



Pupil premium strategy statement 2022/2023

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	454/ 407
Proportion (%) of pupil premium eligible pupils	81 pupils - 17.8% /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	December 2022
Date on which it will be reviewed	July 2023
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	£113,570
Recovery premium funding allocation this academic year	£12,180
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	£125,750





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

Challenges

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

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



	<p>learning, the 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 some 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 was 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) This has improved in 2022 but is still a 8% gap.</p> <p>There has been a 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 4 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>
7	<p>Year 2 data 2022 shows the significant gaps that are present in children's learning due to lockdowns and school closures.</p> <p>There are only 53% children attaining the RWM with writing assessments being low in comparison to previous data in 2019. 53% of children attained the standard in writing - this is because this group of children were catching up with phonics work that had previously been missed.</p> <p>Disadvantaged pupils are behind national disadvantaged pupils in Reading, writing and maths at the end of KS1.</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
To improve reading outcomes for all children and to close the gap for disadvantaged children.	<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>
To improve writing outcomes for all children and to close the gap for disadvantaged children.	<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>
To improve maths outcomes for all children and to close the gap for disadvantaged children.	<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>Use training from Voice 21.</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 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>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: **£52,500**

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>Nuffield Early Language Intervention NELI website provides support to show the progress that can be made with this programme. SALT interventions in nursery Oral language interventions EEF Nuffield Early Language Intervention EEF</p>	<p>2</p>
<p>Purchase of standardised diagnostic assessments across all year groups Support for staff to carrying out purposeful assessment 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. Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF Standardised tests can identify areas of strength and weakness to support teachers to identify next steps – intervention etc Discussion through PP meetings will support staff to timetable interventions needed. Retrieval practise embedded in all lessons improving quality first teaching EEF Blog: Does research on 'retrieval practice' translate into...</p>	<p>1/7</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>Mentoring EEF Although these are very different approaches – they each have their place for different members of staff and for different projects. 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 focus will be phonics/ writing and spelling as a key focus and include oracy and maths.</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>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>Monitoring of reading to be evident at all times.</p> <p>Use of Oracy focus in all lessons</p> <p>https://voice21.org/</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>Social and emotional learning EEF</p> <p>Nurture groups- fun friends etc</p> <p>Sensory spaces to suppose children to regulate and get back to learning</p>	<p>5, 6</p>

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

Budgeted cost: £25,800

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 for everyone reading.</p>	<p>Phonic approaches have a strong evidence that they impact on children being able to read and</p>	<p>3,</p>



<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.</p>	<p>Oral language interventions can have a positive impact upon deepening children’s understanding of vocabulary.</p> <p>https://voice21.org/</p> <p>Children who are read to and read have a higher chance of success from an early age.</p>	<p>2/7</p>
<p>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.</p>	<p>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.</p> <p>Power of 1 and Power of 2 to support children who have gaps - first class intervention to be run.</p>	<p>1</p>
<p>Targeted support for groups of children who are identified by teaching staff within small groups.</p>	<p>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.</p>	<p>1</p>

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

Budgeted cost: **£46,450**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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. use of groups and Early Help Worker support</p>	<p>Routines are beginning to emerge for most pupils. There are still some children who have had their behaviour routines impacted upon behaviour for learning. These children did complete work at home or did not get support so the classroom standards have dropped in expectations of work and high standards. Parents are struggling with the behaviour of some children.</p>	<p>1,6, 5</p>
<p>Improving school attendance for all groups of children.</p>	<p>The DfE guidance has been informed by engagement with schools that have</p>	<p>4/7</p>



<p>As laid out in the DfE's advice. Working together to improve school attendance - GOV.UK</p> <p>Embed the new attendance package to help monitor attendance closely and support SLT in improving attendance across the school.</p>	<p>significantly reduced levels of absence and persistent absence.</p> <p>Target given by Ofsted 2022</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>1/7</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: £125,750.00





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 2021 to 2022 academic year.

Due to COVID-19, performance measures have not been published for 2021 to 2022, 2020 to 2021, and results will not be used to hold schools to account.

Assessments in 2021/22 backed up the fact that some pupils had fallen behind due to school closures but that gaps were bigger for our disadvantaged pupils and especially with our children up to present Y6 -(last year's Y5). 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 ; children were provided with Chromebooks for online learning if needed and online support however 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. School continued to target interventions towards these pupils and although small steps of progress were made the catch up needed has still not been achieved.

Intervention programmes and catch up support were implemented and teaching staff work 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. Careful analysis showed 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 continued to make attendance a current focus of the plan. We have too many PA for the end of Academic year July 2022. "0% of pupils are PA with 7% of these being Disadvantaged pupils. Steps have been taken to support families to improve attendance but this work needs to continue. Some families have made marked improvements but we still face difficulties with illnesses affecting our school community.

From observations in school and pupil progress meetings we can see that pupil wellbeing and mental health were significantly impacted and continue to do so this was mainly due to the impact of Covid 19 but we also have other issues. This was highlighted more within some of 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.

DATA 2022

Key Stage 2		Reading	Writing	Maths
average progress scores in reading, writing and maths	2022	0.7	2.2	0.8
	2019	1.5	1.9	0.6
	2018	3.6	1.5	3.1
average 'scaled scores' in reading and maths	2022	107	N/A	106
	2019	107	N/A	107
	2018	109	N/A	108

Key Stage 2		Reading	Writing	Maths	RWM Comb
percentage of pupils who achieved the expected standard or above in reading, writing and maths	2022	92%	94%	82%	77%
	2019	88%	97%	95%	83%
	2018	89%	94%	94%	85%
percentage of pupils who achieved a high level of attainment in reading, writing and maths	2022	37%	21%	32%	16%
	2019	35%	32%	35%	20%
	2018	50%	27%	35%	24%

Key Stage 1		Reading	Writing	Maths	Science
percentage of pupils who achieved the expected standard	2022	73%	53%	75%	72%
	2019	83%	81%	85%	86%
	2018	82%	79%	82%	84%
percentage of pupils who achieved greater depth	2022	18%	7%	10%	n/a
	2019	36%	32%	34%	n/a
	2018	37%	35%	34%	n/a

Phonics Screening Check		Y1
percentage of pupils who achieved the expected standard (32/40)	2022	85%
	2019	89%
	2018	98%

Early Years Foundation Stage		Good Level of Development (GLD)
percentage of pupils who achieved the good level of development (GLD)	2022	63%
	2019	79%
	2018	75%

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 NPQBC 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

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.