

Pupil premium strategy statement

School overview

Metric	Data
School name	Herrick Primary School
Pupils in school	447
Number of disadvantaged pupils	40
Pupil premium allocation this academic year	£53,800
Academic year or years covered by statement	2020-21
Publish date	4 th November 2020
Review date	10 th September 2021
Statement authorised by	U. Patel
Pupil Premium Lead	U. Patel
Governor lead	G.Smart

Disadvantaged pupil progress scores for last academic year (2018-19)

Measure	Score
Reading	-0.5
Writing	2.3
Maths	2.7

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2 (predicted)	81%
Meeting expected standard and above at KS2 (predicted)	6%
Measure	Activity
An increased engagement with Pupil Premium families to support pupil's aspiration, resilience and	To increase the home/school communication via year group emails, telephone calls and parent-mail correspondence. Named person whom families can contact for guidance and support. Tracking engagement in homework through year group emails.

home/school communication	Tracking the engagement in remote learning when pupils are self-isolating.
Increased opportunities to develop cultural capital for Pupil Premium pupils.	To provide enrichment days to motivate and aspire pupils. To offer financial support for school trips, workshops and uniform. To engage Pupil Premium pupils in sport clubs and extra-curricular activities.
Pupils feel supported with their wellbeing, self-esteem and aspiration and it is reflected in their engagement in learning.	1:1 mentoring sessions. To offer pastoral sessions for pupils that may have been affected by Covid-19. To offer Family Support services to help families with engaging with the school and home.
Barriers to learning these priorities address	Pupil Premium pupils and families are more likely to have been adversely affected by the Covid-19 pandemic, lockdown and school closure. Poor attendance from pupils and lack of engagement from Pupil Premium pupil's families. Pupil Premium families may not provide consent for their child to participate in extra-curricular activities.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores and above in KS2 Reading (0)	Sept 2021
Progress in Writing	Achieve national average progress scores and above in KS2 Writing (0)	Sept 2021
Progress in Mathematics	Achieve national average progress score and above in KS2 Mathematics (0)	Sept 2021
Phonics	Achieve national average expected standard in PSC	Sept 2021
Other	Improve attendance of disadvantaged pupils to LA average (98.5%)	Sept 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1: Raise attainment of Phonics and reading.	Pupil Premium pupils falling behind the age-related expectations require targeted support to catch up. Tailored interventions that are unique to individuals or small groups will be delivered. These will be initially teacher-led and then consolidated by support staff. Interventions include: 1 to 1 language support, Alexia – reading programme.

Priority 2: Improved language skills of KS1 children	Provide targeted support to PP pupils such as Early Words, Talk Boost, Fun Time and Sight Words intervention to improve speaking and listening skills.
Priority 3: Improved progress of phonics, reading, writing and maths across the school.	Implement the Government funded National Tutoring Programme (NTP) for Disadvantaged pupils. Ensure that strategies for reading and skills developed in the NTP programme is applied and monitored in the classroom through Pupil Progress meetings, observations, pupil interviews and staff feedback.
Priority 4: Diminish the difference of Pupil Premium and non-Pupil Premium pupils in RWM combined.	The Education Endowment Foundation (EEF) Toolkit suggests that metacognition strategies are most effective in engaging and motivating pupils in learning. The school has revised the primary curriculum topics to support children's to 'learn more and remember more'. Plans or SOL's (implementation) have been adapted with strategies in mind to increase confidence, self-esteem, and improve resilience ultimately improve engagement in the learning. Positive engagement will ultimately lead to improved and raised attainment.
Barriers to learning these priorities address	Attendance of face-to-face sessions may hinder progress. Although remote learning is available for those that have to shield or self-isolate, quality of the outcome may not match of that produced in the classroom.
Projected spending	Priority 1 = £25, 000 Priority 2 = £400 Priority 3 = £15,00

Wider strategies for current academic year

Measure	Activity
Priority 1: Improved home-school link and home-learning environment.	Pastoral support at school to support pupils with turbulent home life and emotional and social difficulties.
Priority 2: Enthusiasm and motivation for learning	The redesigned curriculum, which includes enriched activities and supports broader aspects of the curriculum (and where possible to improve learning opportunities due to Covid measures) - to provide children with experiences that they may not ordinarily experience.
Priority 3: Increased attendance rates, improved social and emotional well-being	The EWO works with the school to help families improve attendance at school. This helps children to attend regularly and on time, as well as experience the social aspect of school life and thus improving their emotional well-being.

Priority 4: Improved physical and mental health and well-being.	Our staff closely monitor pupils to ensure external factors such as the lack of funds and resources does not hinder progress. The school offers a snack; subsidise costs towards uniforms; additional stationary (dictionaries and thesaurus) to diminish the difference.
Barriers to learning these priorities address	Disengaged parents/families who either do not want the support or do not consent to their child to participate in school events, trips or workshops.
Projected spending	Priority 1 = £1000 Priority 2 = £10 000 Priority 4 = £3000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Ensuring the standards of the planning, delivery and assessment of interventions are of high quality and is consistent across all year groups.	Regular monitoring and feedback to support staff. Provide opportunities for pupils to apply skills in whole class setting.
Wider strategies	Engaging the families facing most challenges	Working closely with the EWO and family support worker to explore different avenues of engaging families. School to provide online workshops for parents on reading, writing and maths.

Review: last year's aims and outcomes

Aim	Outcome
Reading	<p>KS1 predictions show that 1/3 Pupil Premium group were on track to meet the expected standard. Reading ages assessed through NGRT tests reflect reading ages of Pupil Premium and non-Pupil Premium as 6yrs/8mths and 7yrs/9mths, respectively.</p> <p>KS2 predictions were very pleasing with the Pupil Premium cohort in-line with the non-Pupil Premium group (75% and 80%, respectively). NGRT tests reflect reading ages of Pupil Premium and non-Pupil Premium as 12yrs/9mths and 13yrs/7mths, respectively.</p>
Writing	<p>KS1 predictions show that 1/3 Pupil Premium group were on track to meet the expected standard.</p> <p>KS2 predictions were very pleasing with the Pupil Premium cohort in-line with the non-Pupil Premium group (88% and 85%, respectively).</p>
Maths	<p>The gap between the Pupil Premium cohort and the non-Pupil Premium cohort in KS1 is concerning as none of the 3 Pupil Premium pupils achieved expected standard.</p> <p>Maths at KS2, 75% of the Pupil Premium cohort were predicted to meet the expected standard in comparison to 82% for non-Pupil Premium group.</p>
RWM combined	<p>KS1 predictions for RWM was 0% for Pupil Premium, this was due to not meeting expected standard in Maths.</p> <p>In KS2 Pupil Premium pupils were predicted to achieve 50% in RWM.</p>
Phonics	<p>The Year 1 Phonics was predicted at 50% (1/2) for the Pupil Premium cohort and at 41% for the non-Pupil Premium cohort. As this is lower than the National average, support has been placed in Year 2 with extra support staff and interventions to ensure the whole cohort are not falling behind.</p>

Year 6 cohort: All-60/ Dis.-8					NGRT Test	
	Expt. %		H. Level %		Reading Age (Yrs./Mnths.)	
	All	Dis.	All	Dis.	All	Dis.
R	80	75	22	13	13/7	12/9
W	85	88	10	13		
M	82	75	22	13		

Year 5 cohort: All-61/ Dis.-13					NGRT Test	
	Expt. %		H. Level %		Reading Age (Yrs./Mnths.)	
	All	Dis.	All	Dis.	All	Dis.
R	63	50	39	25	11/6	11/11
W	42	33	22	17		
M	59	33	32	8		

Year 4 cohort: All- 49/ Dis.-10					NGRT Test	
	Expt. %		H. Level %		Reading Age (Yrs./Mnths.)	
	All	Dis.	All	Dis.	All	Dis.
R	57	45	39	27	9/10	9/3
W	59	64	24	9		
M	63	55	27	27		

Year 3 cohort: All- 60/ Dis.- 4					NGRT Test	
	Expt. %		H. Level %		Reading Age (Yrs./Mnths.)	
	All	Dis.	All	Dis.	All	Dis.
R	72	100	33	0	8/5	6/5
W	63	100	26	0		
M	72	32	67	33		

Year 2 cohort: All- 54/ Dis.- 3					NGRT Test	
	Expt. %		H. Level %		Reading Age (Yrs./Mnths.)	
	All	Dis.	All	Dis.	All	Dis.
R	51	33	15	0	7/9	6/8
W	40	33	6	33		
M	49	0	11	0		

Year 1 cohort: All- 51/ Dis.- 2				YARC Test	
PHONICS				Reading Age (Yrs./Mnths.)	
No. of pupils working at		% of pupils working at		All	Dis.
All	Dis.	All	Dis.	All	Dis.
21	1	41	50	6/11	6/6