



The Hermitage School

Pupil Premium strategy statement 2021 - 2024

This statement details our school'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.

School overview

Detail	Data
School name	The Hermitage School
Number of pupils in school	310
Proportion (%) of pupil premium eligible pupils	32.5% (310 pupils) Y3 – 14 children Y4 – 13 children Y5 – 8 children Y6 - 14 children Of those children (3.6%) 7 are in the Orchard Centre
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years
Date this statement was published	1/9/23
Date on which it will be reviewed	1/3/24
Statement authorised by	Clare Spires
Pupil premium lead	Claire Preece
Governor / Trustee lead	Gill Carter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,735
Recovery premium funding allocation this academic year	£12,035
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery funding carried forward from previous years (enter £0 if not applicable)	£2,883
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	£91,653

Part A: Pupil premium strategy plan
Statement of intent

Statement of intent
<p><i>We aim for all disadvantaged pupils to;</i></p> <ul style="list-style-type: none"> • 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. <p><i>How does your current pupil premium strategy plan work towards achieving those objectives?</i></p> <p>Staff have had a good understanding of who this group of children are and their individual needs. They have demonstrated good learning behaviours in class, following models and expectations where complex needs are not evident. Attendance, particularly lateness, for this group continues to be monitored and the support for parents in helping their children at home is ongoing.</p> <p>Many of the children in this group continue to underperform and the pandemic of 2020 and 2021 has not aided catch up. Home learning was challenging for most. The children have also had less opportunities to take part in trips and visits- this will be a priority for our plan. The children have presented well, happy and have been safe but aspirations can be low and self-esteem continues to need supporting through emotional support.</p> <p><i>What are the key principles of your strategy plan?</i></p> <ul style="list-style-type: none"> • Accurately identifying and diagnosing children’s individual challenges and needs. • The three-year pupil premium plan will be reviewed and adjusted annually. • The 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. • We will work closely with our Infant feeder school to develop common themes of support to families. • 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 in addition to low income household
3	Limited ‘life’ opportunities.
4	Erratic attendance (missing interventions and lessons) and parental engagement.
5	Emotional literacy 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 strategy plan**, and how we will measure whether they have been achieved. Many aspects of the plan follow over from our previous plan, due to limitations throughout Covid period.

Intended outcomes		
	Desired outcomes	Success Criteria
1	To ensure that children meet appropriately set individual targets and 'catch up' interventions are used where appropriate.	<p>95% of children will meet their individual end of year progress target.</p> <p>85% of children will show progress (good or better) throughout the year from their starting point.</p> <p>Children will be selected appropriately for interventions and support by the YTL and Class teachers.</p> <p>Children who are set targets by outside agencies, will make progress against these.</p> <p>Staff will be able to share their views on how PP children are supported in the school in order to positively impact on their progress.</p> <p>Teachers will talk knowledgeably about their PP children during PPMs</p> <p>Teachers will make progress against their performance management targets.</p> <p>75% of children accessing tutoring will show accelerated progress in the areas targeted.</p>
2	Ensure a positive view of reading and reading at home.	<p>Children will read at least 3 times a week at home.</p> <p>Children will read a range of books from the school library.</p> <p>Children will show progress in their reading assessments and personal targets.</p> <p>Children will show progress and engagement in Reading Eggs where appropriate.</p>
3	To ensure that YTLs/Inclusion Leader plan for appropriate interventions and identify children of concern to ensure pupils progress is maintained.	<p>95% of children will meet their individual end of year attainment target.</p> <p>85% of children will show good or better progress throughout the year from their starting point.</p> <p>Children will be selected appropriately for interventions and support.</p> <p>Impact from interventions will be logged and show progress of the children taking part- this will be done through our new Provision Map programme.</p>

		<p>Children who are set targets by outside agencies, will make progress against these.</p> <p>Teachers will be able to adjust and make changes to PP support if appropriate to do so.</p> <p>Teachers will talk knowledgeably about their PP children during PPMs.</p> <p>Teachers will make progress against their performance management targets.</p>
4	To ensure that Pupil Premium children are treated as individuals, their academic progress tracked and their wellbeing is addressed.	<p>Children's individual skills and barriers will be identified and a profile created in order to help increase progress rate.</p> <p>At least 70% of Pupil Premium children across the whole school will achieve age related expectations and those that don't will have made expected or good progress from their starting points and/or met their end of year attainment target.</p> <p>Links with secondary schools/other schools will be made to be able to broaden opportunities and work together on possible new strategies.</p>
5	Increased emotional literacy and positive mental health, resulting in higher aspirations- children and families to be supported.	<p>ELSA evaluations will show a positive change in 90% of cases.</p> <p>For those children where a positive change is not recorded, alternative support will be sought.</p> <p>The school values will have a positive effect on the personal development of children.</p> <p>Children will show an increase in positive playtimes and a decrease in behaviour incidents.</p>
6	Decrease in financial barriers for families- more access to clubs, meals, uniform etc.	<p>No child will not attend a trip/club due to financial restraints.</p> <p>If home learning is necessary, a device will be provided if needed.</p>

Activity in this academic year 2023-24

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: £ 51,802

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, 3, 4
Tracking of interventions and support more closely using Provision Map tool.	Creating individual learning plans for each child with targets - 39.4% a popular strategy evidenced in Supporting the attainment of disadvantaged pupils - Gov document	1, 2, 3, 4
To continue to strengthen whole school ethos and vision for disadvantaged.	Raising the PP profile in teaching was a popular strategy evidenced in Supporting the attainment of disadvantaged pupils - Gov document 44.4% EEF- Behaviour interventions +3mths	1,3, 4, 6

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

Budgeted cost: £ 14,162

Activity	Evidence that supports this approach	Challenge number(s) addressed
**Recovery ** Reading volunteers targeted to support disadvantaged readers.	EEF - + 5mths Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact ideally with trained teacher.	1,2, 6
Internal interventions – additional reading & comprehension materials. Lower Level books Reading Eggs/Eggspress	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	1,2

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

Budgeted cost: £ 10,771

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide support through ELSA where needed.	Providing emotional support programmes 78.7 % - a popular strategy evidenced in Supporting the attainment of disadvantaged pupils - Gov document	6
Inclusion Officer 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.	4, 6
Supporting families' financially – £30 voucher scheme Subsidising trips and clubs Music lessons offered to those who want to take part- individual and Rocksteady	Arranging or subsidising trips has been a popular strategy evidenced in Supporting the attainment of disadvantaged pupils - Gov document 80.9% popularity EEF- Sports +2mths EEF- Outdoor Education +4mths Music has been proven to decrease anxiety, reduce aggression and increase empathy.	4, 6, 7
Purchasing Book in a Box- supporting enjoyment in reading at home	EEF - +5mths. Homework has a positive impact on average (+ 5 months). Providing the concrete resources to support learning at home.	2,4, 7
Drawing for talking trained staff deliver interventions to support learners.	EEF +4 mths Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	6
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.	4, 6
General parental engagement and wellbeing of children and families. Food support, uniform, devices, open door etc	EEF- Parental engagement +3mths	4, 5, 6, 7
Supporting LAC children in school to achieve the best that they can.	Designated teacher ensures children are supported and that funding is spent effectively.	

Total budgeted cost: £76,735

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.

Pupil evaluations undertaken during the 2022 to 2023			
On track or achieved / Ongoing / Unable to facilitate or put into place			
	Desired outcomes	Success Criteria	Other comments/Progress
1	To ensure that children meet appropriately set individual targets and 'catch up' interventions are used where appropriate.	<p>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.</p> <p>YTLs to continue to work closely with their teams to introduce, monitor and evaluate interventions.</p>	
2	Ensure a positive view of reading and reading at home.	Purchasing Book in a Box- supporting enjoyment in reading at home	
3	To ensure that YTLs/Inclusion Leader plan for appropriate interventions and identify children of concern to ensure pupils progress is maintained.	<p>Tracking of interventions and support more closely using Provision Map tool.</p> <p>Continue to identify barriers for learning and set aspirational targets for children.</p> <p>National Tutoring programme - 1:1 tuition</p> <p>**Recovery**</p> <p>Internal interventions – additional reading & comprehension materials.</p> <p>Lower Level books</p> <p>Reading Eggs/Eggspres</p> <p>Drawing for talking trained staff</p>	

4	To ensure that Pupil Premium children are treated as individuals, their academic progress tracked and their wellbeing is addressed.	<p>To continue to strengthen whole school ethos and vision for disadvantaged.</p> <p>Ensuring that children with SEND/behaviour concerns are supported effectively.</p>	
5	Increased emotional literacy and positive mental health, resulting in higher aspirations- children and families to be supported.	<p>Social skills groups to address issues throughout.</p> <p>Provide support through ELSA where needed.</p> <p>Forest school and Commando Joes for pupil premium children</p> <p>Supporting LAC children in school to achieve the best that they can.</p>	
6	Decrease in financial barriers for families- more access to clubs, meals, uniform etc.	<p>Inclusion Officer supporting school and working with vulnerable families to improve attendance</p> <p>Supporting families' financially – £30 voucher scheme</p> <p>Subsidising trips and clubs</p> <p>Food support, uniform, devices, open door etc</p> <p>Music lessons offered to those who want to take part- individual and Rocksteady</p>	

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
Reading Eggs	Reading Eggs
Book in a Box	Book in a Box

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.