



## Pupil premium strategy statement – St Herbert’s C of E Primary and Nursery School

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

### School overview

Detail	Data
School name	St Herbert’s CE Primary and Nursery School
Number of pupils in school	274
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-25
Date this statement was published	November 2022
Date on which it will be reviewed	November 2024
Statement authorised by	Michael Craig
Pupil premium lead	Rachel Frampton
Governor / Trustee lead	Charles Hope

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,313
Recovery premium funding allocation this academic year	£3,625
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	£40,938

## Part A: Pupil premium strategy plan

### Statement of intent

All members of staff, governors and teaching assistants accept responsibility for pupils who are disadvantaged/pupils who are vulnerable/pupils who are eligible for pupil premium and are committed to meeting their pastoral, social and academic needs within the school environment. St Herbert's CE Primary and Nursery School is committed to diminishing the differences in all subjects between these pupils and pupils who are classed as not vulnerable or disadvantaged. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The Senior Leadership Team regularly analyses the impact of the provisions and the development of the children who are eligible for the Pupil Premium. Nursery children are not funded with the Pupil Premium, so senior leaders also try to identify children in our Nursery setting who will be eligible for Pupil Premium funding once they move into the main school and ensure that they achieve their best and any differences are diminished.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Facilitate all pupils' access to education and the curriculum
- Enable all children, regardless of their financial situation, to reach their potential
- Fund additional support and intervention programmes for groups and individuals.
- Supports children to take up additional opportunities, such as residential visits and musical instrument tuition.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, which could be due to peer relationships, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. 17 pupils (5 of whom are disadvantaged) currently require additional support with social and emotional needs.
2	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
3	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 0.37 and 1.61% lower than for non-disadvantaged pupils. 22% of disadvantaged pupils have been 'persistently absent' compared to 14% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with speaking and listening than their peers. On entry to Reception class in the last 3 years, our disadvantaged pupils arrive below age-related expectations. This gap narrows but remains significant to the end of KS2.
5	Our discussions with pupils and families suggest that the cultural capital of many of our disadvantaged pupils is significantly less than their peers. This included exposure and access to knowledge, such as by visiting museums, libraries, theatre, large cities and different places of worship.

## 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
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	<p>SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning. - Identified children are invited to Nurture sessions and their social, emotional and physical wellbeing improves.</p> <p>Vulnerable disadvantaged children are also allocated a PP mentor (support staff and SLT), who will meet with them regularly and provide support/alleviate barriers.</p>

	Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Regular language screening in the Early Years demonstrates that the vocabulary gap between children who are disadvantaged and their peers narrows Evident in the use of vocabulary across the curriculum subjects, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved attendance towards national average.	Sustained high attendance by 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>the overall attendance rate for all pupils being 95% or more, and the attendance gap between disadvantaged pupils is in line with their peers.</li> <li>the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being in line with their peers.</li> </ul>
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, and Writing) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.	KS2 reading and writing outcomes in 2024/25 show an improved number of disadvantaged pupils met the expected standard.
To develop cultural capital ensuring Pupils have a breadth of experiences that enable them to contextualise their learning. School will deliver an engaging, broad and varied curriculum	Teacher report and class observations suggest disadvantaged pupils have access to more knowledge associated with cultural capital and engage more actively in lessons. All disadvantaged students are given the opportunity to attend at least one cultural enhancement activity, such as a theatre visit, library, place of worship, large city, museum per year. Children will be exposed to a wide range of social, cultural, enrichment (music tuition) and sporting experiences within (and outside) the school day.

## 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: £24,805 – TA support and supply costs for cover

Activity	Evidence that supports this approach	Challenge number(s) addressed
Scaffolding development and CPD for all staff to maximise independent learning for all pupils. Supporting staff to make best use of teaching assistants.	Supporting best use of teaching assistants by adopting the principles and recommendations made by the EEF: Making the best use of Teaching Assistants Guidance Report	2
Allocation of funds for reading, writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.	Quality /at least good teaching in all classes every day <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> .	4
Subject leaders create and carry out action plans which have a positive impact on their subjects so that all children, particularly disadvantaged children, have access to a high quality curriculum in all subjects.	<a href="https://d2tic4wvo1iusb.cloudfront.net/eefguidance-reports/implementation/EEFImplementation-RecommendationsPoster.pdf?v=1635355218">https://d2tic4wvo1iusb.cloudfront.net/eefguidance-reports/implementation/EEFImplementation-RecommendationsPoster.pdf?v=1635355218</a> – EEF – a school’s guide to implementation. Learning to Lead Becoming an Effective Head of Department. Mark Brundrett, Ian Terrell	4

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

Budgeted cost: £670 (TA for 1 hr per week across year for Rec Reader)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Language screening in reception to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Language screener to identify children entering school with language skills lower than the expected standard.	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219627/DFE-RR247-BCRP13.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219627/DFE-RR247-BCRP13.pdf</a>	2
RWINC Fresh Start for Years 5 and 6 'Talk for Reading' approach to improve 4 key comprehension strategies (predict, clarify, question, summarise). 3x 20 mins weekly. RWINC tutoring with lowest 20% of pupils.	<a href="http://educationendowmentfoundation.org.uk">Read Write Inc. Phonics and Fresh Start   EEF (educationendowmentfoundation.org.uk)</a>	4
Teachers to provide small group after school tuition to targeted pupils after end of Autumn assessments. (School Led Tutoring)	Provision of high quality teaching, mastery curriculum and effective challenge for children identified as needing to catch-up – see <a href="http://www.gov.uk/publications/the-pupil-premium-howschoolsare-spending-the-funding">www.gov.uk/publications/the-pupil-premium-howschoolsare-spending-the-funding</a> successfully	4

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

Budgeted cost: £15,463 (RF SENCO day = £12,163; Ed visits cont = approx. £1,800; included music lessons = approx. £1,500)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for SENCO to support families with high need SEN and Pupil Premium children. SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning. - Vulnerable children to be highlighted and supported through Nurture sessions. All vulnerable PP children to be allocated a PP Mentor who will support them in alleviating barriers to learning by meeting regularly throughout the year.	<a href="https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning">https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning</a> <a href="https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement">https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement</a>	1

<p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. This will be achieved through funding for each year group to plan enriching experiences and activities, after school club funding for pupil premium children (3 clubs per year) and a reduced rate residential for PP children</p> <p>Music tuition offered to pupil premium children to develop their love and appreciation of music.</p>	<p>Provision of a range of initiatives to extend children's experiences see <a href="http://www.Gov.uk/publications/the-pupilpremium-how-schools-are-spendingthe-funding-successfully">www.Gov.uk/publications/the-pupilpremium-how-schools-are-spendingthe-funding-successfully</a>. Education Endowment Trust Toolkit 3 8</p>	<p>5</p>
<p>Head teacher to ensure that parents are made aware of expected attendance levels when they fall below 90%.</p>	<p>Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see <a href="http://www.Gov.uk/publications/the-pupilpremium-how-schools-are-spendingthe-funding-successfully">www.Gov.uk/publications/the-pupilpremium-how-schools-are-spendingthe-funding-successfully</a>.</p>	<p>3</p>

**Total budgeted cost: £40,938**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Impact is measured through regular discussion with targeted pupils and their parents, through pupil progress meetings in school and through teacher assessment. Provision may not always have an immediate impact but should be evident when measured over time.

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

#### Summary from 2021-22



#### Steps Progress Between Terms Y3, Y4, Y5, Y6, Y7, Y8 - Pupil Premium (27 pupils)

04 January 2024  
Sum2 20-21 to Sum2 21-22

	No.	%	Average of Displayed Subjects			Reading			Writing			Mathematics		
			Sum2 20-21	Sum2 21-22	Progress	Sum2 20-21	Sum2 21-22	Progress	Sum2 20-21	Sum2 21-22	Progress	Sum2 20-21	Sum2 21-22	Progress
All Pupils	27	100.0	49.2	55.6	6.4	50.6	56.6	6.0	48.2	55.0	6.8	48.8	55.3	6.5
Males	17	63.0	49.3	55.9	6.6	50.7	57.0	6.3	48.0	55.3	7.3	49.1	55.5	6.4
Females	10	37.0	49.0	55.0	6.0	50.3	55.8	5.5	48.5	54.4	5.9	48.4	54.9	6.5
FSM	23	85.2	47.9	54.4	6.5	49.2	55.2	6.0	47.1	54.1	7.0	47.4	54.1	6.7
Not FSM	4	14.8	55.3	61.2	5.9	57.0	63.3	6.3	53.3	59.0	5.7	55.5	61.3	5.8
Pupil Premium	27	100.0	49.2	55.6	6.4	50.6	56.6	6.0	48.2	55.0	6.8	48.8	55.3	6.5
Not Pupil Premium	0	0												
SEN Support	10	37.0	48.8	55.3	6.5	50.5	56.6	6.1	47.4	54.6	7.2	48.4	54.8	6.4
Education, health and care plan	1	3.7	30.3	35.0	4.7	31.0	34.0	3.0	31.0	34.0	3.0	29.0	37.0	8.0
Not SEN	16	59.3	51.1	57.6	6.5	52.3	58.4	6.1	50.3	57.0	6.7	50.8	57.3	6.5

Steps progress for disadvantaged for 2021-22.

Steps progress for all children from Y2-Y6 for 2022-23. We would expect pupils to make an average of 6 steps progress. This highlights that our Pupil Premium children have made at least expected progress across all three subjects and exceeded this for writing and maths.

#### Summary from 2022-23



			Average of Displayed Subjects			Reading			Writing			Mathematics		
	No.	%	Sum2 21-22	Sum2 22-23	Progress	Sum2 21-22	Sum2 22-23	Progress	Sum2 21-22	Sum2 22-23	Progress	Sum2 21-22	Sum2 22-23	Progress
All Pupils	20	100.0	48.4	54.4	6.0	49.1	54.6	5.5	48.4	54.1	5.7	49.0	55.8	6.8
Males	14	70.0	49.9	55.8	5.9	50.8	56.2	5.4	49.1	54.3	5.2	50.0	56.8	6.8
Females	6	30.0	43.8	50.4	6.6	44.0	50.0	6.0	46.6	53.4	6.8	46.6	53.4	6.8
FSM	18	90.0	48.0	54.0	6.0	48.6	54.2	5.6	48.1	53.9	5.8	48.5	55.3	6.8
Not FSM	2	10.0	55.0	60.3	5.3	56.0	61.0	5.0	52.0	57.0	5.0	57.0	63.0	6.0
Pupil Premium	20	100.0	48.4	54.4	6.0	49.1	54.6	5.5	48.4	54.1	5.7	49.0	55.8	6.8
Not Pupil Premium	0	0												
SEN Support	7	35.0	52.2	57.6	5.4	52.7	57.4	4.7	51.7	56.1	4.4	52.1	59.3	7.2
Education, health and care plan	1	5.0	35.0	40.7	5.7	34.0	41.0	7.0	34.0	39.0	5.0	37.0	42.0	5.0
Not SEN	12	60.0	46.8	53.3	6.5	47.8	53.9	6.1	47.3	54.1	6.8	47.9	54.6	6.7

Steps progress for disadvantaged for 2022-23.

Steps progress for all children from Y2-Y6 for 2022-23. We would expect pupils to make an average of 6 steps progress. This highlights that the average across all three subjects is 6 steps progress, however Maths shows stronger results than reading and writing.

Attendance data for 2022-23 shows that Pupil Premium attendance was 94.38%, which was above National statistics. However, there is still a 1% gap with the school figure of 95.38%, which we will continue to narrow.

During 2021 – 21, we ran a dinner time nurture group to support children’s social and emotional needs. Children at the end reported that they felt this supported their needs. We have ‘Happy to be me’ and ‘Decider Skills’ groups running in school during the 2023 – 24 academic year and any disadvantaged children will be prioritised.

Oracy continues to be a high priority within our school. The Literacy leader is providing ongoing CPD for staff. The school has recently implemented the CUSP curriculum for Geography and History, which has well established oracy teaching built within the scheme to develop children’s understanding of language.

Reading and Writing continue to be a high priority for our disadvantaged pupils. These are targeted through ongoing RWINC teaching and interventions, when necessary. Progress for RWINC shows that 81% of all children pass the phonics screening check and 91% of all children who re-took the test in Year 2 have passed.

In addition to ensure that pupil premium children can access educational visits, we have provided supplements to costs for visits. We have families who struggle with transport to enable the children to attend school on time and regularly. We have provided additional support by organising and financing the cost of private taxis to eliminate barriers to children accessing

school. In addition, we have paid for families to attend breakfast and afterschool clubs to support their social development and access to a range of differing clubs and activities.

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

- To improve the curriculum sequencing and implementation of the writing curriculum.
- Subject leaders to check and refine subject curriculum plans to ensure clear sequencing and knowledge end points.
- Improve maths outcomes by developing reasoning and problem solving further.
- Develop consistently highly effective retrieval practice.
- To develop moderation systems to ensure that assessments are consistent across school.
- To embed behaviour procedures and policies through our St Herbert’s Way.
- Review and develop spiritual, moral, social and cultural enrichment opportunities for children.
- To continue to support Subject Leaders to develop robust development plans.
- 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.

## 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?	Eligible pupils benefit from funding received by their class teachers and the experiences these provide for them. Eligible pupils

	provided with Pupil Premium Mentor who meet and support them.
What was the impact of that spending on service pupil premium eligible pupils?	Eligible pupils made expected progress from their previous summer and previous key stage results. Eligible pupils are working at Age related expectations across all subjects.