



The Hermitage Infant School

Pupil Premium Strategy Statement 2024-2027

This statement details our school's use of pupil premium (and recovery premium for the **2024 to 2025** 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	The Hermitage Infant School
Number of pupils in school	244 (inc nursery)
Proportion (%) of pupil premium eligible pupils	16% (40/244) N – 5 children R – 8 children 1 – 16 children 2 - 11 children
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Year 1 of 3 years
Date this statement was published	6-11-2024
Date on which it will be reviewed	Spring term 2025
Statement authorised by	Clare Spires
Pupil Premium lead	Faaria Sahi
Governor / Trustee lead	Mary Martin

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,640
Recovery premium funding allocation this academic year (enter £0 if not applicable)	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery funding 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	£63,640

Part A: Pupil Premium strategy plan

Statement of intent

We aim for all disadvantaged pupils to;

- Make better than expected progress annually, meeting at least that of non-disadvantaged peers nationally.
- Attend school regularly.
- Receive support both in school and at home daily through targeted interventions and parental support.
- Have access to all educational and extra-curricular opportunities in line with peers by decreasing financial barriers.
- Feel safe, happy and believe in their own abilities, fostering a love of learning.

How does your current pupil premium strategy plan work towards achieving those objectives?

This strategy plan ensures that all staff continue to thoroughly understand their pupil premium students, allowing them to identify and address any barriers that may hinder each student's academic, social, emotional, mental and physical development. It also encourages all parties to have high aspirations for all pupil premium children. Attendance remains a key priority, so the school provides support to parents to help ensure pupils are regularly attending school. Financial assistance is provided for school trips, either partially or fully funded, and this is monitored to ensure equal opportunities for all students. Additionally, parents are given flexibility in choosing how to use their pupil premium vouchers and our plan will focus on actively promoting the use of vouchers to all pupil premium families.

What are the key principles of your strategy plan?

- Accurately identifying and diagnosing children's individual challenges and needs.
- The three-year pupil premium plan will be reviewed and adjusted annually.
- School leaders will focus on a small number of priorities to ensure effective implementation and impact.
- Approaches adopted by the school will be based on strong educational evidence.
- Support attendance at school to boost attainment where necessary.
- Implement, monitor and evaluate the impact of actions taken.
- Foster a love of learning, progress and opportunities.

Challenges

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

Number	Detail of challenge
1	Low attainment / limited progress
2	Complex needs (SEND, EAL, medical needs, young carer, safeguarding concerns) in addition to low income household.
3	Limited 'life' opportunities.
4	Poor attendance (missing interventions and lessons) and parental engagement.
5	Emotional literacy and overall wellbeing, as well as mental health issues affecting resilience and being ready to learn.
6	Ensuring more able reach greater depth.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current 3-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>To raise awareness and develop teacher knowledge, understanding and expectations of Pupil Premium within school.</p>	<p>Children will be identified quickly and support targeted swiftly with teachers identifying any potential barriers that could affect each child.</p> <p>Staff will be able to verbalise what is in place to support pupil premium children.</p> <p>Children will be meeting targets.</p> <p>Discussion of pupil premium children will be held termly with each class teacher during Pupil Progress Meetings.</p> <p>Teachers and the leadership team will closely monitor pupil premium children throughout the year.</p> <p>Training and advice on how to support pupil premium children will be regularly provided.</p>
<p>To improve the quality of learning for pupil premium pupils by developing teaching and interventions to maximise impact on attainment, progress and data.</p>	<p>Improved teaching for all impacting positively on the children in receipt of pupil premium funding.</p> <p>Effective interventions continually matched to pupils needs and tracked using Edukey, resulting in positive progress and outcomes for all.</p> <p>Staff will be given CPD to support ordinarily available provision.</p> <p>Pupil premium children will be given additional opportunities to read with an adult in school (including volunteers) and will have more time in the library.</p>
<p>To ensure equal access to all learning opportunities and full engagement and participation.</p>	<p>Children in receipt of pupil premium funding have access to all opportunities and engage fully along with their peers.</p>
<p>All pupil premium pupils feel safe, secure and happy and believe in their own abilities.</p>	<p>Pupil questionnaire results will evidence pupils feeling safe and happy in school.</p> <p>Less pastoral support and ELSA required as a result of successful interventions.</p>
<p>Barriers to be diminished through planned and well targeted intervention and support.</p>	<p>Children will be selected appropriately for interventions and support.</p> <p>Greater numbers of pupil premium children will reach age related expectations year on year with the gap between them and their peers diminishing.</p>

	<p>Some pupil premium children, who are working at expected, will be targeted to work towards greater depth.</p> <p>Impact from interventions will be logged on Edukey and will show progress of the children taking part.</p> <p>Children who are set targets by outside agencies, will make progress against these or new targets will be set.</p> <p>Teachers will be able to adjust and make changes to pupil premium support if appropriate to do so.</p> <p>Raised profile of pupil premium children with teachers clearly understanding who these children are and what their barriers and next steps are.</p> <p>Teachers will speak knowledgeably about their pupil premium children throughout the academic year during pupil progress meetings, PPA and transition meetings.</p> <p>Teachers to use formative and summative assessment to inform them of next steps for pupil premium students.</p> <p>All teachers to regularly read story books to their classes to ensure pupil premium children are exposed to rich vocabulary and gain a love of reading.</p>
<p>Children receipt of PP funding attain and make progress in line with non PP children nationally.</p>	<p>Attainment and progress measures will show the gap is closing.</p>

Activity in this academic year 2024-2025

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: £52,883 (£1520 CPD, £17399 inclusion staffing, £9,927 teaching and £24037 TA Support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve quality first teaching. Provide quality targeted CPD for teachers to ensure they have the skills and knowledge, enabling them to provide high quality education for all.	Improving the educational environment and experience for all pupils through teacher training impacts positively on PP children. 35.4% a popular strategy evidenced in 'Supporting the attainment of disadvantaged pupils' - Gov document.	1
Continue to identify barriers for learning and set aspirational targets for children.	39.4% a popular strategy evidenced in 'Supporting the attainment of disadvantaged pupils' - Gov document.	1, 2
To continue to strengthen whole school ethos and vision for disadvantaged.	Raising the PP profile in teaching/ through training sessions was a popular strategy evidenced in 'Supporting the attainment of disadvantaged pupils' - Gov document 44.4%	1,6

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

Budgeted cost: £500 (£500 PP resources plus budget from above regarding staff to deliver interventions)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Internal interventions – additional reading, phonics and/ or maths using comprehensive materials.	EEF - +6 mths Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.	1,6

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

Budgeted cost: £8,257 (£5,625 ELSA Staffing and £2,632 Home Link Worker)

Budgeted trips and clubs: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide pastoral support through ELSA to PP pupils, where needed.	Providing emotional support intervention on a 1:1 or group intervention basis. A popular strategy evidenced in 'Supporting the attainment of disadvantaged pupils' - Gov document 78.8% popularity.	2,5
Provide Talking and Drawing Therapy to PP pupils, where needed.	A trained member delivering Drawing and Talking therapy – 1:1 therapy sessions delivered over a 12-week block. PP pupils prioritised.	2,5
Provide pastoral support through HSLW to PP families, where needed.	55.5% of the families the HSLW supports are PP. Support provided for in school and out of school needs.	2,5
Inclusion Service supporting school and working with vulnerable families to improve attendance	EEF - Parental engagement has a positive impact on average of 4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. New attendance policy and government guidance to encourage good attendance.	4
Supporting families' financially – voucher scheme	£25 per term to provide financial support for trips, clubs, uniform etc. Subsidising trips has been a popular strategy evidenced in 'Supporting the attainment of disadvantaged pupils' Gov document - 80.9% popularity	3
Forest school for pupil premium children	EEF - +5mths. Collaborative learning approaches have a positive impact, on average, and may be a cost-effective approach for raising attainment.	2,3
Rock Steady extra-curricular Club in school	One PP child accessing Rock Steady (free) per term, to increase extra-curricular experiences and opportunities.	3

Total budgeted cost: £63,640

Part B: Review of outcomes in the previous academic year 2023 to 24

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the **2023 to 2024** academic year.

Activity	Planned Expenditure	Actual spend to date	End of Year Impact Report 2023-2024
Quality of Teaching and CPD (incl external providers)	£1,700	£857	Teachers CPD allowed upskilling staff and providing further training in a range of subjects, both subject based and in the areas of pastoral/inclusion (Jan INSET). This impacted positively on the education for all pupils by continuing to improve the quality of teaching.
Recovery funding/ Support Staff expenditure	£5,220	£5,002	Recovery funding used to cover the cost of support staff who provided interventions, classroom support and worked specifically with individual pupils where necessary to impact on their academic progress as well as SEMH.
Support Staff, ELSA and HSLW - including identifying barriers and implementing interventions	£24,067	£22,517	<p>Support staff were deployed in all classrooms to support learners with their most emergent needs this includes the lowest 20% readers. This impacted on closing gaps within pupils progress and attainment.</p> <p>Our ELSA supported pupils in receipt of PP funding, with emotional needs, impacting positively on their SEMH.</p> <p>Our HSLW worked with parents whose children are in receipt of PP by supporting in-school and out of school needs.</p>
Teachers and Inclusion Team	£22,065	£22,983	Teachers monitored, tracked and assessed pupil's individual needs as well as set

			individualised targets to further aid progress. Teachers recognised the additional needs of Pupil Premium pupils and closely monitored them. They were also individually discussed in Pupil Progress Meetings with SLT each term. Inclusion team supported pupil, families and staff in meeting the needs of PP children.
ELSA Provision – including Drawing and Talking Therapy Home Link Worker	£5,178	£5,456	Our ELSA supported pupils in receipt of PP funding, with emotional needs, impacting positively on their SEMH. Our HSLW worked with parents whose children are in receipt of PP by supporting in-school and out of school needs.
Supporting families financially - Voucher Scheme	£1,900	£1,267	Used across trips, clubs and uniform. This supported PP children to access experiences they may not have been able to do so otherwise.
Forest School	£0	£0	£0 cost as allocated to Sports Premium. Forest School running across the school and having a positive impact on pupils who attend
PP funding 2023-2024	£50,550	£58,082	This is the full year allocation.
Additional LAC	£2,530		
Total	£53,080		
Recovery 2023-2024	£5,002		
NTP 2023-2024	£0		

Adjustment to Income	-£2048	Reduced income vs budget	
Total	£60130 - £2048 = £58082	£58082	

Pupil Premium Activity RAG Rating	Comment
Improve quality first teaching. Provide quality targeted CPD for teachers to ensure they have the skills and knowledge, enabling them to provide high quality education for all.	Achieved and Ongoing Teachers have continued to access targeted CPD opportunities through internal and external training. This has enhanced knowledge and skills, impacting on quality first teaching across the school. Leaders are identifying gaps and next steps.
Continue to identify barriers for learning and set aspirational targets for children.	Achieved and Ongoing Teachers have been identifying barriers and gaps in learning in an increasing timely fashion. This has had a positive impact on pupils learning opportunities and access to interventions with tailored targets in order to improve outcomes overall.
To continue to strengthen whole school ethos and vision for disadvantaged.	Achieved and Ongoing Staff have a strong understanding of and show awareness of disadvantaged pupils and their needs.
Internal interventions – additional reading, phonics and/ or maths using comprehension materials.	Achieved and Ongoing Interventions are reviewed and planned by YTLs after data analysis and Pupil Progress Meetings. PP pupils are prioritised by SLT, YTLs and class teachers who recognise the importance of closing the gap. This early identification and prioritisation, ensures PP pupils have the best support to make academic progress.
Partnering for performance – mentors providing feedback.	Achieved and Ongoing Partnering for performance across the school has allowed teachers to regularly review their teaching and development points. This has a positive impact on all pupils learning and progress in the classroom.
Provide pastoral support through ELSA to PP pupils, where needed.	Achieved and Ongoing ELSA continues to provide tailored, personalised support via 1:1 and group sessions. Support has also been provided via parent calls and resources sent home. This has had a positive impact on pupils and families SEMH.
Provide pastoral support through HSLW to PP families, where needed.	Achieved and Ongoing

	HSLW has provided tailored support for vulnerable PP children and their parents / carers. This support has been greatly received by many PP families.
Provide Talking and Drawing Therapy to PP pupils, where needed.	Achieved This has been a useful intervention for some of our PP children and has supported their wellbeing.
Inclusion Officer supporting school and working with vulnerable families to improve attendance	Achieved and Ongoing Attendance improved all for last year apart from one child as a result from working with families and monitoring it tightly through calling meetings and writing letters. Only a few children are still a concern – these are SEN/PP children.
Supporting families' financially – voucher scheme	Achieved and Ongoing 42.59% of vouchers were used fully to pay towards trips, uniform or clubs. 53 children used their vouchers to pay towards clubs (£118). 68.29% of the pupils eligible used some of their voucher amounts.
Purchasing learning packs to support learning at home (Letterbox)	Unachieved This target will not continue next year as it is expensive to fund and the children did not find the books interesting in previous years.
Forest school for pupil premium children	Achieved and Ongoing A newly qualified Forest School Teacher was appointed, who takes groups across the school. This has had a positive impact on pupil's wider experiences and enhances life skills. This has also promoted positive mental health and resilience for some of our pupils.

Summer 2024 Attainment Results

Reception (60)	Average Attain	Gender		Pupil Premium	
		Male	Female	Yes	No
Maths	-1.0 (60)	-1.0 (25)	-1.0 (35)	-1.0 (6)	-1.0 (54)
	60 (100%)	25 (100%)	35 (100%)	6 (100%)	54 (100%)
	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Reading	-1.0 (60)	-1.0 (25)	-1.0 (35)	-1.0 (6)	-1.0 (54)
	60 (100%)	25 (100%)	35 (100%)	6 (100%)	54 (100%)
	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Writing	-1.0 (60)	-1.0 (25)	-1.0 (35)	-1.0 (6)	-1.0 (54)
	60 (100%)	25 (100%)	35 (100%)	6 (100%)	54 (100%)
	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Combined Average	-1.00	-1.00	-1.00	-1.00	-1.00
At ARE for All Subjects	0 (0%)	0	0 (0%)	0 (0%)	0 (0%)

Year 1 (86)	Average Attain	Gender		Pupil Premium	
		Male	Female	Yes	No
Maths	13.6 (86)	13.4 (40)	13.8 (46)	13.3 (16)	13.7 (70)
	16 (19%)	10 (25%)	6 (13%)	7 (44%)	9 (13%)
	70 (81%)	30 (75%)	40 (87%)	9 (56%)	61 (87%)
	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Reading	13.5 (86)	13.2 (40)	13.7 (46)	12.9 (16)	13.6 (70)
	20 (23%)	11 (28%)	9 (20%)	8 (50%)	12 (17%)
	66 (77%)	29 (73%)	37 (80%)	8 (50%)	58 (83%)
	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Writing	13.5 (86)	13.2 (40)	13.8 (46)	13.0 (16)	13.6 (70)
	19 (22%)	11 (28%)	8 (17%)	7 (44%)	12 (17%)
	67 (78%)	29 (73%)	38 (83%)	9 (56%)	58 (83%)
	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Combined Average	13.53	13.27	13.77	13.07	13.63
At ARE for All Subjects	65 (76%)	28 (70%)	37 (80%)	8 (50%)	57 (81%)

Year 2 (63)	Average Attain	Gender		Pupil Premium	
		Male	Female	Yes	No
Maths	16.6 (63)	16.5 (32)	16.7 (31)	16.0 (11)	16.8 (52)
	12 (19%)	7 (22%)	5 (16%)	3 (27%)	9 (17%)
	51 (81%)	25 (78%)	26 (84%)	8 (73%)	43 (83%)
	7 (11%)	4 (13%)	3 (10%)	0 (0%)	7 (13%)
Reading	16.6 (63)	16.3 (32)	16.8 (31)	15.6 (11)	16.8 (52)
	14 (22%)	8 (25%)	6 (19%)	3 (27%)	11 (21%)
	49 (78%)	24 (75%)	25 (81%)	8 (73%)	41 (79%)
	11 (17%)	7 (22%)	4 (13%)	0 (0%)	11 (21%)
Writing	16.2 (63)	15.9 (32)	16.5 (31)	15.2 (11)	16.4 (52)
	20 (32%)	12 (38%)	8 (26%)	6 (55%)	14 (27%)
	43 (68%)	20 (63%)	23 (74%)	5 (45%)	38 (73%)
	3 (5%)	2 (6%)	1 (3%)	0 (0%)	3 (6%)
Combined Average	16.47	16.23	16.67	15.60	16.67
At ARE for All Subjects	43 (68%)	20 (63%)	23 (74%)	5 (45%)	38 (73%)

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
N/A	
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A