Pupil premium strategy statement – Herstmonceux Primary School

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	204
Proportion (%) of pupil premium eligible pupils	34 pupils/16.6%
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)**	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2027
Statement authorised by	Head of School
Pupil premium lead	Helen Emmett
Governor / Trustee lead	Shared responsibility

Funding overview

Detail	Amount
Pupil premium funding allocation the academic year 2024/25	£52,840
Pupil premium funding allocation the academic year 2025/26	£51,510
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£51,510

Part A: Pupil premium strategy plan

Statement of intent

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.

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

All staff and governors are committed to ensuring the pastoral, social and academic needs of all pupils are met. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes the needs of socially disadvantaged pupils and that these needs are assessed and addressed. Pupil Premium will be used and managed by school to enable us to tailor support for identified children in a range of ways appropriate to their needs.

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:

● ensure disadvantaged pupils are challenged in the work that they're set
● act early to intervene at the point need is identified
● adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Our three key areas of focus are:

• Ensure the progress and attainment gap is narrowed for disadvantaged pupils compared to non-disadvantaged
• Children's mental health and wellbeing (MHEW) is monitored and targeted support given where necessary
• Increase participation in the wider curriculum offer for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	School Attendance
2	Engagement of home
3	Overlap of PPG children that are also on SEND register
4	Emotional resilience

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
Children in receipt of PPG will access a wide variety of extra-curricular opportunities.	• Monitoring of club attendance will show that children in receipt of PPG accessing clubs will be at least in line with peers. • Mentoring sessions with children in receipt of PPG will reference club attendance and greater opportunities
Progress of children in receipt of PPG will be at least in line with that of all pupils in reading, writing and maths at the end of KS2.	• Pupil progress data • Statutory data in KS1 phonics, Y4 MTC and Y6 SATs
Underlying needs communicated by behaviours will be addressed, and support the school and family with strategies for meeting those needs and managing 4 the triggers and behaviours. This will result in individuals having improved self-regulation and attitudes to learning.	• Thrive assessments will show progress • Pupil referrals for TalkTime will continue to be in line or above availability. • Children in receipt of PPG will have attendance statistics above school target of 95% and in line with their peers.
Children in receipt of PPG will have the appropriate school uniform to attend school. Children in receipt of PPG will have the same access to school trips and experiences as all children.	• No family will struggle to afford appropriate school uniform. • Families are made aware of how they can access support to purchase uniform • No children will miss school trips due to affordability.

	• School trips will be planned and booked to ensure affordability and access for all.

Activity 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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop teaching and learning strategies for sequencing of learning and retrieval so that children can know and do more	Research indicates that providing pupils with effective retrieval practice and clear sequencing of learning can lead to greater educational achievement. (Education Endowment Fund)	3
Early identification and interventions: • Use of the infant Language Link and Speech Link programmes • Use of Little Wandle Phonic Tracker to identify early gaps in phonic knowledge • Designated teaching assistant time to deliver specific intervention programmes.	Data analysis in the Early Years Foundation Stage has indicated for the last few years that children coming into their Reception year continue to present with speech, language and communication difficulties and benefit from Speech Link and Language Link intervention programmes. Data analysis at the end of Key Stage 1 indicates that pupils receiving early intervention programmes have made good progress. Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from	3

	disadvantaged backgrounds. (Education Endowment Fund) Targeted deployment, where teaching assistants are trained to deliver an Challenge 1 Children who have received targeted Speech Link and Language link throughout Early Years, Year 1 and Year 2 will be at an age appropriate level for speech and language by the end of KS1. The number of children passing the end of Year 1 phonic check will be at least 85% with disadvantaged children being in line with their peers. Children make progress in line with their targets outlines on provision maps (children with SEND and PPG). 5 intervention to small groups or individuals has a high impact. (Education Endowment Fund)	
Teaching Assistant mentoring for children in Receipt of PPG	Pupils in receipt of PPG will have weekly mentoring sessions with class teaching assistants. Targets will be identified at the beginning of each term and progress checked weekly and reported on termly.	4, 3 & 1

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

Budgeted cost: £25,840

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted interventions set up and monitored by class teachers (with support from the SENCO) to raise achievement including: • Precision teaching • Thrive	Maximise the impact of teaching assistant provision on attainment. Research shows that small group and one to one intervention programmes delivered by well-trained and supported teaching assistants have demonstrated significant impact on children's progress. (Education Endowment Fund)	3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustain the Thrive Approach across the school. Action your Potential to support wellbeing.	Analysis of data indicates that children taking part in this programme have improved over a range of performance indicators, including attainment. This includes 1:1 sessions and group thrive. Experience with AYP programme demonstrates increased emotional resilience in children who engage and access 1:1 support.	All
Teaching assistants act as learning mentors for children in receipt of PPG. They implement the Thrive approach on a daily basis and make contact with parents as appropriate. Individual children identified in the Thrive online screen continue to receive one to one support using the action plans or support in a small group. Ongoing CPD for Thrive practitioners.	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. (Education Endowment Fund)	4, 3
Provide funded and subsided clubs and trips for PPG children to encourage overall cognitive development and participation in the wider curriculum.	Evidence shows that funding extra-curricular activities such as residential trips and other enrichment activities is likely to have a positive impact for disadvantaged children. (Education Endowment Fund)	All
Ensure families have support to purchase uniform.	Uniform can be successfully incorporated into a broader school improvement process, which includes	2

	the development of a school ethos and the improvement of behaviour and discipline. If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform. (Education Endowment Fund)	
Develop the Forest School programme for children across the school. Continue to resource Forest School. Develop stronger links between Forest School and the curriculum,	Forest School gives all children a chance to succeed through having 'process not product' based activities available. Independent learning and self-esteem increased. F/S gives all children opportunities to develop self-worth and show other children how they can succeed in tasks and feel proud. F/S is a positive experience enjoyed by adults and children alike reconnecting us with nature.	4, 1

Total budgeted cost: £52,840

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Statutory Assessment

KS1 Phonic Checker – 59% met the expected standard

National Data for Phonic Check = 82% of children met the expected standard

KS2 Reading – 78% met expected standard (71% of PPG children met expected standard). 37% GDS

KS2 Reading national data = 75%of children met the expected standard

KS2 Writing – 67% met expected standard (29% of PPG children met expected standard).

KS2 Writing national data = 73% of children met the expected standard

KS2 Mathematics – 56% met expected standard (14% of PPG children met expected standard). 22% GDS

KS2 Mathematics national data = 75% of children met the expected standard

Attendance 2025-26

Whole School attendance – 95.36%

Attendance of children in receipt of PPG – 92.79%%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Thrive	Thrive – School trained staff Thrive Practitioners
Talk Time	Talk Time
Action Your Potential	Action Your Potential – Andrew Wright
Various extra-curricular clubs	Zylo Mega Explorers (KS1 and KS2) Brighton & Hove NxtGen Football Choir Bright Sparks After School Club

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
Teaching assistants act as learning mentors for children in receipt of PPG. They implement the Thrive approach on a daily basis and make contact with parents as appropriate.
The impact of that spending on service pupil premium eligible pupils
This is one child. Individual outcomes for one child.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.