

Herringham Primary Academy

Pupil premium strategy statement

This statement details our Academy'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.

Academy overview

Detail	Data
Academy	Herringham Primary Academy
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	37.5% (aut 1) 44.39% (aut 2) 45.37% (Spr 2)
Academic year/years that our current pupil premium strategy plan covers	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sam Otto, Head of School
Pupil premium lead	Gill McLoughlin Assistant Head of School
Governor / Trustee lead	Hilary Hodgson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 217,890
Recovery premium funding allocation this academic year	£ 26,680
National Tutoring Fund	£ 19,643
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 5,353
Total budget for this academic year	£269, 566

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or challenges they face, develop as confident, aspirational, resilient, high-achieving, healthy, caring and fulfilled members of a diverse, truly fair, and equal community. It is particularly important to us that disadvantaged students make good progress and achieve high attainment across all areas of the curriculum, particularly in Maths and English.

The focus of our pupil premium strategy is to support our disadvantaged students to be fully active in academy life, and to ensure that they make accelerated academic progress. We will also focus on other vulnerable groups including students on the child protection register and students with a mental health need that is preventing them from fully accessing the academy curriculum.

As an academy our Academy Development plan has the following intentions, with the aim that support for disadvantaged pupils are catered for specifically through these intentions:

Intention 1: Have access to good quality teaching in every lesson, every day.

Intention 2: Be provided with high-quality (SEND) provision every day that directly meets any identified SEND/additional needs

Intention 3: Have access to a curriculum that develops young people as confident, aspirational, resilient, high-achieving, healthy, caring and fulfilled members of a diverse, truly fair, and equal community.

A wide range of extra-curricular activities develops young people's interests, well-being, creativity and social skills.

Intention 4: Talk confidently to a range of audiences in different contexts with clarity, age-related vocabulary.

Intention 5: Have a secure age-related understanding of mathematical concepts, can solve problems and apply these in real life contexts

Intention 6: Be safe, inspired, creative, connected and confident digital citizens [year 3-7]

Intention 7: Be empowered to achieve good personal development, behaviour and wellbeing.

Intention 8: Have an excellent start to their journey through the GLC across all aspects of learning and development through a unified approach to Early Years provision;

Our strategy is broken down into three strands that are rooted in research from the Education Endowment Foundation.

- **Strand 1** – Quality first teaching and learning to close the attainment gaps.

- **Strand 2** – Education Recovery, supporting students whose education has been disproportionately affected throughout the pandemic
- **Strand 3** – remove potential barriers to learning and provide children with skills, opportunities and resources to achieve well; now and in the future.

By using robust data we are able to respond to the individual needs of our disadvantaged students. Our strategy strands complement each other and staff work quickly and effectively to ensure that;

- Disadvantaged students have high quality teaching across all areas of the curriculum as part of the universal offer, in addition we deploy six core teaching strategies to target the disadvantaged:
 - Maintain high expectations and possibility thinking.
 - Know your underperforming disadvantaged pupils and target questioning.
 - Prioritise marking and feedback (verbal / written)
 - Invite pupils to rise and shine and say it again better.
 - Use think out loud
 - Make the learning journey clear.
- Targeted academic support that links classroom teaching to structured academic tutoring has a positive impact on student progress
- Whole child challenges that negatively impact upon student's academic progress and attainment are tackled quickly

Challenges

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

The school is situated in Chadwell St Mary, an area of considerable socio-economic deprivation (School Deprivation Index 0.35 compared to the national average of 0.21). Chadwell St Mary is ranked the 4th most deprived ward out of 20 Thurrock wards.

A large number of our pupils are entitled to pupil premium funding (45.37% compared to 20% nationally), and other contextual indicators associated with educational underachievement suggest that many of our pupils are subject to serious socio-economic disadvantage.

The average life expectancy of residents in Chadwell St Mary is below National averages linked to the fact that adult and child obesity rates and smoking rates are higher than those nationally. [Source: Joint Strategic Needs Analysis 2018].

The school has high levels of SEND (16.1% compared to 12.6% nationally) with the number of EHCPs growing rapidly and currently representing 2.7% (11/410 pupils).

Challenge number	Detail of challenge
1	<p>Children enter school with relatively limited speech and language skills and deficits in vocabulary that make it difficult for them to access the curriculum at an age-related expectation. This has been exacerbated by COVID lockdowns and access to pre-school provision.</p> <p>SDP intention 2.2 2.3</p> <p>SDP intention 4.4</p>
2	<p>Barriers to learning create gaps and, or result in slower progress that requires additional and different provisions to address these gaps in learning.</p> <p>Our assessments and 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.</p> <p>Additionally, a percentage of parents lack the knowledge, skills and understanding to support the learning journey, wider development and wellbeing of their child.</p> <p>SDP intention 1.3 1.4 1.6</p> <p>SDP Intention 7.2</p>
3	<p>Limited access to opportunities and experiences results in an absence of aspiration and knowledge and understanding of the world.</p> <ul style="list-style-type: none"> • Some pupils Social and emotional and personal development has been impacted by lockdowns and remote learning and as a result they may lack confidence, resilience and independence • Some pupils lack socialisation and social skills (particularly in EYFS and KS 1). • Reduced oracy opportunities have led to deficits in language acquisition • Some pupils' lack of knowledge of the wider world hinders their access to, a context for and comprehension of learning concepts across the curriculum. <p>SDP Intention 7.1 7.2 7.3</p>
4	<p>Research, our observations and student surveys have highlighted the importance of effective and immediate feedback to improve disadvantaged pupils' understanding of their next steps in learning and what to do to achieve these.</p>

5	<p>Post lockdown observations and feedback from pupils, staff and parents have recognised an increased demand for advice and support in relation to a range of social, emotional, mental and health needs. There is a need to teach the skills and benefits of mindfulness, self-regulation interaction and re-establish the schools' values and demonstrate effective learning behaviours.</p> <p>SDP Intention 3.1 3.2 3.3 3.4 3.5</p>
6	<p>Some pupils' attendance and punctuality impacts their access to a broad and balanced curriculum and attainment and progress over time.</p> <p>The attendance gap between PP and Non-PP is -1.3% in years R,1,2,3,4 and 6, in year 5 the data shows a 1.8% + as PP pupils have better attendance than non-Year 5 PP pupils.</p> <p>SDP Intention 7.3</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
Improved attainment and progress for disadvantaged students in Maths and English.	Secure end of year targets for disadvantaged pupils in line with their peers. 2022 Year 2 EXS + Reading 77% Writing 54% Maths 73% Year 6 EXS+ Reading 78% Writing 71% Maths 67%
To close gaps and accelerate progress in basic skills (reading/times tables/spellings)	Gaps reducing in progress and attainment in reading, writing and maths in year 2 year 6 end of year 2023 and 2024 in line with their peers. Year 2 Targets Year 6 Targets
Develop speech, language, communication & vocabulary & attitudes to reading/home study	Evidence of impact in Speech and Language Interventions. Demonstrate the progress of pupils in receipt of S & L intervention year on year. Earlier identification of need evident in referrals.
Improved metacognitive and academic independence among disadvantaged students across all subjects	Key worker and Passport provisions indicate a greater level of independence in learning by pupils. This finding is supported by homework / home reading completion rates across all classes and subjects. Reduction in catch up provision needed Ready to learn and independent study/ additional study access and engaged with in all year groups.
Reduce social and emotional barriers to learning and improve wellbeing.	Impact of SEMH provisions: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations. • Analysis of red and yellow zone data will show a reduction of Red and Yellow zone usage.
Provide a breadth of opportunities and experiences to improve children’s knowledge and understanding of the world, raise aspirations and strengthen their social and personal skills	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. School Clubs are well attended and at least 65% of disadvantaged pupils are invited to attend enrichment.

	<p>A wide range and equitable number of in school enrichment of the curriculum, trips and visits for each year group.</p> <p>Qualitative data from student voice, student and parent surveys and teacher observations show that disadvantaged pupils are engaging with enrichment activities consistently in all year groups.</p> <p>.</p>
<p>Parental Engagement/partnership working - Some parents are often unable to support their children's learning at home for a range of reasons, including lack of knowledge of the expectations of the curriculum, lack of strategies and ideas to support at home or personal low levels of literacy and numeracy.</p>	<p>Parental engagement is improved, with pupils completing online, home study.</p> <p>Parent's are attending the tailored Year 1 provision regularly with their children (Dragon Club). The club provides opportunities for parents to meet and form networks within the year group.</p> <p>Parental feedback on Dojo remains at 98% + positive.</p> <p>Parental feedback on survey is 70%+ positive.</p>
<p>To achieve and sustain improved attendance for all students, particularly our disadvantaged students.</p>	<p>Attendance and punctuality for disadvantaged pupils is at least in line with non-disadvantaged pupils.</p> <p>The gap of 1.8% differential for non-disadvantaged and disadvantaged pupils is reduced to 1% by end of 2022.</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.

Strand 1 Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 197, 412

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing – recruitment and retention		
£23,107 Part funding for Assistant Head Salary responsible for disadvantaged pupils	Effective implementation of the disadvantaged strategy to achieve the intended aims linked to ‘The quality of education’, Behaviour & welfare & Personal Development. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning	1-6
£161, 198 Staffing: Part funded LSA roles (key worker and passport provision/intervention) SEMH Provisions (CG Leading) Communication Fix Zones of regulation	Specific pupils make accelerated progress from their starting points, increasing their reading fluency acquisition of CE words is in line with the trust thresholds and progress through the times tables levels are in line with termly expectations. This will reduce the gaps between disadvantaged and non-disadvantaged pupil’s attainment. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Pupils report that they feel happy, safe and ready to learn. At least 80% of home study are completed independently at home, with a 100% catch-up model in place for all classes. Home reading data showing a consistent level of completion across all year groups, with disadvantaged pupils’ data in line with non-disadvantaged pupils at 95%. Ready to learn projects completed by at least 80% of disadvantaged pupils, staff support the projects with resource packs given out before each school break. Parents report that they feel well supported by the school to break down barriers to learning that exist for their family. As part of targeted intervention, identified vulnerable PP pupils are equipped with the strategies to make progress in line with their peers. Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_searchh&search_term	1-2

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-se/	
£23, 107 Reduction in pupil/teacher ratio (yr 6)	<p>Reducing class size appears to result in around three months additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high-quality feedback or one to one attention learners receive. There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status.</p> <p>“Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact.” (+4months)</p>	2-3-4
Maths Mastery Approach		
CPD, subscriptions and training		
Subscription to the Pixl (Partners in Excellence) Programme	<p>Gaps in pupil’s learning & basic skills are effectively identified & filled through the implementation of Personalised Learning Checklists (PLCs) & associated resources</p> <p>Teachers use Pixl resources as part of universal and targeted interventions to support teaching being at-least consistently good</p>	2, 4
Forest School training CPD - EG	<p>Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.</p> <p>Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.</p> <p><i>Why is it Beneficial for Children to Attend Forest School?</i></p> <p><i>Develop self-regulation skills.</i></p> <p><i>Cope with and learn from failure.</i></p> <p><i>Build resilience (the skill of coping with risk and failure).</i></p> <p><i>Gain a sense of achievement.</i></p> <p><i>Increase motivation and concentration.</i></p> <p><i>Improve problem solving.</i></p>	1,2,3

	<p>Link: https://forestschoollassociation.org/full-principles-and-criteria-for-good-practice/</p>	
<p>Training & development for teachers and learning support assistants leading the Read Write Inc phonics programme.</p> <p>Resources and development for parents to best support their child with phonic knowledge (The sounds that letters make)</p>	<p>The teaching of phonics as part of the Read, Write, Inc Programme is judged to be at-least good</p> <p>Pupils make good progress with their phonic knowledge enabling the aspirational phonics target for year 1 and 2 to be achieved.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</p>	1, 2,3
	Total	£197, 412

Strand 2 Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 16, 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide a targeted tutoring programme for key worker and Passport students in every year group that have been impacted by the pandemic.	<p>Gaps in children’s learning (basic skills) will close due to increased focus.</p> <p>Specific pupils make accelerated progress in targeted areas</p> <p>Parents will be clear on gaps in their child’s learning and their targets, and will be able to support their child</p>	2,3,4
Peer to peer Maths mentoring Year 5 students Aut - Spring 2021-22 Year 4 students Spring – Summer 2022	<p>Progress broadly in line with non PP peers in addition and subtraction. (an increase in attainment of 4+ months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	2,3,4
NELI speech and language	<ul style="list-style-type: none"> - Specific pupils receiving targeted intervention make accelerated progress from their starting point with speech, language and communication - Pupils in reception make accelerated progress from their starting point with at least 75% achieving the early learning goal for speech, language and communication enabling the GLD target to be achieved - Pupils routinely demonstrate the academy’s non-negotiables for speech, language, communication and vocabulary development <ul style="list-style-type: none"> • NELI has been robustly evaluated through a randomised control trial between June 2018 and November 2019. • The results provide strong evidence for the effectiveness of the NELI programme. • The trial involved 1,156 pupils in 193 schools. 	1,2

	<ul style="list-style-type: none"> • NELI children made an average of 3 ADDITIONAL months' progress in language. • This result has a very high security rating: 5 out of 5 on the EEF padlock scale. • The cost of NELI is £58 per child (where the programme is used over 3 years with 5 children per year). <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-an-online-training-model?utm_source=/projects-and-evaluation/projects/oxford-university-nuffield-early-language-intervention-development-of-an-online-training-model&utm_medium=search&utm_campaign=site_search&search_term=NELI</p>	
<p>Speech Link Language Link provisions</p>	<p>Specific pupils receiving targeted intervention make accelerated progress from their starting point with speech, language and communication</p> <p>Pupils routinely demonstrate the academy's non-negotiables for speech, language, communication and vocabulary development.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</p>	<p>1,2</p>
<p>RWInc 1:1</p>	<p>The teaching of phonics as part of the Read, Write, Inc Programme is judged to be at-least good</p> <p>Pupils make good progress with their phonic knowledge enabling the aspirational phonics target for year 1 and 2 to be achieved</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1,2</p>

<p>Herts for Learning, targeted provision in X tables - Stick and Split, CEW, Reading fluency) Reading speed package (Pixl)</p>	<p>Specific pupils make accelerated progress from their starting points, increasing their reading fluency acquisition of CE words and progress through the x tables levels in line with termly expectations.</p> <p>https://educationendowmentfoundation.org.uk/news/ef-blog-shining-a-spotlight-on-reading-fluency?utm_source=/news/eef-blog-shining-a-spotlight-on-reading-fluency&utm_medium=search&utm_campaign=site_search&search_term=sport</p> <p>https://www.stickandsplit.com/</p>	<p>1,2,3,4,5</p>
<p>Parental Engagement Network – Membership and Mouse Club resources.</p>	<p>The aims of this club is to :</p> <p>To support staff and families build positive relationships.</p> <p>To help parents understand how to help their child’s learning at home To develop parental confidence and skills to support their children’s learning.</p> <p>To help parents build relationships and support each other.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>2, 3</p>
<p>Rocksteady Music tuition</p>	<p>6 weekly blocks of small group/one to one music tuition</p> <p>This programme develops a love of music, enabling pupils to learn the basic techniques of singing and voice control. Sessions are also offered for instrument skills (drums, guitar)</p>	<p>3</p>
<p>Authorfy – Writers Club resources</p>	<p>Authorfy Book Club will support the development of reading and writing skills through fun based games, activities and online learning opportunities.</p>	<p>3</p>
<p>BC Scholars</p>	<p>The programme helps pupils to :</p> <ul style="list-style-type: none"> - engage and build pupils' confidence in core subjects by working with a subject expert (PHD Graduate) - develops the knowledge, skills and confidence to aspire to secure a place at a competitive university. 	<p>3</p>

	<p>- to meet graduates, visit universities and learn about university life.</p> <p>It is structured around seven tutorials, and pupils also attend two trips to universities.</p>	
Forest School – resources and materials	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	3
Pupil subsidies fund. Resources. Breakfast Club / Magic Breakfast	<p>Pupils are able to attend breakfast club at a reduced cost, places are offered where punctuality is a cause for concern as well as to support SEMH needs for disadvantaged pupils who require additional support with settling, attending school.</p> <p> https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&utm_medium=search&utm_campaign=search&search_term=breakfast </p>	2,3,5,6
Trips and education visits fund	https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment	3
	Total	£16, 500

Strand 3 Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 55, 654

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>£13, 478 Part funded Educational Welfare Officer</p> <p>Part funded attendance ambassadors</p> <p>£10, 040 Part funded attendance and welfare officer</p> <p>£1, 000 Incentives and rewards Attendance tracking & reports for pupils in receipt of Pupil Premium funding, including sub-division groups</p>	<p>The EWO drives a strategic plan for improving attendance and punctuality specifically for disadvantaged pupils.</p> <p>The EWO supports & challenges the attendance officer to develop strategies to improve attendance for specific pupils.</p> <p>Pupils are safeguarded from harm and in the case of absence the school knows the pupil is safe following home visits where required.</p> <p>Parents feel suitably supported and challenged to ensure their child attends school regularly.</p> <p>First day absence is followed up by the welfare officer.</p> <p>Barriers are addressed and tackled through a cohesive team approach.</p> <p>Evidence :</p> <p><i>“Kids can’t catch up if they don’t show up” from CSJ:</i></p> <ul style="list-style-type: none"> • 1 in 80 pupils are “severely absent” which has risen 54% since 2019 • 1 in 60 pupils from secondary provisions are “severely absent” which is a 34% rise • Primary rates of absence have doubled • Overall absence rates are at 4.7% which equates to 22 million lost days • Additional absence due to COVID now at 7% adding a further 33 million lost days <p>Solutions:</p> <ul style="list-style-type: none"> • Keyworkers to have maximum 10 families to support to “hook” in support from parents • Building lasting relationships to underpin long term improvement <p>EEFhttps://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=attendance</p> <p>https://www.centreforsocialjustice.org.uk/library/kids-cant-catch-up-if-they-dont-show-up</p>	<p>6</p>
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<p>£1500 Hardship fund - uniform, equipment and resources</p>	<p>Pupils are equipped with the uniform, resources and equipment enabling them to thrive</p>	<p>2,3,5</p>
<p>£1,000 Part funded breakfast club assistant</p>	<p>Improve punctuality for targeted disadvantaged pupils. - Provide opportunity and facility for completion of home learning activities</p>	<p>6</p>
<p>£1500 Sports and healthy living (fitness) equipment</p>	<p>Pupils have access to a variety of sports equipment at playtime, lunch time, in calm zone and for specific projects/clubs/enrichment activities.</p>	<p>2,3,5,6</p>
<p>£27, 136 Part funded Sports Coach - Extra-curricular opportunities Universal/targeted and specific physical development and mental health and wellbeing interventions.</p>	<p>Pupils have access to a variety of extra-curricular clubs. Pupils develop confidence in sports and fitness Pupils report they know how to live a fit & healthy lifestyle and do so Pupils feel empowered to make informed choices about how they live their life. Pupils have access to a range of activities to support fine and gross motor control https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&utm_medium=search&utm_campaign=site_searchh&search_term</p>	<p>2,3,5,6</p>
	<p>Total</p>	<p>£55, 654</p>

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum.

Disadvantaged pupils/ End of Key Stage 2 targets for the current academic year

		Disadvantaged pupils	Other pupils school	Difference
End of Key Stage 2 attainment Expected +	Reading	70	75	5
	Writing	56	64	8
	Maths	67	75	8
		Disadvantaged pupils	Other pupils / school	Difference
End of Key Stage 2 attainment Greater Depth	Reading [GA English]	11	19	8
	Writing	4	10	6
	Maths	15	25	10
		Disadvantaged pupils	Other pupils school	Difference
Year 1 Phonics				

		All Pupils	Disadvantaged pupils	Other pupils' school	Difference
End of Key Stage 2 attainment Expected +	Reading	74%	66%	83%	17%
	Writing	66%	48%		
	Maths	74%	62%	86%	24%
		All Pupils	Disadvantaged pupils	Other pupils school	Difference
End of Key Stage 2 attainment Greater Depth	Reading	28%	34%	21%	+13%
	Writing	16%	17%	14%	+3%
	Maths	21%	10%	31%	21%
		All Pupils	Disadvantaged pupils	Other pupils school	Difference
Year 1 Phonics					

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, enable pupil's digital access, including during periods of partial closure, which was aided by use of Google Classroom.

	Herringham		
	DYP	Non	Year Cohort
Year 6 (2021-22)	96.1	97.1	96.6
As 5 (2020-21)	95.8	97.7	96.8
As 4 (2019-20)	95.6	97.1	96.4
Year 5 (2021-22)	95.6	94.7	95.2
As 4 (2020-21)	94.5	97.2	95.9
As 3 (2019-20)	94.2	97.5	95.9

As of 01.10.21

Year	All pupils	DYP	Non DYP	DYP Gap
Reception	91.8%	88.1%	93.5%	5.4%
1	94.2%	91.8%	96.7%	4.9%
2	96.9%	95.8%	97.9%	2.1%
3	96.4%	95.5%	97.0%	1.5%
4	95.7%	94.0%	97.0%	3.0%
5	95.6%	96.5%	94.7%	- 1.8%
6	96.9%	96.2%	97.4%	1.2%
Total 1 to 6	95.9%	95.0%	96.8%	1.8%

HERRINGHAM	TOTALS	RED	AMBER	GREEN	PLATINUM
28-May-21	174	37	31	54	52
EOY 2020-21	196	34	38	70	54
06-Oct-21	159	22	21	33	83
AUTUMN 1	157	27	23	33	74

Attendance at Herringham continues to be above the national average for disadvantaged pupils. Attendance rates are as below:

YEAR	TERM	HERRINGHAM		
		DYP	NON	GAP
	AUT 1	93.0	96.3	3.3
	SPR 1	94.4	96.8	2.4
	SPR 2	95.5	96.8	1.3
	SUM 1			
	SUM 2			
2020/21	AUT 1	94.3	96.7	2.4
	AUT 2	92.5	95.4	2.9
	SPR 1			
	SPR 2			
	SUM 1			
	SUM 2	94.3	95.6	1.3
2021/22	AUT 1	95.1	96.8	1.7
	AUT 2	94.2	96.4	2.2

Despite the higher than average rates of attendance, we are concerned with the overall absence rate of disadvantaged students in the current year, as we have seen an increase in persistent absence. Following two years of major disruption due to the Covid-19 pandemic, this remains a key focus of our current plan disadvantage and school development plan.

We are acutely aware of the impact on our student's wellbeing and mental health due to the pandemic and this particularly prevalent amongst our disadvantaged students. We used pupil premium funding to provide support for targeted students, which is heavily weighted towards support for our disadvantaged cohort. We are building upon this approach in our current plan.

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
Third Space Learning One to one online maths tutoring	Third Space Learning
Brilliant Club - Scholars Club	The Brilliant Club

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. There has been a strong focus on Disadvantage provision and impact on attainment and progress in 20-21 and 21-22.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.