

Pupil premium strategy statement 2023-2026

Hermitage Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Hermitage Primary School
Number of pupils in school	209
Proportion (%) of pupil premium eligible pupils	19 pupils (9%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	First published September 2023 Reviewed September 2024
Date on which it will be next reviewed	September 2025
Statement authorised by	Helen Ross
Pupil premium lead	Jill Cox
Governor / Trustee lead	Brian Donlon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,394.99
Recovery premium funding allocation this academic year	£0
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	£42,394.99

Part A: Pupil premium strategy plan

Statement of intent

At Hermitage Primary School we are fully committed to providing a relevant, broad and balanced curriculum for all our children including the disadvantaged pupils. Through our curriculum, we aim to encourage and develop inquisitive thinkers and learners who are engaged in the curriculum via exciting and stimulating opportunities. We treat each other with respect and through all that we do, we encourage the children to respect themselves, others and the environment including the school, the community and wider global environment.

The aims of our Pupil Premium Strategy Plan:

- To enable all children to learn and develop their knowledge and skills to their highest potential;
- To promote a positive attitude towards learning so that children develop a life-long love of learning;
- For all pupils to learn the fundamentals of reading, writing, maths and information communication technology so that they can access all learning opportunities;
- For all pupils to develop social skills and be effective communicators so that they can listen well and share their own ideas and thoughts confidently and coherently;
- To ensure pupils know about healthy life choices and are equipped with the knowledge and skills to make the right choices appropriate to their age;
- To provide opportunities for pupils to be physically active every day; to learn about the importance of both mental and physical fitness and the impact it has on future health and well-being;
- To provide a range of opportunities to be creative and independent thinkers and learners;
- To teach children about the world at a local level through their community as well as a wider understanding of global issues so that they develop as positive citizens
- To promote the value and contributions made by all so that our children develop a true sense of respect, tolerance and understanding of others and are committed to equal opportunities for all;
- To help children to understand Britain's cultural heritage and values so that they appreciate the importance of democracy, tolerance and respect, personal liberty and the Rule of Law and are well prepared for life in modern Britain;
- To teach children to have an awareness their own spiritual/moral development, an understanding of right from wrong and the importance of truth and fairness.

The targeted and strategic use of Pupil Premium funding will support us in achieving this such that there is no gap between disadvantaged pupils and their non-disadvantaged peers.

Our Approach

We allocate our Pupil Premium funding using a tiered approach, as recommended by the EEF: [Education Endowment Foundation's \(EEF\) pupil premium guide](#)

Tiered approach

Evidence from the Education Endowment Foundation shows that pupil premium spending is most effective when a tiered approach is used. We target our spending in line with this research, across 3 tiers: Teaching, Academic Support and Wider Approaches.

Tier 1: Teaching

The EEF Pupil Premium guide highlights that:

“...good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.... Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.”

Our Pupil Premium Strategy places teaching quality as a priority. We have a whole school approach to improve the impact of teaching and learning for pupils; the areas of focus are identified in line with our 3 year School Development Plan, based on an analysis of data and reviewed annually.

Tier 1 strategies may include:

- Training
- Professional development (within school and through external providers)
- Lesson study
- Peer mentoring
- Team planning and lesson delivery
- Steps to support recruitment and retention and support for early career teachers
- Five-a-Day approach (from: [EEF blog: The Five-a-day approach: How the EEF can support | EEF \(educationendowmentfoundation.org.uk\)](#))

Tier 2: Academic support

“Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.” (EEF Pupil Premium Guide)

Our Tier 2 Academic support provides high quality interventions linked to our pupils' needs. We use a range of evidence including class and pupil level data, book/evidence monitoring and FFT target setting data to identify:

- Barriers to learning
- Gaps in learning
- Areas of lower progress and/or attainment

Tier 2 strategies may include:

- Structured interventions
- Small group tuition
- One-to-one support

We carefully select evidence based interventions to meet the needs of the pupils. We deliver interventions which have been researched and proven, in trials, to have a significant effect on improving pupil outcomes including for example the EEF Toolkit.

[Teaching and Learning Toolkit | Education Endowment Foundation | EEF](#)

This includes bespoke pre and post learning interventions to support pupils with specific knowledge and understanding required by a particular lesson or unit as identified by ongoing assessments.

Tier 3: Wider approaches

Our Tier 3 strategies relate to the most significant non-academic barriers to success in our school, including behaviour, social and emotional support, classroom motivation, opportunities to achieve and self-esteem. We identify these barriers through staff observation, feedback from parents and children.

This may include non-academic use of the pupil premium such as:

- Outdoor Education including Forest Schools, Gardening Club and Outdoor Learning
- Curriculum Enrichment including workshops (e.g. cultural, music, dance), Mental Health Week (as part of our wider PSHE curriculum), Anti-bullying Week (as part of our wider KiVa anti-bullying programme), World of Work Week
- Pupil mentors including Beanstalk, Pets for Therapy, Crewe Alex FC, Stoke City FC
- Family Support worker and Visyon (mental health) support
- Trained ELSA
- Social Skills Group work

- Life Skills Group work
- Mindset work
- Behaviour support

Challenges

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

Challenge number	Detail of challenge
1a Low prior attainment	Vocabulary Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
1b	Reading and phonics Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
1c	Maths Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
2	Low cultural capital/gaps Teacher observations highlight gaps in cultural capital for disadvantaged pupils compared to non-disadvantaged peers
3	Parent engagement for disadvantaged pupils is lower – support with home reading and homework in particular
4	Social and Emotional challenges Our observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
5	Cognitive challenges (SEN pupils) Where a child is both pupil premium and SEND, there can be additional cognitive challenges which impact on academic progress.

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
Improved oral language skills	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, vocabulary among disadvantaged pupils. including engagement in lessons, book scrutiny and ongoing formative assessment.
Pupils able to read fluently and with good comprehension by the end of Key Stage 2.	Disadvantaged pupils will achieve at least age expected in reading by the end of the key stage.
Pupils are able to write for a sustained period with purpose and cohesion, using grammar, spelling and punctuation accurately.	Disadvantaged pupils will achieve at least age expected in writing by the end of the key stage.
Pupils are fluent in maths and are able to reason and solve problems appropriate to their year group.	Disadvantaged pupils will achieve at least age expected in maths by the end of the key stage.
Pupils are able to manage social situations appropriately and know when to ask for help with this.	Qualitative data from pupil voice, pupil and parent surveys and teacher observations.
Pupils are able to tackle challenges with confidence and without giving up.	Qualitative data from pupil voice, pupil and parent surveys and teacher observations.

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: £21, 198

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure Quality First Teaching supports all pupils so that pupils are engaged and make progress in lessons including disadvantaged pupils. Tier 1 strategies may include: • Training • Professional development (within school and through external providers) • Lesson study • Peer coaching • Peer mentoring • Team planning and lesson delivery	Education Endowment Foundation's (EEF) pupil premium guide	1 (also 2, 4, 5)

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

Budgeted cost: £10, 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Our Tier 2 Academic support provides high quality interventions linked to our pupils' needs. We use a range of evidence including class and pupil level data, book/evidence monitoring and FFT target setting data to identify: • Barriers to learning • Gaps in learning • Areas of lower progress and/or attainment Tier 2 strategies may include: Structured interventions • Small group tuition • One-to-one support	<i>“Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.” (EEF Pupil Premium Guide)</i> We carefully select evidence based interventions to meet the needs of the pupils. We deliver interventions which have been researched and proven, in trials, to have a significant effect on improving pupil outcomes including for example the EEF Toolkit. Teaching and Learning Toolkit Education Endowment Foundation EEF	1, 5

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

Budgeted cost: £ 10, 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Our Tier 3 strategies relate to the most significant non-academic barriers to success in our school, including behaviour, social and emotional support, classroom motivation, opportunities to achieve and self-esteem. We identify these barriers through staff observation, feedback from parents and children. This may include non-academic use of the pupil premium such as: • Outdoor Education including Forest Schools, Gardening Club and Outdoor Learning • Curriculum Enrichment including workshops (e.g. cultural, music, dance), Mental Health Week (as part of our wider PSHE curriculum), Anti-bullying	Research on Forest School and Outdoor Learning. - Cambridge Forest Schools Summary of evidence of impact of Forest Schools Layout 1 (ase.org.uk) – the impact of outdoor learning on science The Relationship between Children's Wellbeing and their Educational Outcomes (publishing.service.gov.uk) Link to wellbeing and attainment Evaluation Reports – ELSA Network	2, 3, 4

Week (as part of our wider KiVa anti-bullying programme), World of Work Week • Pupil mentors including Beanstalk, Pets for Therapy, Crewe Alex FC, Stoke City FC • Family Support worker and Visyon (mental health) support • Trained ELSA • Social Skills Group work • Life Skills Group work • Mindset work – Brilliant Schools (Will Hussey – part of Art of Brilliance) • Behaviour CPD – Relational Approach Using the pupil premium in this way helps to: • increase pupils' confidence and resilience • increase pupils' social and emotional skills		
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• support pupils' mental health and wellbeing • encourage pupils to be more aspirational • increases cultural capital • increases engagement and motivation to learn • benefit non-eligible pupils		
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Part B: Review of outcomes in the previous academic year

Outcomes for Disadvantaged Pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Assessments during 2023/24 suggested that the performance of disadvantaged pupils was mixed. Data was looked at on a pupil by pupil basis, considering the progress of each child individually.

Reading

77% of pupils have made better than expected progress or maintained a high standard (greater depth)

55% of pupils maintained expected standard or better

23% of pupil did not achieve expected/make progress. These pupils will be assessed in Autumn Term to identify specific gaps and to plan intervention.

Maths

50% of pupils have made better than expected progress or maintained a high standard (greater depth)

45% of pupils maintained expected standard or better.

50% of pupils did not achieve expected/make progress. These pupils will be assessed in Autumn Term to identify specific gaps and to plan appropriate intervention.

Pupil Premium and Extra-Curricular Club uptake

66% of children took part in an extra-curricular club, with bursary places offered for 2 children per term. In Spring Term 2024, all PP children were invited to a free "Try Something New" club; each week the children took part in a different sport including archery, ultimate Frisbee and tennis.

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	ELSA support Forest Schools and Outdoor Learning Classroom support
What was the impact of that spending on service pupil premium eligible pupils?	Support with well-being and mental health