



# The Hermitage Junior 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 Junior School
Number of pupils in school	310
Proportion (%) of pupil premium eligible pupils	20% (63/310) <i>including 2 PLAC</i> Y3 – 14 children (1 Orchard) Y4 – 21 children (3 Orchard) Y5 – 19 children (4 Orchard) Y6 - 9 children (1 Orchard) Of those children 9 (14%) are in the Orchard Centre
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Year 1 of 3 years
Date this statement was published	6/11/2024, updated 3/3/2025
Date on which it will be reviewed	Summer term 2025
Statement authorised by	Clare Spires
Pupil premium lead	Faaria Sahi
Governor / Trustee lead	Gill Carter

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (budget based on October 2023 Census – 56 pupils and 1 PLAC)	£85,450 (£82,880 PP and £2,570 PLAC)
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
<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	£85,450

## Part A: Pupil premium strategy plan

### Statement of intent

Statement of intent
<p><b><i>We aim for all disadvantaged pupils to;</i></b></p> <ul style="list-style-type: none"> <li>• Make better than expected progress annually, meeting at least that of non-disadvantaged peers nationally.</li> <li>• Attend school regularly.</li> <li>• Receive support both in school and at home daily through targeted interventions and parental support.</li> <li>• Have access to all educational and extra-curricular opportunities in line with peers by decreasing financial barriers.</li> <li>• Feel safe, happy and believe in their own abilities, fostering a love of learning.</li> </ul> <p><b><i>How does your current pupil premium strategy plan work towards achieving those objectives?</i></b></p> <p>The 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 or 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. As many pupil premium students attend a low percentage of clubs, we will investigate the barriers preventing participation in extracurricular activities, which are crucial for supporting social, emotional, and mental health, and for promoting equality of opportunity, with the aim of increasing attendance. Additionally, parents are given flexibility in choosing how to use their pupil premium vouchers. Therefore, our plan will focus on actively promoting the use of vouchers to all pupil premium families and improving communication about any changes in voucher usage to ensure that parents can fully utilise these resources.</p> <p><b><i>What are the key principles of your strategy plan?</i></b></p> <ul style="list-style-type: none"> <li>• Accurately identifying and diagnosing children's individual challenges and needs.</li> <li>• The three-year pupil premium plan will be reviewed and adjusted annually.</li> <li>• School leaders will focus on a small number of priorities to ensure effective implementation and impact.</li> <li>• Approaches adopted by the school will be based on strong educational evidence.</li> <li>• Support attendance at school to boost attainment where necessary.</li> <li>• Implement, monitor and evaluate the impact of actions taken.</li> <li>• Foster a love of learning, progress and opportunities.</li> </ul>

### 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
Barriers to be diminished through planned and well targeted interventions and support.	<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>Potential 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 (provision map programme) which 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 PDMs.</p>
To ensure that Pupil Premium children are treated as individuals, their academic progress tracked and their wellbeing is addressed.	<p>Teachers will knowledgeably speak about their pupil premium children during termly pupil progress meetings and plans will be put in place to ensure children reach their full potential.</p> <p>Pupil premium surveys will take place twice a year (autumn and summer) to ensure the children voice their interests and views which will support planning activities to help them thrive both academically, socially, emotionally, mentally and physically.</p> <p>Links with secondary schools and primary schools (including the SWAN trust) will be made to be able to broaden opportunities and work together on possible new strategies.</p>
Increased emotional literacy and positive mental health, resulting in higher aspirations (allows 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>

Decrease in financial barriers for families allowing more access to clubs, trips, electronic devices and uniform.	<p>No child will <b>not</b> attend a trip, residential and club due to financial restraints. Children will be supported to have access to extra-curricular clubs and financial help will be provided to pay towards uniform.</p> <p>If home learning is necessary, a device will be provided if needed.</p>
Children receipt of pupil premium funding attain and make progress in line with non-pupil premium children nationally.	Attainment and progress measures show the gap is closing.
All pupil premium children to build a positive view of reading and reading at home.	<p>Children will read at least 3 times a week at home / school.</p> <p>Children will read a range of books from the school library.</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>Children will show progress in their reading assessments and personal targets.</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: £75,592** (£1,742 CPD, £17,399 Inclusion Staffing, £24,066 Teaching and £32,385 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, 3, 4
Tracking of interventions and support more closely using the Provision Map tool Edukey for children who are SEND and PP.	Detailing interventions and support in place for children who are not making progress - 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: £500** (£500 pupil premium resources)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	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, trips)**

**Budgeted cost: £9,357** (£4,225 ELSA, £2,632 Home Link Worker, £2500 PP trips, clubs and uniform)

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 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.	4, 6
Supporting families' financially Voucher Scheme: £30 a year voucher provided to pay towards trips, clubs or uniform. Additional £75 available to pay towards residential in Years 4,5 and 6.	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

Music lessons offered to those who want to take part- individual and Rocksteady.		
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 (uniform, devices, open door).	EEF- Parental engagement +3mths	4, 5, 6, 7
Supporting CLA children in school to achieve the best that they can.	Designated teacher ensures children are supported and that funding is spent effectively.	1,2,3,4,5,6

**Total budgeted cost: £85,449**

## 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 2023 to 2024 academic year.

Activity	Planned Expenditure	Actual Expenditure	End of Year Impact Report 2023-2024
<b>Teaching &amp; Support Staff</b>	£47,868	£58,668	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. Support staff provided interventions, classroom support and worked specifically with individual pupils where needed.
<b>CPD (inc. external providers)</b>	£1,600	£1,562	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.
<b>Inclusion Team</b>	£23,267	£19,141	The HSLW and ELSA continued to work predominantly with our disadvantaged families and pupils. This support improved parenting skills, attendance and behaviour.
<b>Supporting families financially - Voucher Scheme</b>	£2,500	£1,614	Used across trips, clubs, residential and uniform. This impacted positively on the wider experiences of Pupil Premium pupils, supporting them to access experiences they may not have been able to do so otherwise.
<b>Resources/taxi/other</b>	£1500	£2483	Money used to pay for CLA child's 1:1 tutoring, taxi and device.
<b>Recovery Grant</b>	£12,035	£12,009	Recovery funding used to cover the cost of staffing who provided

			interventions, classroom support and worked specifically with individual pupils where necessary to impact on their academic progress as well as SEMH.
<b>Recovery grant b/fwd from 2022-2023</b>	£0	£2,883	This was used to fund play therapy for an individual pupil with complex SEND and trauma. This supported the child's needs positively. It was also used to fund English resources (spell checkers, books, dictionaries and thesauruses and book in a box). This positively impacted PP children with their academic learning.
<b>Total</b>	£88770	£98360	
<b>Pupil Premium 2023-2024</b>	£74,205	£80,938	
<b>Additional LAC</b>	£2,530	£2530	
<b>Total</b>	£76,735	£83,468	
<b>Recovery</b>	£12,035	£12,009	
<b>Recovery b/fwd 2022-2023</b>	£0	£2883	
<b>Adjustment</b>	+£9590	Increased income	
<b>Total</b>	£88770 + 9590 = <b>£98360</b>	<b>£98360</b>	



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 continued to access targeted CPD opportunities through internal and external training. This enhanced knowledge and skills, impacting on quality first teaching across the school. Leaders were able to identify gaps and next steps.
Tracking of interventions and support more closely using Provision Map tool.	Ongoing The use of the Edukey Provision Map tool was not consistent across the school, therefore more training will be given to support this next year. Interventions were discussed in pupil progress meetings but were not tracked as effectively as they could have been.
To continue to strengthen whole school ethos and vision for disadvantaged.	Achieved and Ongoing As a result of staff training, staff have a strong understanding of and show awareness of disadvantaged pupils and their needs. This was evident in discussions during pupil tracking meetings.
<b>**Recovery **</b> Reading volunteers targeted to support disadvantaged readers.	Achieved Bottom 20% PP children regularly read to reading volunteers and children who are weak in phonics also attended daily RWInc interventions that were led by support staff in lower KS2. As a result, children's interest in reading has improved as they have been exposed to reading to an adult daily. Progress improved for some.
Internal interventions – additional reading & comprehension materials.  Lower Level books Reading Eggs/Eggspress	Ongoing. Some year groups struggled to undertake comprehension interventions due to staff sickness. RWInc interventions were taking place in lower KS2 and some children made good progress.  Orchard and some Year 3 PP children used Reading Eggs to support their reading. This has proven to be a successful tool, however due to financial constraints this cannot be funded through PP funding. We will look to see if this can be funded from another budget as there were not many PP children using this.
Provide support through ELSA where needed.	Achieved and Ongoing ELSA successfully provided tailored, personalised support via 1:1 and group sessions. The children responded well and some came off the provision. Support was also provided via parent calls and resources sent home. This had a positive impact on pupils and families SEMH.
Inclusion Officer supporting school and working with vulnerable families to improve attendance	Achieved and Ongoing Attendance improved for all last year apart from one child. This was as a result from working with families and monitoring attendance tightly through calling meetings and writing letters. Only a few children remain a concern – these are SEN/PP children.
Supporting families' financially – £30 voucher scheme Subsidising trips and clubs	Achieved and Ongoing 72.3% (47) vouchers were partially or fully used to pay towards uniform, trips or clubs. This totaled £788.90 (£157.50 of this was used towards clubs by 7 PP children).

Music lessons offered to those who want to take part- individual and Rocksteady	<p>The total used for residential was £825.</p> <p>There are some families who did not use their vouchers at all (27.6% - 18 vouchers were not used).</p> <p>Some children enjoyed taking advantage of this offer and thrived in learning a new musical skill.</p>
Purchasing Book in a Box- supporting enjoyment in reading at home	<p>Achieved</p> <p>Most of the PP children were disinterested in the books in the box and it was extremely expensive therefore we will not be continuing with this next year. The money was also not coming out of the PP budget</p>
Drawing for talking trained staff deliver interventions to support learners.	<p>Achieved</p> <p>This was a useful intervention for some of our PP children and supported their wellbeing.</p>
Forest school for pupil premium children	<p>Achieved and Ongoing</p> <p>A newly qualified Forest School Teacher was appointed. She has been taking groups across the school, which has had a positive impact on pupil's wider experiences and enhanced their life skills. It has also been evident where this has promoted positive mental health and resilience in some of the PP children.</p>
General parental engagement and wellbeing of children and families. Vouchers to support funding uniform, trips and devices, open door etc	<p>Achieved and Ongoing</p> <p>Parental engagement has increased due to the rapport built between some of the PP parents and Home Link Worker. More parents have been able to access support through this.</p> <p>Devices have been supplied for some children who have had to work from home (allowing them to access and complete their work), which has helped diminish one financial barrier.</p>
Supporting CLA child in school to achieve the best that they can.	<p>A designated CLA lead supported the CLA child in school and monitored how funds were used. This helped support the child with academic achievement and access to learning. The child was given access to 1:1 virtual tutoring in school as well as a device, which the child was able to take home and use to complete homework. The tutoring was monitored and discontinued after half a term as the child was not making rapid progress. The CLA lead ensured there was a smooth transition into Year 7 too. The child was also provided with funding to pay towards a taxi.</p>

### Summer 2024 Attainment Results

Year 3 (62)	Average Attain	Gender		Pupil Premium	
		Male	Female	Yes	No
Maths	17.0 (62)	17.0 (32)	17.0 (30)	17.0 (14)	17.0 (48)
	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	62 (100%)	32 (100%)	30 (100%)	14 (100%)	48 (100%)
	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Reading	17.0 (62)	17.0 (32)	17.0 (30)	17.0 (14)	17.0 (48)
	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	62 (100%)	32 (100%)	30 (100%)	14 (100%)	48 (100%)
	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Writing	17.0 (62)	17.0 (32)	17.0 (30)	17.0 (14)	17.0 (48)
	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
	62 (100%)	32 (100%)	30 (100%)	14 (100%)	48 (100%)
	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
<b>Combined Average</b>	<b>17.00</b>	<b>17.00</b>	<b>17.00</b>	<b>17.00</b>	<b>17.00</b>
<b>At ARE for All Subjects</b>	<b>62 (100%)</b>	<b>32 (100%)</b>	<b>30 (100%)</b>	<b>14 (100%)</b>	<b>48 (100%)</b>

Year 4 (89)	Average Attain	Gender		Pupil Premium	
		Male	Female	Yes	No
Maths	22.3 (85)	22.5 (48)	22.1 (37)	21.2 (18)	22.6 (67)
	28 (33%)	13 (27%)	15 (41%)	8 (44%)	20 (30%)
	57 (67%)	35 (73%)	22 (59%)	10 (56%)	47 (70%)
	12 (14%)	8 (17%)	4 (11%)	1 (6%)	11 (16%)
Reading	22.2 (85)	22.3 (48)	22.1 (37)	21.0 (18)	22.6 (67)
	28 (33%)	15 (31%)	13 (35%)	10 (56%)	18 (27%)
	57 (67%)	33 (69%)	24 (65%)	8 (44%)	49 (73%)
	14 (16%)	7 (15%)	7 (19%)	2 (11%)	12 (18%)
Writing	21.6 (85)	21.7 (48)	21.6 (37)	20.6 (18)	21.9 (67)
	45 (53%)	27 (56%)	18 (49%)	11 (61%)	34 (51%)
	40 (47%)	21 (44%)	19 (51%)	7 (39%)	33 (49%)
	1 (1%)	1 (2%)	0 (0%)	1 (6%)	0 (0%)
<b>Combined Average</b>	<b>22.03</b>	<b>22.17</b>	<b>21.93</b>	<b>20.93</b>	<b>22.37</b>
<b>At ARE for All Subjects</b>	<b>38 (45%)</b>	<b>20 (42%)</b>	<b>18 (49%)</b>	<b>7 (39%)</b>	<b>31 (46%)</b>

Year 5 (87)	Average Attain	Gender		Pupil Premium	
		Male	Female	Yes	No
Maths	25.3 (78)	25.0 (41)	25.6 (37)	24.1 (16)	25.6 (62)
	27 (35%)	18 (44%)	9 (24%)	10 (63%)	17 (27%)
	51 (65%)	23 (56%)	28 (76%)	6 (38%)	45 (73%)
	11 (14%)	9 (22%)	2 (5%)	0 (0%)	11 (18%)
Reading	25.1 (79)	24.6 (42)	25.6 (37)	23.5 (17)	25.5 (62)
	28 (35%)	21 (50%)	7 (19%)	12 (71%)	16 (26%)
	51 (65%)	21 (50%)	30 (81%)	5 (29%)	46 (74%)
	19 (24%)	11 (26%)	8 (22%)	1 (6%)	18 (29%)
Writing	24.1 (79)	23.3 (42)	25.0 (37)	21.8 (17)	24.7 (62)
	38 (48%)	27 (64%)	11 (30%)	12 (71%)	26 (42%)
	41 (52%)	15 (36%)	26 (70%)	5 (29%)	36 (58%)
	6 (8%)	3 (7%)	3 (8%)	0 (0%)	6 (10%)
<b>Combined Average</b>	<b>24.83</b>	<b>24.30</b>	<b>25.40</b>	<b>23.13</b>	<b>25.27</b>
<b>At ARE for All Subjects</b>	<b>40 (51%)</b>	<b>15 (36%)</b>	<b>25 (68%)</b>	<b>4 (24%)</b>	<b>36 (58%)</b>

Year 6 (71)	Average Attain	Gender		Pupil Premium	
		Male	Female	Yes	No
Maths	28.3 (68)	28.7 (38)	27.8 (30)	25.6 (8)	28.7 (60)
	22 (32%)	10 (26%)	12 (40%)	7 (88%)	15 (25%)
	46 (68%)	28 (74%)	18 (60%)	1 (13%)	45 (75%)
	7 (10%)	4 (11%)	3 (10%)	0 (0%)	7 (12%)
Reading	28.5 (68)	28.8 (38)	28.2 (30)	25.1 (8)	29.0 (60)
	16 (24%)	7 (18%)	9 (30%)	7 (88%)	9 (15%)
	52 (76%)	31 (82%)	21 (70%)	1 (13%)	51 (85%)
	16 (24%)	9 (24%)	7 (23%)	0 (0%)	16 (27%)
Writing	27.8 (68)	27.9 (38)	27.7 (30)	24.3 (8)	28.3 (60)
	28 (41%)	17 (45%)	11 (37%)	7 (88%)	21 (35%)
	40 (59%)	21 (55%)	19 (63%)	1 (13%)	39 (65%)
	6 (9%)	1 (3%)	5 (17%)	0 (0%)	6 (10%)
<b>Combined Average</b>	<b>28.20</b>	<b>28.47</b>	<b>27.90</b>	<b>25.00</b>	<b>28.67</b>
<b>At ARE for All Subjects</b>	<b>34 (50%)</b>	<b>19 (50%)</b>	<b>15 (50%)</b>	<b>1 (13%)</b>	<b>33 (55%)</b>

### 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