



## The Hermitage School

### Pupil Premium strategy statement 2021 - 2024

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	The Hermitage School
Number of pupils in school	305
Proportion (%) of pupil premium eligible pupils	16% (49 pupils) 3 – 7 children 4 – 16 children 5 – 16 children 6 - 10 children Of those children 14% are in the Orchard Centre
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	1/10/21
Date on which it will be reviewed	1/4/22
Statement authorised by	Clare Spires
Pupil premium lead	Emma Joyce
Governor / Trustee lead	Charlotte Hill

#### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,920
Recovery premium funding allocation this academic year	£6689 (Carry forward £2685)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£7816
<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	£86425  (Of which £79736 Pupil Premium)

**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>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 under perform 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><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>• The 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>• We will work closely with our Infant feeder school to develop common themes of support to families.</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 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>Greater Depth children at KS1 will leave at GD.</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 Eggspress 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	To ensure that families feel supported by the school and have access to remote learning and technology, while their child is in school or learning at home.	<p>Families will approach us for support where needed and uptake from the voucher/trip subsidies will show at least 70% of parents access it.</p> <p>Families will support their child to complete home learning tasks when required and will be supported with technology access if needed.</p>
6	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>
7	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 2021.22

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: £ 26,578

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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>	<p>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</p>	1, 3, 4
<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>Creating individual learning plans for each child with targets - 39.4% a popular strategy evidenced in Supporting the attainment of disadvantaged pupils - Gov document</p>	1, 2, 3, 4
<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>	<p>Raising the PP profile in teaching was a popular strategy evidenced in Supporting the attainment of disadvantaged pupils - Gov document 44.4%</p> <p>EEF- Behaviour interventions +3mths</p>	1,3, 4, 6

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

Budgeted cost: £ 33267

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring programme - 1:1 tuition <b>**Recovery **</b>	EEF - + 5mths Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	1,2, 6
Maths sessions by Surrey University- Year 3 focus	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.	
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: £ 26580

Activity	Evidence that supports this approach	Challenge number(s) addressed
Social skills groups to address issues throughout.	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
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	
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	Arranging or subsidising trips has been a popular strategy evidenced in Supporting the attainment of disadvantaged pupils - Gov document 80.9% popularity	4, 6, 7

Music lessons offered to those who want to take part- individual and Rocksteady	EEF- Sports +2mths EEF- Outdoor Education +4mths  Music has been proven to decrease anxiety, reduce aggression and increase empathy.	
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	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.  Providing emotional support programmes 78.7 % - a popular strategy evidenced in Supporting the attainment of disadvantaged pupils - Gov document	6
Forest school and Commando Joes 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: £ 86425

## 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.

Due to COVID-19, performance measures were not been published for 2020 to 2021, and 2020 to 2021. Other pupil evaluations undertaken during the 2020 to 2021

Review - Ongoing impact of Covid 19 has made progress hard this year.

**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>Children will meet their individual end of year attainment target.</p> <p>Children will show progress throughout the year from their starting point.</p> <p>Children will be selected appropriately for interventions and support.</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.</p> <p>Teachers will make progress against their performance management targets.</p>	<p>When children returned we were able to focus on improving progress and 'catch up' key elements missed during home learning. We were able to make use of TAs and supply teachers so that teachers had time out of class to support interventions most effectively.</p> <p>Pupil progress meetings resumed and we were able to pin point those children we needed to both academically and socially.</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</p>	<p>Book in a Box program- Feedback from parents was positive.</p> <p>Reading continues to be a key element of our PP plan.</p>

		assessments and personal targets.	
3	To ensure that YTLs/Inclusion Leader plan for appropriate interventions and identify children of concern to ensure pupils progress is maintained.	<p>Children will meet their individual end of year attainment target.</p> <p>Children will show 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.</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.</p> <p>Teachers will make progress against their performance management targets.</p>	<p>Interventions, both TA and teacher lead were crucial when children returned. YTLs continued to make suitable choices for their children in their year groups. With the lack of SATs this year, the focus of the interventions took on a broader coverage.</p> <p>Third Space Learning continued to happen with children at home where possible- this has had its challenges.</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 80% 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</p>	<p>Barriers and skills were identified but an affective and usable profile needs to be created.</p> <p>A link was started with Hoe Valley before lockdown. I will pursue this and see what enrichment they are able to offer now.</p>

		<p>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	To ensure that families have access to remote learning and feel supported both while their child is in school or learning at home.	<p>Families will approach us for support where needed.</p> <p>Families will support their child to complete home learning tasks when required.</p> <p>An initial aim of 20% of PP parents accessing the trial of support sessions throughout the year.</p>	<p>Families remained in contact with us and 55% of PP children have been given a place in school during lockdown- no PP child has been refused a place.</p> <p>Laptops were given to any family who has made us aware of needing technology.</p> <p>Support has been given over the phone and virtually for any families that have needed it. Ongoing safeguarding expectations- any issues addressed.</p>
6	Increased emotional literacy and positive mental health- 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>ELSA has continued to offer support to children at home throughout lockdown with weekly phone calls supporting both children and parents. Resources to support have also been sent home via the ELSA or parent mail.</p> <p>ELSA support continues to be our most valuable tool in emotional support. We</p>
7	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>	<p>Trips were reduced last year but will be a priority this year to extend and enhance children's experiences.</p> <p>Devices have been given out when necessary.</p> <p>Clubs accessed and paid for out of funding when necessary.</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
Third Space Learning	
Book in a Box	
Lexplore	

### 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?	

### 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.