

Pupil premium strategy statement



Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in *italics*) in this template, and this text box.

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Herringthorpe Infant School
Proportion (%) of pupil premium eligible pupils	293 as at 05/11/24
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	19% as at 05/11/24
Date this statement was published	1 st Year of revised cycle
Date on which it will be reviewed	Last revised 08/09/2024
Statement authorised by	18/03/2025 & 24/06/2025 (with the Governing Board)
Pupil premium lead	Nicki Kitchen
Governor / Trustee lead	Theresa Cartlidge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103,910
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£103,910

Part A: Pupil premium strategy plan

Statement of intent

Irrespective of their background, we aim for all pupils to be lifelong learners, who are resilient, confident communicators. They have the skills to problem solve, be reflective and critical and creative in their thinking. They are good team members. Pupils leave us who are global citizens prepared for the wider world.

They make good progress and achieve high attainment.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal. We will consider the challenges faced by vulnerable pupils. The activity outlined in this statement is intended to support the needs of all pupils whether disadvantaged or not.

Quality First Teaching is the focus of our approach, with a particular focus on areas where disadvantaged pupils require the most support. This has the most impact on closing the attainment gap as well as benefitting non-disadvantaged pupils. This will be sustained.

Our strategy is part of wider school plans for education recovery.

Our plans will respond to common challenges and individual needs. Our response is based on research and assessment. We do not assume the impact of disadvantage. Teachers understand how pupils learn and the barriers they face. They understand how to support pupils to remember more and for longer.

Our plans include an understanding of the impact of the wider school on learning and how to address these barriers.

To ensure our plans are effective, we will:

- Adopt a whole school approach where all staff take responsibility for the outcomes of disadvantaged pupils and raise expectations of their progress and attainment.
- Intervene early; at the point, the need is identified.
- Ensure disadvantaged pupils are challenged.
- Ensure disadvantaged pupils have a wider school experience beyond learning in the classroom.

Challenges

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

Challenge number	Detail of challenge
1	Language difficulties and limited vocabulary: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Foundation Stage through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers. <i>Entry baseline assessments for 2023-2024 overall showed that 40% of the cohort entered F2 below the expected standard for Communication and Language (CL).</i> <i>Entry baseline assessments for 2023-2024 for PP pupils showed that 57% of the disadvantaged cohort entered F2 below the expected standard for CL.</i> The school achieved the following outcomes for this cohort for disadvantaged pupils at the end of EYFS: • Communication overall 76.5% (Nat 68.7%) • <i>Listening, Attention and Understanding</i> 82.4% (Nat 72.0%) • <i>Speaking</i> 76.5% (Nat 73.5%) Despite achieving above national for outcomes of disadvantaged pupils. School data states that there is still a gap in the performance where our non-disadvantaged are outperforming our disadvantaged pupils in CL.
2	Delayed Personal Social and Emotional Development: Assessments, observations, and discussions with pupils indicate underdeveloped Personal Social and Emotional Development (PSED) among many disadvantaged pupils. These are evident from Foundation Stage through to KS1 and in general, are more prevalent among our disadvantaged pupils than their peers. <i>Entry baseline assessments for 2023-2024 overall showed that 44% of the cohort entered F2 below the expected standard for PSED.</i> <i>Entry baseline assessments for 2023-2024 for PP pupils showed that 50% of the disadvantaged cohort entered F2 below the expected standard for PSED.</i> In 2023-2024 Disadvantaged pupils achieved 76.5% exp for PSED overall which was above national for Disadvantaged Pupils at 73.4%. When broken down and compared to national. disadvantaged pupils in school achieved above national in all areas apart from Building Relationships which was 4.6% below. • <i>Self-Regulation</i> 82.4% (Nat 76.0%) • <i>Manage Self</i> 82.4% (79.1%) • <i>Building Relationships</i> 76.5% (81.1%) Despite achieving above national for outcomes of disadvantaged pupils. School data states that there is still a gap in the performance where our non-disadvantaged are outperforming our disadvantaged pupils in Personal Social and Emotional Development (PSED) with the largest gap being present in Building Relationships. CPOMS data, and Termly behaviour analysis emphasises the delayed development in Building Relationships' where peer conflict is highlighted as the main cause for negative behaviour incidents.

3	Lower than expected Literacy standards on Entry to EYFS: Entry baseline assessments for 2023-2024 overall showed that 558% of the cohort entered F2 below the expected standard for Literacy with 7% entering with skills at 0-3 years or below. Entry baseline assessments for 2023-2024 for PP pupils showed that 57% of the disadvantaged cohort entered F2 below the expected standard for English. The school achieved the following outcomes for this cohort for disadvantaged pupils at the end of EYFS: • Word Reading- 64.7% (Nat 61.7%) • Writing – 64.7% (Nat 55.8%) • Fine Motor – 76.5% (Nat 76.6%) • GLD – 58.8% (Nat 52.0%) Despite achieving above national for outcomes of disadvantaged pupils. School data states that there is still a gap in the performance where our non-disadvantaged are outperforming our disadvantaged pupils in both reading and writing; apart from 'comprehension' where our disadvantaged pupils outperformed our non-disadvantaged pupils.
4	Persistent Absence Rates for Disadvantaged Pupils: Attendance for all our pupils continues to be a focus for the whole school. Our assessments and observations indicate absenteeism can negatively impact significantly on the progress of the learners. Attendance data tracking shows that for the academic year 2023-2024, disadvantaged children's attendance was 92.39% in comparison to non-disadvantaged children with attendance of 93.06%. Additionally, 38.10% of disadvantaged pupils were persistently absent. Despite school closing the gap from the previous year; this figure still remains too high, and is higher than the figure for non-disadvantaged pupils which was 20%
5	Limited access to 'wider' experiences and opportunities in life: It is evident that a high proportion of our disadvantaged pupils have a limited access to 'wider' experiences and opportunities in life to draw upon which can link to lack of aspiration for the future. A number of our Pupil Premium children have low aspirations and have not been given the chance to be exposed to different opportunities both academic and non-academic.

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 oral skills and vocabulary among disadvantaged pupils.	Summer 25: All staff are aware of what Oracy looks like in the classroom. Quality teaching of Oracy will be implemented in Classrooms <i>Speaking and Listening outcomes for disadvantaged pupils will have increased by 5% for EYFS expected.</i> Summer 26: The deliberate, explicit and systematic teaching of Oracy is evident across phases and throughout the curriculum enabling pupils to make progress in the four strands of Oracy outlined in the Oracy Framework. <i>Speaking and Listening outcomes will be in line with national for disadvantaged pupils for EYFS expected.</i> Summer 27: Leadership focused: Oracy beyond the classroom & curriculum The school will have achieved Oracy Centre of Excellence. <i>Speaking and Listening outcomes will be at least in line with national for disadvantaged pupils for EYFS expected.</i>
To improve the behaviour and attitudes of children throughout school with a focus on improving conflict resolution between peers.	Summer 25: Learning walks, lesson observations, interactions with children demonstrate all staff are consistently using WINE (wonder, imagine notice, empathy) Lesson observations and learning walks demonstrate that no learning time is lost to behavioural incidents. Staff are dealing with challenging behaviour in a consistent approach in line with TISUK policies and procedures. <i>The number of negative incidents throughout the school day have reduced. (Use reviewed data analysis and compare to baseline assessment).</i> Summer 26: Children are resolving peer conflict with support from an EAA. All children are engaged in positive play on the yard – either adult led or independently Children understand their rights and responsibilities (specifically linked to the right to be safe from harm) & the right to play.

	<i>The number of negative incidents throughout the school day have reduced. (Use reviewed data analysis and compare to baseline assessment).</i> Summer 27: <i>The number of negative incidents throughout the school day have reduced. (Use reviewed data analysis and compare to baseline assessment).</i>
Every child a reader. Improved reading attainment for disadvantaged pupils.	Summer 25: The school will have in place a coherent and ambitious reading programme which builds on from the exit point of RWI where children are being exposed to a range of vocabulary and quality texts. Summer 26: <i>At least 90% of disadvantaged pupils will meet the Y1 phonic screen.</i> Summer 27: <i>Internal/external assessments show all disadvantaged pupils meet the expected standard at the end of KS1.</i>
Every child a writer. Improved outcomes in writing attainment for disadvantaged pupils.	Summer 25: Teachers and TAs are clear on the expectations of writing progression document. Teachers and TAs are clear of the policies/non-negotiables for writing/handwriting lessons. Non-negotiables for writing are clear to the children and this is evident in lesson observations and learning walks. Lesson observations and learning walks demonstrate that pupils are consistently demonstrating effective teaching of writing. Staff are proactively checking for gaps in learning and planning to address these. <i>Writing outcomes for disadvantaged pupils will have increased by 5% for EYFS expected.</i> Summer 26: Teaching of writing is taught consistently throughout school and is in line with the expectations of the progression document. <i>At least 90% of disadvantaged will achieve expected in writing at the end of KS1.</i> Summer 27: Writing is taught with fidelity and consistently throughout the school.

	Pupils are independently editing their writing to make improvements. <i>Outcomes for pupils at the end of EYFS are at least in line with national.</i> <i>Outcomes for pupils at the end of KS1 remain above previous national expectation markers.</i>
Improved attendance rates for all pupils, particularly our disadvantaged pupils. Reduce the number of persistent absences and those who arrive late.	Summer 25: Increase engagement in breakfast club for late arrivals/persistently absent. <i>The attendance gap between disadvantaged and non-disadvantaged pupils is reduced by 1%.</i> Summer 26: <i>The percentage of pupils who are persistently absent is below 8.3% (national).</i> Summer 27: <i>Attendance rates are consistently in line with national.</i>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 40,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff will have access to the Voice21 membership Join@voice21.org Cover costs to support the assigned 'Oracy Champions' to attend training	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. EEF- Oral Language Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Linked to SIP Priorities: 1,2,3 & 4	1,2,3,4 &5 3 Years £2475.00 membership (per year) £487.62. (cost 2 HLTAs to cover 2 teachers for 2 days training) £80 Cost for train fair TBC for in person training for Oracy Champions in Manchester/York
All staff will have access to the RWI online training facilities and resources for speed sounds, story book, talk through stories and fast track tutoring training	On average, one to one tuition is very effective at improving pupil outcomes. One-to one tuition can be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. EEF- one-to-one group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Linked to SIP Priorities: 1	3 Payment for annual access to Ruth Miskin Portal and Oxford Owl for resources. = £1,930 for portal access, 1 development day and 2 remote progress meetings with RWI allocated consultant.
Developing parent/carers subject knowledge with systematic synthetic phonics	The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even	3 £111.00 3 x 1 hr workshops £500 for resources; photocopying

and early reading strategies. Providing training workshops for parents/carers Opportunities for parents/carers to observe a RWI session being taught.	regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. EEF- parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Linked to SIP Priorities: 1	packs; flash cards etc.
Ensuring that high quality and consistent teaching of SSP is in place throughout school. Ensuring assessments and gap analysis of reading is conducted every 6 weeks for pupils across the school; ensuring that all pupils are assigned the right level of phonic materials.	The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. 3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes). Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Linked to SIP Priorities: 1	Reading Lead x 2 days- £35116

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

Budgeted cost: £ 43,784

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engaging with NTP School led tutoring for Training for staff delivering.	Small group tuition targeted at specific needs and gaps for KS1 & EYFS. Support those at risk of falling behind. Small group tuition has an average impact of 4 months' additional progress over the year. EEF- small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Linked to SIP Priorities: 1 & 3	3 KS1 adult leading interventions - £16,558 EYFS adult leading interventions - £21,599
Run ELSA /TISUK interventions	School-based programmes of social and emotional learning therefore have the potential to help young people acquire the skills they need to make good academic progress. They also produce benefits to pupils' health and wellbeing, offering a significant return for the resource and time investment by schools to establish such programmes. Public Health England - <i>The link between pupil health and wellbeing and attainment – a briefing for head teachers, governors and staff in education settings.</i> https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/370686/HT_briefing_layoutvFINALvii.pdf Linked to SIP Priorities: 3 & 4	1,2 & 4 Supervision x 2 TISUK (3 times a year) £30 per session £180 for 2 practitioners for yearly supervision Supervision x 1 ELSA (3 times a year) £5447.ELSA trained staff

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

Budgeted cost: £ 27,604

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed good practice Extension of role and hours of attendance officer/Early Help lead. Training to support the role. ½ termly liaison with Early Help locality manager and link worker.	The DfE guidance has been informed by schools that have significantly reduced levels of absence and persistent absence. School attendance: guidance for schools - GOV.UK (www.gov.uk) Linked to SIP Priorities: 1,3 & 4	1, 2, 3, 4 & 5 £27,603.98
Enrichment opportunities made available for disadvantaged pupils eg, after school sports club places, subsidised visit fees, breakfast club etc.	The average impact of the engaging in physical activity interventions and approaches is about an additional one month's progress over the course of a year. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance. Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. EEF- Physical Activity https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Linked to SIP Priorities: 1 & 4	1,2,3,4,5 £TBC at year end.

Total budgeted cost: £ 112,088

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.

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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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)