap on girls for reading and writing across the board from EYFS - Y6.</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. Children will have had many opportunities to speak and understand a wider range of vocabulary.</p>



	<p>Use training from Voice 21.</p> <p>Children will have 1 full scheme of work where Oracy is assessed ensuring all pupils complete this work.</p>
<p>To achieve and sustain 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 in extracurricular 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 a positive impact upon behaviour for learning and self esteem.</p> <p>Staff will be better trained to support pupils with SEMH needs</p> <p>Staff will know how to make the relevant referrals.</p> <p>School to provide fun friends groups, counselling, breathing space, rise group referrals, support from Early Help Worker in school.</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: **£51,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
SAL interventions in Nursery and reception and for children with additional needs.	<p>SALT interventions in nursery</p> <p>Oral language interventions EEF</p> <p>Nuffield Early Language Intervention EEF</p>	1
<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>Retrieval practise embedded in all lessons improving quality first teaching</p> <p>EEF Blog: Does research on ‘retrieval practice’ translate into...</p>	1/6/7
<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 be phonics/ writing/ maths/ WCR.</p>	<p>Mentoring EEF</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>Although time consuming – this approach has a big impact upon staff working together to continue to raise standards.</p> <p>Teachers who have carried out NPQ training to use the training to support this.</p>	2, 1,6



	See also: Coaching for teaching and learning: practical guides for schools.	
Purchase more phonics books to supplement the RWI scheme. Extend books in book corners and further promote reading for pleasure by introducing the reading cafe.	<p>Early literacy approaches EEF</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>reading material continually reviewed.</p> <p>Books bought for class libraries</p> <p>Reading cafe to store more books to interchange into class libraries and also engage parents into the cafe and raising the importance of reading.</p> <p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year</p>	6, 2
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>Social and emotional learning EEF</p> <p>Nurture groups- fun friends etc</p> <p>Sensory spaces to support children to regulate and get back to learning</p> <p>Counselling sessions for children</p> <p>Early identification and referrals to CAMHs/ CYPS</p> <p>Early Help to support with signposting to other projects</p> <p>AOT to support school</p>	3, 5

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

Budgeted cost: £23,795

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Fast track tutoring for phonics across all ages to ensure we have an approach for everyone reading.	Phonic approaches have a strong evidence that they impact on children being able to read and	2
Implement 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. https://voice21.org/ Children who are read to and read have a higher chance of success from an early age.	1/6/7
Third space learning for children in Y5 and 6 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. One to one tuition EEF (educationendowmentfoundation.org.uk) Power of 1 and Power of 2 to support children who have gaps - first class intervention to be run.	1/7
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.	1/2/6/7

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

Budgeted cost: **£46,450**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To use Early Help workers in school to support improved behaviour and attendance.	Early Help - Together for Children Guide to CAMHS Mental Health Services YoungMinds Breathing Space - Together for Children	3/4/5



<p>Improving school attendance for all groups of children. As laid out in the DfE's advice. Working together to improve school attendance - GOV.UK</p> <p>Continue to use the attendance package to help monitor attendance closely and support SLT in improving attendance across the school and train new members of staff.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Target given by Ofsted 2022</p>	<p>3/4/5</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>1/6/7</p>

Total budgeted cost: £121,745.00



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 2022 to 2023 academic year.

Assessments in 2022/23 showed that we had made some progress with disadvantaged pupils but there is still a large gap at the end of Reception. Data is starting to improve for disadvantaged pupils and the gaps get smaller as we go throughout the full school. We also have a crossover of pupils who have additional needs and are disadvantaged.

EYFS

This data shows that disadvantaged pupils in Reception start a long way behind their peers and although big steps are made they are still a long way behind at the end of Reception

GLD	School	National 2022
All	68.3%	65%
Disadvantaged (10 pupils)	20%	49%

Word reading	School	National 2022
All	78.3%	75%
Disadvantaged (10 pupils)	30%	59%

Writing	School	National 2022
All	70%	70%
Disadvantaged (10 pupils)	20%	53%

Number	School	National 2022
All	71.7%	78%
Disadvantaged (10 pupils)	20%	64%



Numerical patterns	School	National 2022
All	71.7%	77%
Disadvantaged (10 pupils)	20%	63%

PHONICS - YEAR 1	School	Average Score
All	85%	33.3%
Disadvantaged (10 pupils)	89%	32.7%

This shows that the phonic programme has had a positive impact on all pupils including disadvantaged.

KS1 Data	All	National	Pupil Premium	National
Reading	78%	65%	67%	54%
Writing	75%	54%	67%	44%
Maths	78%	71%	78%	56%
Combined	70%			

This shows that we are beginning to get back to pre covid levels for disadvantaged pupils and maths was in line with other pupils in school with reading and writing just behind other pupils - showing the gap is closing.

MTC - Y4

Average Score (out of 25)	School						National			
	2022			2023			2022		2023	
BALMORAL East Herrington Academy	Pupils*	Avg.	Median	Pupils*	Avg.	Median	Avg.	Median	Avg.	Median
All Pupils	53	22.2	23	60	23.5	25	19.8		20.2	
Boys	29	21.3	23	35	24.1	25	20.0		20.4	
Girls	24	23.3	24	25	22.5	25	19.6		19.9	
Disadvantaged	15	21.1	23	15	20.4	23	17.9		18.3	
Other	38	22.7	24	45	24.5	25	20.5		20.9	
SEN	13	17.5	19	12	19.9	23	15.4		15.9	
Non SEN	40	23.8	24	48	24.4	25	20.7		21.1	
EAL	0			1	24.0	24	19.4		19.9	
Non EAL	53	22.2	23	59	23.5	25	21.2		21.4	



KS2 data expected	All (National)	Disadvantaged	National
Reading	92% (73%)	73%	66%
Writing	88% (71%)	80%	68%
Maths	87% (73%)	87%	60%
Combined	80% (59%)	67%	50%
GPS	85% (72%)	80%	59%

KS2 data HS	All (National)	Disadvantaged	National
Reading	32% (29%)	33%	17%
Writing	20% (13%)	13%	7%
Maths	22% (24%)	20%	13%
Combined	17% (8%)	13%	3%
GPS	32% (30%)	20%	23%

The data is strong but you can still see the lower data for reading in comparison to all pupils.

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

New training for staff on the RWI programme and continued CPD on fluency and reading is having a positive impact upon all outcomes and we will continue to see this throughout the coming years.

From observations in school and pupil progress meetings we can see that pupil wellbeing and mental health continue to be a high priority for pupils including our disadvantaged pupils. Interventions and support were given where needed. 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 robust system for attendance supported school to ensure timely interventions, rewards or support were given to families to reduce PA from the previous year and improve the overall attendance to 94.9% - this still needs to improve further.

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
Reading Plus Online Reading programme	Reading Plus
TTRS online maths programme	Times Tables Rock Stars
Lexia structured literacy programme	Lexia
RWI phonics programme	RWI - Ruth Miskin

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have 2 pupils and spent the money as outlined above.
What was the impact of that spending on service pupil premium eligible pupils?	As above.



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. [Feedback | EEF](#)
- Utilising a member of staff with the NPQLBC qualification to support in the overview of policy within school.
- utilising a [DfE grant to train a senior mental health lead](#). Continue to use the support of the mental health lead and working within the team we have for Mental Health
- Clear pathways for the increased number of children presenting with additional needs

Planning, implementation and evaluation

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.