

# Herringham Primary Academy

## Pupil premium strategy statement 2023-2024

This statement details our Academy’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.

### Academy overview

Detail	Data
Academy	Herringham Primary Academy
Number of pupils in school	403 Sept 2023
Proportion (%) of pupil premium eligible pupils	43.42% 175 pupils
Academic year/years that our current pupil premium strategy plan covers	2023-2024 and 2024/2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
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	£ 273,540 (09/23)
Recovery premium funding allocation this academic year	£ 27,695 tbc
National Tutoring Fund	£ 11,745
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£312, 980

## Part A: Pupil premium strategy plan

### Statement of intent 2023 – 2024

The GLC's mission is to develop active and thriving citizens within a diverse, truly fair and equal community.

This will be achieved through:

- High quality teaching that deliberately develops the competencies of curiosity, creativity, communication and critical-thinking;
- An inspiring and meaningful curriculum;
- The development of productive relationships by instilling the values of compassion, resilience, responsibility and aspiration to prepare our young people for learning and life;
- A commitment to the wellbeing of our staff;
- A culture of professional generosity, collaboration, challenge and support throughout the GLC;
- The development of effective external partnerships for the benefit and wellbeing of our community.

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 children with social workers 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:

Teaching and Learning

Have high quality teaching that deliberately develops the primary 'GLC's' [competencies of curiosity, creativity, communication and critical thinking] in every lesson, every day.

Intention 2:

Curriculum

Have access to a curriculum that develops young people as active and thriving citizens within a diverse, truly fair and equal community.

Intention 3:

Literacy

Talk confidently and communicate thoughts and feelings through speaking and writing.  
Read with fluency and understanding for enjoyment and to gain knowledge.

Intention 4:

Personal Development

Have a personal development programme that promotes the extensive development of all pupils, monitors strong uptake, works in partnership and shares widely.

Intention 5:

Additional and Different

A comprehensive and ambitious additional and different strategy for all student groups.

To provide a high quality and inclusive education for all pupil groups such as:

- More able
- SEND
- Disadvantaged
- EAL

Intention 6:

Early Years

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.

Intention 7:

Efficiency and effectiveness (Support Services)

Be part of a Trust that makes effective use of centralised processes and back-office functions to empower schools to focus on improving the quality of education.

Intention 8:

Reputation, Communication and Marketing (Public benefit)

Be part of a Trust that delivers it's stated mission, operates under an agreed set of values, improves upon its best and 'makes the weather'.

Intention 9:

Expansion and Growth

Be part of a strong Trust that explores opportunities for growth and expansion, in order to develop our wider civic responsibility and advance education for the public good in the communities we serve.

Intention 10:

Sustainability

A sustainability strategy to create the conditions for students to be active and thriving citizens.

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

- Strand 1 – Teaching and learning - Quality first teaching and learning to close the attainment gaps.
- Strand 2 – Targeted Academic Support - Education Recovery, supporting students whose education has been disproportionately affected throughout the pandemic
- Strand 3 – Wider Strategies - 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 and collaborative approaches 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.
- The strategy is focused on addressing barriers to ensure that all disadvantaged pupils, including the more able and those with SEND, make accelerated progress over time, addressing any learning deficits, in-order to achieve their academic potential and attain in-line with 'other pupils' nationally.
- Targeted academic support that links classroom teaching to structured academic tutoring has a positive impact on student progress by:
  - Planning activities to ensure each under-achieving disadvantaged pupil makes rapid progress;
  - Employing a wide range of teaching and learning strategies which promote the engagement of disadvantage pupils and enables rapid progress across the curriculum
  - Setting ambitious targets for disadvantaged pupils in order to close the gap between themselves and their peers; ensuring they are ready for the next stage of their education
  - Tracking their data each half-term [or more frequently as necessary] and use other information such as question-level-analysis to plan interventions as appropriate
- 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. [Thurrock Council - Public Health ward profile: Chadwell St Mary](#)
- A large number of our pupils are entitled to pupil premium funding (43.42% 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 15.1% compared to 13.5% nationally with the number of EHCPs growing rapidly and currently representing 3.6% (compared to 2% nationally)

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 the rising cost of living, local social deprivation and pre-school age children not accessing local services. A rising number of families have joined the school from overseas with little to no spoken English; in some cases children have not accessed school previously due to war and emergency migration to the UK.</p> <p>SDP Intention: 4, 5, 6</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 the rising cost of living, high levels of social deprivation and the Covid legacy for older pupils, this has been 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, 2, 3, 4, 5, 6</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"> <li>• Some pupils Social and emotional and personal development has been impacted by the rising cost of living, high levels of social deprivation, Covid legacy and as a result they may lack confidence, resilience and independence.</li> <li>• Some pupils lack socialisation and social skills (particularly in EYFS and KS1).</li> <li>• Reduced Oracy opportunities have led to deficits in early language acquisition.</li> <li>• Some pupils' lack of knowledge of the wider world hinders their access to, a context for and comprehension of learning concepts across the curriculum.</li> </ul> <p>SDP Intention 1, 2, 3, 4, 5, 6</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> <p>SDP Intention 1, 4, 5</p>
5	<p>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</p>

	<p>mindfulness, self-regulation interaction and re-establish the schools' values and demonstrate effective learning behaviours.</p> <p>SDP Intention 4, 5, 8, 10</p>
6	<p>Some pupils' attendance and punctuality impact their access to a broad and balanced curriculum and attainment and progress over time.</p> <p>The attendance gap between pupil premium and non-pupil premium in some year groups is increasing despite a rigorous and stringent trust wide strategy. However, the school's attendance data remains above national attendance data.</p> <p>SDP Intention 4, 5, 7, 8, 10</p>
7	<p>National data and research indicate, that up to one third of learning was lost during the pandemic with maths being worst affected especially for disadvantaged young people in comparison to their peers.</p> <p>At Herringham it is our intention to continue to close this gap ensuring that all DYP pupils secure age-related understanding of key mathematical concepts, can solve problems and apply these in real life contexts.</p> <p>SDP Intention 1,2,5</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
<p>Improved attainment and progress for disadvantaged students in Maths and Reading.</p> <p>Maths</p> <p>At Herringham we use the teaching for mastery approach this includes; a belief that all pupils are capable of understanding and achieving in mathematics given sufficient time, we do this through:</p> <ul style="list-style-type: none"> <li>• Keeping the class together working on the same objective ensuring that all children achieve a level of success.</li> <li>• Carefully crafted lesson design, which provides a scaffolded conceptual journey through the mathematics.</li> </ul>	<p>Secure end of year targets for disadvantaged pupils in line with their peers.</p> <p>To secure EOY targets for disadvantaged A2 pupils.</p>

- Build on prior learning that has been sufficiently mastered resulting in deep and sustainable understanding.
- Spending time on key topics as outlined in the Ready to Progress document and our White Rose long term map; providing children with a deeper understanding and embedding learning.
- Reasoning and problem solving about concepts, making connections and developing mathematical thinking.
- Developing a greater understanding of geometry and measure
- Developing factual, procedural and conceptual knowledge and fluency.
- Challenge that encourages children to use higher order thinking skills.

Reading

At Herringham our aim is to develop a common language and shared understanding of what makes an outstanding reading lesson.

Create a trust wide strategy to develop, embed and sustain a pleasure for reading. We do this through:

- Deliver reading, grammar and writing assessment CPD
- Share good practice across the Trust reflected by outcomes and data
- Regularly hold peer reviews between schools
- Work with the English leads across the Trust [including secondary] to develop a Trust-wide approach to developing and sustaining a pleasure for reading.
- Leaders monitor planning to ensure a wide range of verbal questions are planned in
- Leaders monitor planning to ensure a specific domain [vocabulary, retrieval, inference] and question type [multiple choice, short constructed, etc] is being explicitly taught
- Through monitoring of reading books, leaders ensure that there are a range of question frameworks in reading books
- Non-fiction texts are regularly used in lessons to develop vocabulary and understanding of the wider curriculum
- Teachers link books and authors to any prior learning

To secure EOY targets for disadvantaged A2 and B1 pupils

<ul style="list-style-type: none"> <li>• Teachers provide opportunities for structures and informal book talk</li> <li>• Teachers ensure that pupils are aware of the authors they are studying and the genre of book</li> <li>• Reading Ambassadors are deployed strategically across the school.</li> <li>• Leaders regularly conference children to speak to them about different genres of books and authors</li> <li>• Deliver reading, grammar and writing assessment CPD</li> <li>• During English Action Group meetings, share good practice across the Trust reflected by outcomes and data</li> <li>• Regularly hold peer reviews between schools</li> <li>• Work with the English leads across the Trust [including secondary] to develop a Trust-wide approach to developing and sustaining a pleasure for reading</li> </ul> <p>Attendance</p> <p>Lead and Trust EWOL to monitor the attendance of all DYP A2 attainers, supported by the attendance ambassadors, who will carry out home visits, follow up meetings and early intervention to remove barriers to learning / attendance &amp; punctuality issues.</p>	<p>To secure higher than National average attendance data for disadvantaged pupils for both persistent absence and attendance.</p>
<p>To close gaps and accelerate progress in basic skills (reading/times tables/spellings)</p>	<p>Gaps reducing in progress and attainment in reading, writing and maths in year 2 and year 6 at end of year 2024 and 2025, progress and attainment is in line with their peers.</p>
<p>Develop speech, language, communication &amp; vocabulary &amp; attitudes to reading/home study</p>	<p>Evidence of impact in Speech and Language Interventions.</p> <p>Demonstrate the progress of pupils in receipt of S &amp; L intervention year on year.</p> <p>Earlier identification of need evident in referrals.</p> <p>Evidence of impact in reading through targeted reading ambassador provision in all year groups.</p>
<p>Improved metacognitive and academic independence among disadvantaged students across all subjects</p>	<p>Key worker, Passport and Reading Ambassador provisions indicate a greater level of independence in learning by pupils. This finding is supported by homework / home reading completion rates and an increase in reading fluency and comprehension across all classes and subjects.</p>



	<p>Reduction in catch up provision needed</p> <p>Ready to learn and independent study/ additional study access and engaged with in all year groups.</p>
<p>Reduce social and emotional barriers to learning and improve wellbeing.</p>	<p>Impact of SEMH provisions:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, conferencing, student and parent surveys and teacher observations.</li> <li>• Analysis of red and yellow zone data will show a reduction of Red and Yellow zone usage.</li> <li>• Pupils are awarded dojos in line with peers for house values and the GLC competencies.</li> </ul>
<p>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</p>	<p>A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</p> <p>School Clubs are well attended and at least 44% of disadvantaged pupils are invited to attend enrichment.</p> <p>A wide range and equitable number of in school enrichment of the curriculum, trips and visits for each year group.</p> <p>A wider range of pupil voice and leadership opportunities across the school.</p> <p>Qualitative data from student voice, conferencing, student and parent surveys and teacher observations show that disadvantaged pupils are engaging with enrichment activities consistently in all year groups.</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 connectivity, 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>Parents are attending the coffee mornings, workshops, open classrooms events and other parent partnership opportunities.</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 3.2% differential for non-disadvantaged and disadvantaged pupils is reduced so that disadvantaged pupils are at least in line with peers and above National average.</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: £ 233, 118

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Staffing – recruitment and retention</b>		
<p>£29, 493</p> <p>Part funding for Assistant Head Salary responsible for disadvantaged pupils</p>	<p>Effective implementation of the disadvantaged strategy to achieve the intended aims linked to ‘The quality of education’, Behaviour &amp; welfare &amp; Personal Development.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning</a></p>	<p>1,2,3,4,5,6,8,9</p>
<p>£190, 425</p> <p>Staffing:</p> <p><b>Part funded LSA roles</b></p> <p>Key worker and passport provision/intervention</p> <p>Additional and different provision</p> <p>SEMH Provisions</p> <p>Speech and language provision</p> <p>Year 6 B1 Targeted support</p>	<p>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.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>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.</p> <p>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%.</p> <p>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.</p>	<p>1,2,3,4,5,6</p>

	<p>Parents report that they feel well supported by the school to break down barriers to learning that exist for their family.</p> <p>As part of targeted intervention, identified vulnerable PP pupils are equipped with the strategies to make progress in line with their peers.</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=/education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></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> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	
CPD, subscriptions and training		
<p>£2,700</p> <p>Subscription to the Pixl (Partners in Excellence) Programme</p>	<p>Gaps in pupil’s learning &amp; basic skills are effectively identified &amp; filled through the implementation of Personalised Learning Checklists (PLCs) &amp; associated resources</p> <p>Teachers use Pixl resources as part of universal and targeted interventions to support teaching being at-least consistently good</p>	1,2,5,6
<p>£1,000</p> <p>Forest School and outdoor learning development</p> <p>CPD – EG</p> <p>Autumn Term</p> <p>Reception and Year 1</p> <p>Spring Term onwards</p>	<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><b>Why is it Beneficial for Children to Attend Forest School?</b></p> <p>Develop self-regulation skills.</p> <p>Cope with and learn from failure.</p>	1,2,3,4,5,6

<p>KS2 Provision 23-24 Rolling programme</p>	<p>Build resilience (the skill of coping with risk and failure). Gain a sense of achievement. Increase motivation and concentration. Improve problem solving.</p> <p><a href="https://forestschoollassociation.org/full-principles-and-criteria-for-good-practice/">https://forestschoollassociation.org/full-principles-and-criteria-for-good-practice/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	
<p>£8,000 Finding Futures, Yes Futures 12 Year 5 Pupils</p>	<p>Our year-long personal development programme equips selected Year 5 and 6 students with the essential skills needed to succeed inside and outside the classroom, preparing them for a successful transition to secondary school.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours">https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p>	2,3,4,5,10
<p>£1500 Training &amp; development for teachers and learning support assistants leading the Read Write Inc phonics programme and 1:1 Fast Track phonics.  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 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><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p>	1,3,5,6

	Total	£ 233, 118
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## Strand 2 Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 27,889

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>£12,796</p> <p>Third Space Learning</p>	<p>Third Space Learning</p> <p>Following initial and ongoing assessments, lessons are chosen specifically to plug each pupil's individual gaps. Working one to one (online) tutors will support pupils' knowledge and understanding through tailored lessons.</p> <p>Research show pupils will make gains of up to 7+ months progress in maths skills.</p> <p><a href="https://thirdspacelearning.com/blog/eef-tutoring-report/">https://thirdspacelearning.com/blog/eef-tutoring-report/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring">https://educationendowmentfoundation.org.uk/support-for-schools/making-a-difference-with-effective-tutoring</a></p>	4,5
<p>£500</p> <p>Provide a targeted tutoring programme for key worker, reading ambassador and Passport students in every year group.</p>	<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>	1,3,4,5,6,9
<p>£3,500</p> <p>Peer to peer Maths mentoring Year 6 students</p> <p>Autumn - Summer</p>	<p>Progress broadly in line with non PP peers in addition and subtraction. (an increase in attainment of 4+ months)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a></p>	1,2,4,5

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a>	
<p>£1,500</p> <p>Speech and language link subscription and implementation</p>	<ul style="list-style-type: none"> <li>- Specific pupils receiving targeted intervention make accelerated progress from their starting point with speech, language and communication</li> <li>- 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</li> <li>- Pupils routinely demonstrate the academy's non-negotiables for speech, language, communication and vocabulary development</li> </ul> <p>Add S and L link data / impact</p> <p>There is a strong relationship between growing up in poverty and under achievement. Sadly 1 in 3 socially disadvantaged children have delayed language development.</p> <p> <a href="https://speechandlanguage.info/resources/perch/pdf/impactbrochurejune2023onlinepages-2.pdf">https://speechandlanguage.info/resources/perch/pdf/impactbrochurejune2023onlinepages-2.pdf</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language</a> </p> <p> <a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a> </p>	1,2,3,5,6
<p>£450 cost</p> <p>Racing to English Programme - ALPs</p>	<p>Specific pupils have access to a range of activities which have been developed to encourage focused language work and promote group and individual learner interaction. EEF research shows that EAL learners with no prior attainment achieve a -12 months attainment level. This is further impacted by pupil mobility, SEMH Needs and neighbourhood deprivation factors.</p> <p> <a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal</a>  <a href="https://www.harrischaffordteachingschoolhub.co.uk/235/research-school-eeef-programmes">https://www.harrischaffordteachingschoolhub.co.uk/235/research-school-eeef-programmes</a> </p>	3,4,5

<p>£ see staffing budget plus some NTFund 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><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-phonics</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start?utm_source=/news/eef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=read%20write">https://educationendowmentfoundation.org.uk/news/eef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start?utm_source=/news/eef-publishes-independent-evaluation-of-read-write-inc-phonics-and-fresh-start&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=read%20write</a></p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,3,4,5,6</p>
<p>£ see staffing budget ALPS, Herts for Learning, targeted provision in X tables – Table Sticks, CEW, Reading fluency</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><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency?utm_source=/news/eef-blog-shining-a-spotlight-on-reading-fluency&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=sport">https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency?utm_source=/news/eef-blog-shining-a-spotlight-on-reading-fluency&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=sport</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	<p>3,4,5,10</p>
<p>£ 343 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>4,5</p>
<p>£1,900 BC Scholars</p> <p>Staffing, tutoring Spring to Summer (14 pupils)</p>	<p>The programme helps pupils to :</p> <ul style="list-style-type: none"> <li>- engage and build pupils' confidence in core subjects by working with a subject expert (PHD Graduate)</li> <li>- develops the knowledge, skills and confidence to aspire to secure a place at a competitive university.</li> </ul>	<p>3,4,5,10</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> <p><a href="https://thebrilliantclub.org/evaluation/programmes-evaluation/">https://thebrilliantclub.org/evaluation/programmes-evaluation/</a></p>	
<p>£ 1, 500</p> <p>Pupil subsidies fund.</p> <p>Breakfast Club / National Schools Breakfast Programme.</p>	<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><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast?utm_source=/projects-and-evaluation/projects/magic-breakfast&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=breakfast</a></p>	4,5,6,10
<p>£2900</p> <p>Trips and education visits fund</p>	<p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	2,3,4,6,8,9
	Total	£27, 889



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

Budgeted cost: £ 54,473

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>£13,440</p> <p>Part funded Educational Welfare Officer</p> <p>Part funded attendance ambassadors</p> <p>£14,264</p> <p>Part funded attendance and welfare officer</p> <p>£1, 000</p> <p>Incentives and rewards Attendance tracking &amp; 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 &amp; 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> <p><i>1 in 80 pupils are “severely absent” which has risen 54% since 2019</i></p> <ul style="list-style-type: none"> <li>• <i>1 in 60 pupils from secondary provisions are “severely absent” which is a 34% rise</i></li> <li>• <i>Primary rates of absence have doubled</i></li> <li>• <i>Overall absence rates are at 4.7% which equates to 22 million lost days</i></li> <li>• <i>Additional absence due to COVID now at 7% adding a further 33 million lost days</i></li> </ul> <p>Solutions:</p> <ul style="list-style-type: none"> <li>• <i>Keyworkers to have maximum 10 families to support to “hook” in support from parents</i></li> <li>• <i>Building lasting relationships to underpin long term improvement</i></li> </ul> <p>EEF<a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=attendance</a></p> <p><a href="https://www.centreforsocialjustice.org.uk/library/kids-cant-catch-up-if-they-dont-show-up">https://www.centreforsocialjustice.org.uk/library/kids-cant-catch-up-if-they-dont-show-up</a></p>	<p>4,5,7,8,10</p>
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<p>£5,550 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>£2,550 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>4,5,</p>
<p>£1,500 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>2,4,5,6</p>
<p>£16, 169 Part funded Sports Coach - Extra-curricular opportunities, after school clubs and breakfast club activities.  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 &amp; 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  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel?utm_source=education-evidence/guidance-reports/primary-sel&amp;utm_medium=search&amp;utm_campaign=site_searchh&amp;search_term</a></p>	<p>2,4,5,6</p>
	<p>Total</p>	<p>£ 54,473</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 2022 to 2023 academic year.

### Year 6 EOY Disadvantage Data:

Reading targets at EXS were not met. There were a large number of pupils who achieved just below (within 5 marks) however, at GDS the target was excelled. Writing targets at EXS were not met. At GDS the target was excelled. Maths targets at EXS were not met, at GDS standard targets were achieved. Our combined data shows a significant gap between disadvantaged and non-disadvantaged pupils with disadvantaged pupils doing less well. GDS outcomes are in line or above the previous year and are in line with last years combined national for GDS. National data indicates that 44% of disadvantaged pupils met EXS standard in reading, writing and maths, although HPA combined data is below target it is broadly in line with the national average. The summer 2023 National KS2 data shows that for disadvantaged pupils, attainment had remained the same between 2019 and 2022, and has fallen in 2023, this national trend is reflected in writing, maths and combined data for disadvantaged pupils at HPA.

#### Reading

#### Writing (TA)

#### Maths

#### Combined

Targets [Board]	HPA National data 2022/2023	Targets [Board]	HPA data 2022/2023	Targets [Board]	HPA data 2022/2023	Targets [Board]	HPA data 2022/2023
<b>Expected</b> All: 68 Dis: 67 SEND: 50	<b>Expected</b> All: 64 [-4] Dis: 56 [-9] SEND: 0 [-50]	<b>Expected</b> All: 78 Dis: 74 SEND: 44	<b>Expected</b> All: 72 [-6] Dis: 67 [-7] SEND: 20 [-24]	<b>Expected</b> All: 70 Dis: 70 SEND: 38	<b>Expected</b> All: 67 [-3] Dis: 63 [-7] SEND: 20 [-18]	<b>Expected</b> All: 61 Dis: 63 SEND: 25	<b>Expected</b> All: 53 [-8] Dis: 41 [-22] SEND: 0 [-25]
<b>Greater Depth</b> All: 18 Dis: 7 SEND: 30	<b>Greater Depth</b> All: 21 [+3] Dis: 11 [+4] SEND: 0 [-30]	<b>Greater Depth</b> All: 21 Dis: 4 SEND: 44	<b>Greater Depth</b> All: 14 [+7] Dis: 7 [+3] SEND: 20 [-24]	<b>Greater Depth</b> All: 23 Dis: 7 SEND: 0	<b>Greater Depth</b> All: 19 [-4] Dis: 7 SEND: 0	<b>Greater Depth</b> All: 12 Dis: 4 SEND: 0	<b>Greater Depth</b> All: 7 [-5] Dis: 4 SEND: 0

### Year 2 EOY Disadvantage Data:

Reading targets were excelled at both EXS and GDS in KS1. Although targets in reading were met, there is a significant gap between disadvantaged and non-disadvantaged pupils at EXS.

Writing targets were met for disadvantage at EXS, and were at target for GDS. In maths both EXS and GDS were excelled for disadvantaged pupils. Although at EXS disadvantaged pupils outcomes are below their peers. Year 2 data is for Summer 2023 is at 2.3% above Thurrock and 2.9% above National averages at EXS.

#### Reading

#### Writing

#### Maths

#### Combined

Targets [Board]	HPA data 2022/2023	Targets [Board]	HPA National data 2022/2023	Targets [Board]	HPA National data 2022/2023	Targets [Board]	HPA National data 2022/2023
<b>Expected</b> All: 62% Dis: 56% SEND: 7%	<b>Expected</b> All: 67% Dis: 56% SEND: 7%	<b>Expected</b> All: 52% Dis: 41% SEND:	<b>Expected</b> All: 52% Dis: 41% SEND:	<b>Expected</b> All: 63% Dis: 52% SEND: 7%	<b>Expected</b> All: 52% Dis: 63% SEND: 14%	<b>Expected</b> All: 58% Dis: 52% SEND: 0%	<b>Expected</b> All: 52% Dis: 37% SEND: 7%
<b>Greater Depth</b> All: 7% Dis: 7% SEND: 0%	<b>Greater Depth</b> All: 15% Dis: 11% SEND: 0%	<b>Greater Depth</b> All: 15% Dis: 11% SEND: 0%	<b>Greater Depth</b> All: 15% Dis: 4% SEND: 0%	<b>Greater Depth</b> All: 10% Dis: 11% SEND: 0%	<b>Greater Depth</b> All: 18% Dis: 15% SEND: 0%	<b>Greater Depth</b> All: 7% Dis: 7% SEND: 0%	<b>Greater Depth</b> All: 5% Dis: 4% SEND: 0%

Our assessment of the reasons for these outcomes points primarily to the long term 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. More recently, we have noted the impact on the cost-of-living crisis, which has severely impacted our most vulnerable pupils and their families. The impact was mitigated by our resolution to maintain a high-quality curriculum, enable pupil's digital access, ensuring higher rates of attendance and punctuality through the trust wide attendance strategy.

Attendance at Herringham continues to be above the national average for disadvantaged pupils.

Attendance rates are as below:

	National Averages Primary	Herringham Primary Academy		
	2021-22	Target	Current	27.05.22
Reception Attendance	93.2		90.7	91.7
Attendance All	93.7		93.5	95.1
Boys	93.6		93.3	94.8
Girls	93.8		93.7	95.5
Dis	91.5		91.4	93.9
Non-dis	94.5		95.1	96.2

Disadvantaged pupil's attendance is broadly in line with national data. Despite the higher than average rates of persistent attendance, we are concerned with the overall absence rate of disadvantaged students as, in the past year, as we have seen an increase in persistent absence which has been historically significantly above national average, at present our attendance data for disadvantaged pupils is broadly in line. Our targeted attendance strategy remains a key focus of our current plan for disadvantage and the school development plan for 2022-2025.

## 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 – Online one to one Tutoring (National Tutoring Programme)	Third Space Learning Following initial and ongoing assessments, lessons are chosen specifically to plug each

<p>Autumn /Spring Year 6 – 15 Pupils Summer Year 5 – 15 pupils</p>	<p>pupil's individual gaps. Working one to one (online) tutors will support pupils knowledge and understanding through tailored lessons.</p> <p>Research show pupils will make gains of up to 7+ months progress in maths skills.</p>
<p>The Scholars Programme Year 5 x 14 pupils</p>	<p>The Brilliant Club</p>
<p>Finding Futures Year 5 x 12 pupils</p>	<p>Yes Futures</p>

## 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 2022-2023 and will continue to be the case through the School Development Plan from 2022-2025.

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 long-term 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.