Pupil Premium Strategy Statement
Herrick Primary School

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	330
Proportion (%) of pupil premium eligible pupils	13.6% (45 pupils)
Academic year/years that our current pupil premium strategy plan covers	• 2025/26 • 2026/27 • 2027/28
Date this statement was published	01.12.2025
Date on which it will be reviewed	01.12.2026
Statement authorised by	Sima Odedra
Pupil premium lead	Sima Odedra
Governor lead	Stephen Martin

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,175
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£68,175

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Herrick Primary School, our intent is for all pupils, irrespective of their background or personal circumstances, to make progress and achieve in-line with or better than all pupils nationally.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this, and to also ensure that those who are already high-attainers continue to make good progress. The additional challenges faced by pupils have also been taken into consideration, including SEND, EAL and/or young carer responsibilities.

High-quality teaching is the focal point of our approach, with a focus on areas in which disadvantaged pupils require the most support. As a school, we believe that this will have the greatest impact on closing the attainment gap for disadvantaged pupils, whilst at the same time also benefitting pupils in the school who are not disadvantaged.

The key priorities of our pupil premium strategy include:
- Closing the gap in reading and writing attainment, with a specific focus on improving vocabulary and oral language skills in order to make all areas of the curriculum more accessible for disadvantaged pupils.
- Providing targeted interventions tailored to pupils' needs using effective assessment approaches
- Supporting social and emotional development in order to build resilience amongst disadvantaged pupils as well as focusing upon pupils' well-being.
- Continuing to focus upon improving the attendance of disadvantaged pupils by identifying and addressing barriers

In order to ensure that the priorities of the school are effective, we will:
- ensure that disadvantaged pupils are appropriately challenged through quality-first teaching
- intervene early and provide targeted support at the point that a need is identified
- adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise their expectations with regards to what they can achieve
- offer opportunities that enrich pupils' life experiences

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions have indicated that many pupils, including disadvantaged pupils, enter the school with under-developed language skills (oral and written) and significant gaps within their vocabulary which make accessing the curriculum challenging.
2	Many children, particularly disadvantaged pupils, are not exposed to a variety of life experiences, and therefore, pupils lack the basic contextual knowledge that is required to support their understanding across many curriculum areas.
3	Pupils, especially those in KS2, are increasingly reluctant to read outside of school due to a lack of good reading habits being modelled at home, and this in turn results in children not making further progress in terms of their reading skills.
4	Parental engagement has waned over time, including with the families of disadvantaged pupils. Not all families who are eligible for free school meals apply for this benefit. This is due to both the reluctance of parents/carers to apply for benefits, as well as limited language skills which prevent families from correctly applying for these benefits.
5	There are social and emotional factors which impact upon the welfare of some of our families, particularly those who are disadvantaged, which lead to limited aspirations being held. This in turn leads to less importance being placed upon the role of education for future success, and therefore, impacts upon attendance and consequently, academic progress.

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
To improve oral language and vocabulary skills amongst disadvantaged pupils, and to further develop confidence in oracy skills both in terms of presentation skills and voice projection.	Assessments and observations will be indicative of improved oral language and vocabulary skills amongst disadvantaged pupils. This will be evident through increased pupil engagement in lessons, improved use of vocabulary in class discussions, enhanced presentation skills and an improvement in pupils' ability to project their voice.
To improve reading attainment amongst disadvantaged pupils, and an increased willingness amongst disadvantaged pupils to read at home.	KS2 reading outcomes in the 2027/28 academic year will show more disadvantaged pupils meeting the expected standard. There will be an improvement in terms of disadvantaged pupils reading at home. Assessments will be indicative of increased progress in both phonics and comprehension skills across all year groups.
To improve writing attainment among disadvantaged pupils, and to improve written language and vocabulary skills amongst disadvantaged pupils.	KS2 writing outcomes in the 2027/28 academic year will show more disadvantaged pupils meeting the expected standard. Assessments and observations will be indicative of improved written language and vocabulary skills amongst disadvantaged pupils.
To improve and sustain attendance levels for all pupils including those who are disadvantaged.	Attendance levels will be in-line or above the national average, and persistent absenteeism will be below the national average. The attendance gap between disadvantaged pupils and their non-disadvantaged peers will be reduced.
To improve parental engagement so that all pupils, including those who are disadvantaged are supported further at home.	Increase in number of families who are eligible for free school meals applying for these. Families to continue to be provided with support or signposted to support for social and emotional factors. Families will attribute a greater level of importance upon education and attendance at school.
To provide increased opportunities for enrichment activities amongst disadvantaged pupils.	All pupils, including those who are disadvantaged to have the opportunity to attend all school visits. Increased attendance by disadvantaged pupils at after-school clubs, and the opportunity to attend breakfast club free-of-charge in order to ensure that children start the day in a positive manner.

Activities in this Academic Year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for staff linked to Voice 21, and ongoing CPD provision which focuses upon developing oracy within the school	Research from Voice 21 highlights the benefits of focusing upon developing oracy skills amongst https://voice21.org/wp-content/uploads/2019/10/Voice-21-State-of-speaking-in-our-schools.pdf	1, 2, 3
Embedding oracy-based activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	Evidence suggests that oral language interventions, including oracy-based activities such as high-quality classroom discussion, have a high impact upon reading: https://educationendowmentfounda-tion.org.uk/education-evi-dence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3
Use platforms which are easy to access including TT Rockstars	There has been a lack of parental engagement in recent years, and so platforms such as these provide a strong opportunity for consolidating learning. https://educationendowmentfounda-tion.org.uk/education-evi-dence/teaching-learning-toolkit/homework	1, 3, 4

Implementation of Helen Arkell Spelling programme to support children's oracy, reading and writing skills	Helen Arkell resources are highly useful for struggling spellers in schools because they offer multi-sensory, systematic, and diagnostic tools to help identify errors, build word knowledge, and provide practical, engaging strategies. They are designed for specialists and teachers, offering structured support for literacy difficulties Helen Arkell	1, 3, 5
Bespoke Reception and KS1 phonics teaching which is reviewed and assessed half termly to ensure that there are provisions in place for pupils to meet expectations.	Education Endowment Foundation Teaching and Learning Toolkit Phonics | EEF	1, 3
Continuous professional development to improve quality first teaching for all staff.	Education Endowment Foundation Teaching and Learning Toolkit Metacognition and self-regulation | EEF	1, 3

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

Budgeted cost: £37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants in all year groups are trained to support learning through interventions One to one and small group 'pick-up' for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring: guidance	https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/one-to-one-tuition/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/ https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/	1, 3
Additional phonics and reading sessions targeted at disadvantaged pupils who require further phonics / reading support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 3
Social and emotional interventions	Many pupils need support to develop their social skills and regulation of their emotions to better access learning opportunities. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1, 2, 5

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

Budgeted cost: £12,675

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure disadvantaged pupils have the opportunity to access to educational visits to support curriculum, including swimming, curriculum enrichment and residential visits	Many disadvantaged pupils have limited life experiences. Educational visits including residential trips provide children with broader life experiences and cultural capital that can be used to support the curriculum learning from within the classroom https://evolvedresearch.co.uk/updates/supporting-school-visits-under-the-educational-access-option https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/	2, 4, 5
Parent workshops focusing upon specific subject areas and upon matters of importance such as mental health, online safety and so forth	Parental engagement supports children to access learning outside of the classroom, through homework and informal support. It also emphasises the importance of schooling and so in turn can improve attendance and the aspirations held by parents/carers for their children https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3, 4, 5

Continue to embed Herrick Learning Attitudes and Learning Discipline through recognising children's achievement in this area by way of dojo points which culminate into rewards that are presented during weekly celebration assemblies	Application of metacognition strategies in class show significant improvement in attention and independence. Metacognition and Self-regulated Learning | EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	4, 5
Access to breakfast club	Disadvantaged pupils have the option to attend breakfast club at no cost in order to ensure that children start the day in a positive manner. https://educationendowmentfounda-tion.org.uk/education-evi-dence/teaching-learning-toolkit/pa-rental-engagement	4, 5
Access to extra-curricular activities in the form of after-school clubs	Many disadvantaged pupils have limited life experiences. Participation in extra-curricular activities such as after-school clubs provide children with a broader range of learning opportunities which in turn lead to raised aspirations amongst pupils. Disadvantaged pupils will be offered opportunities to attend after-school clubs during the academic year. https://educationendowmentfounda-tion.org.uk/evidence-summaries/teach-ing-learning-toolkit/social-and-emo-tional-learning/ https://educationendowmentfounda-tion.org.uk/education-evidence/teach-ing-learning-toolkit/physical-activity	2, 4, 5

Total Budgeted Cost: £68,175

Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils – 2024/2025 Academic Year

The performance of disadvantaged pupils from reception to year 6 for the previous academic year has been analysed using national assessment data, internal assessments and observations.

The data indicates that whilst some gaps between disadvantaged and non-disadvantaged pupils have narrowed, challenges persist in a number of areas across many year groups. such as attainment in reading and writing.

The attendance of disadvantaged pupils was at 92% at the end of the summer term of the 2024/25 academic year. The attendance for all pupils was at 93.7%, and therefore the attendance of disadvantaged pupils was 1.7% below this.

Year group	Total number of pupils	Number of pupil premium	Focus area	Non-Pupil Premium	Pupil Premium
				GLD	GLD
Reception	24	0	Good Level of Development	67%	N/A

Year group	Total number of pupils	Number of pupil premium	Focus area	Non-Pupil Premium		Pupil Premium	
				EXS	GDS	EXS	GDS
Year 1	46	1	Phonics	72%	N/A	0%	N/A
	46	1	Reading	44%	2%	100%	0%
	46	1	Writing	40%	0%	0%	0%
	46	1	Maths	51%	0%	0%	0%

Year group	Total number of pupils	Number of pupil premium	Focus area	Non-Pupil Premium		Pupil Premium	
				EXS	GDS	EXS	GDS
Year 2	40	1	Reading	69%	0%	100%	0%
	40	1	Writing	61%	3%	0%	0%
	40	1	Maths	61%	0%	0%	0%

Year group	Total number of pupils	Number of pupil premium	Focus area	Non-Pupil Premium		Pupil Premium	
				EXS	GDS	EXS	GDS
Year 3	53	11	Reading	69%	14%	27%	0%
	53	11	Writing	62%	12%	27%	0%
	53	11	Maths	76%	12%	27%	0%

Year group	Total number of pupils	Number of pupil premium	Focus area	Non-Pupil Premium		Pupil Premium	
				EXS	GDS	EXS	GDS
Year 4	58	8	Reading	80%	12%	63%	0%
	58	8	Writing	76%	8%	50%	0%
	58	8	Maths	76%	6%	63%	13%

Year group	Total number of pupils	Number of pupil premium	Focus area	Non-Pupil Premium		Pupil Premium	
				EXS	GDS	EXS	GDS
Year 5	59	9	Reading	70%	20%	55%	22%
	59	9	Writing	60%	6%	44%	0%
	59	9	Maths	68%	8%	66%	33%

Year group	Total number of pupils	Number of pupil premium	Focus area	Non-Pupil Premium		Pupil Premium	
				EXS	GDS	EXS	GDS
Year 6	61	10	Reading	65%	12%	100%	80%
	61	10	Writing	76%	20%	60%	20%
	61	10	Maths	6%	20%	90%	30%