Pupil premium strategy statement 2024/2025

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	436
Proportion (%) of pupil premium eligible pupils	26%
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)**	2024/2025 – 2026/2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Nazia Ishaq, Headteacher
Pupil premium lead	Priya Rasoda, Lead Teacher LKS2
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£163,500
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*	£163,500

Part A: Pupil premium strategy plan

Statement of intent

At Sir John Heron Primary School 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.

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

Challenges

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

Challenge number	Detail of challenge
1	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.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that Mathematics attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. To improve progress in Mathematics from KS1 to KS2 with a particular focus on girls.
4	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Assessments, observations, and discussions with pupils indicate underdeveloped physical activity.
6	Assessments, observations, and discussions with pupils indicate underdeveloped lack of exposure to the arts and cultural capital.
7	Attendance of pupil premium children is below national expectations and peers.

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
Improve oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improve reading attainment among disadvantaged pupils.	At least 75% of disadvantaged pupils meet the expected standard or above.
Improve Mathematics attainment for disadvantaged pupils at the end of KS2.	At least 75% of disadvantaged pupils meet the expected standard or above at the end of KS2.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing to be demonstrated by: ● informal assessment with zones of regulation show that children are happy and safe in their environment. ● a significant reduction in isolated incidents

	• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved physical activity for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of physical health to be demonstrated by: • Each Year Group to have 2 PE sessions per week. • Sports lead to run clubs to improve physical health. • A range of activities that develop physical health are available during play and lunch times.
To organise enrichment activities for all pupils in our school, particularly our disadvantaged pupils.	To be demonstrated by: • Organising activities/visits that create awe and wonder for child during visit • Linking enrichment activity to curriculum map • Carrying out the necessary risk assessments
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	• Sustained high attendance - aiming for 95% attendance for all pupils, including disadvantaged children.

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: £76,705

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments use of PIRA and PUMA. Purchase online RWI assessment portal. Training for staff to ensure assessments (team	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment | EEF	2 and 3

meetings) are interpreted and administered correctly.		
Embedding oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. All teaching staff engage in the Oracy programme, delivered by BW and create oracy opportunities for all children across the school, during lessons and outside the classroom environment. INSET provided for staff as well as opportunities to moderate against The Oracy Framework	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions | Toolkit Strand | Education Endowment Foundation | EEF	All
Deliver whole school training on the RWI phonics scheme and purchase coaching days to improve teaching and consistency in lesson delivery Purchase online RWI portal to support teacher ongoing training and planning of lessons Provide pupils with online reading books from Oxford Owl that are aligned to their reading level Provide staff with regular training and coaching delivered by the RWI and English lead Dedicated RWI TA to provide short 1:1 sessions for those children who are behind their peers	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2

Whole school CPD on Maths Mastery and mathematics subject knowledge delivered to ensure key mathematical skills and concepts are taught correctly and consistently across the school and are inline with DFE and EEF guidance.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3
Embed the 'Thinking School' approach to support attitude and approach to learning allowing for high quality teaching and outcomes. Thinking School launch with the whole school community including parents. All stakeholders have an understanding of the approach and can implement it in school and at home.	EEF- High-quality teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	1, 2 and 3
Mental Health and wellbeing Lead practitioner appointed to support staff and pupil SEMH needs Improve the quality of social and emotional (SEL) learning, through PSHCE scheme. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff by PSHCE lead.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF_Social_and_Emotional_Learning.pdf(education endowment foundation.org.uk)	4 and 5

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

Budgeted cost: £8,468

Activity	Evidence that supports this approach	Challenge number(s) addressed
After school, one to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition | Teaching and Learning Toolkit | EEF Small group tuition | Teaching and Learning Toolkit | EEF	1, 2, 3
Language Enrichment Groups to be run across the school to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics 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: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	2
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. Monitor attendance across the school and award attendance certificates/prizes for classes/individuals with the highest percentage of attendance. This will involve training and release time for staff to develop and	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	7

implement new procedures and appointing attendance/support officers to improve attendance.		

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

Budgeted cost: £78,327

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bagels will be provided for children from Nursery to Year 6, allowing for increased concentration during lessons. Breakfast club is offered where a nutritious breakfast is offered as well as activities to set the children up for the day.	Breakfast clubs impact attainment of KS1 pupils and put children in the right frame of mind for learning. Magic Breakfast Trial – EEF (educationendowmentfoundation.org.uk)	All
Staff to organise enrichment opportunities every half-term for children, in order for children to become exposed to the wider culture.	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts participation | EEF (educationendowmentfoundation.org.uk)	4 and 6
Purchase Track-it light system to reward and monitor behaviour. This allows for trends in behaviour to be monitored and interventions to be identified. Mental health lead to be released from class once a week to work with small groups of children to develop their	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	4

wellbeing and participation in learning. PSHCE lead to be released to work with anti-bullying ambassadors. Learning mentor to work alongside children both in small groups and 1:1.		
Provide children with more opportunities to get physically active both in lessons and at play and lunch times. Purchase equipment for children to use at play and lunch times in order for them to develop differing physical skills in an enjoyable way. Timetable the use of the MUGA during break times allowing for children to engage in football and competitive sports. Hire onsite swimming pool allowing for the whole of KS2 to swim. Trained Sport Leader to train staff and to run extra-curricular sports activities for the children. Purchase full membership to TTLT sports partnership and make use of staff training and competitions.	Positive impact of physical activity on academic attainment (+1 month) Physical activity | EEF (educationendowmentfoundation.org.uk)	5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £163,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Teaching and Learning:

We have analysed the end of key stage performance of our school's disadvantaged pupils during the previous academic year.

	School Disadvantaged	School Non-Disadvantaged	National Disadvantaged	LA Disadvantaged
GLD	91%	70%	52%	67%
Phonics	71%	84%	68%	82%
KS2 (RWM)	61%	68%	46%	69%
KS2 Reading	61%	75%	62%	80%
KS2 Maths	67%	78%	59%	81%

The data demonstrates that disadvantaged pupils at SJH attain above disadvantaged children nationally, however they attain below the LA in phonics and KS2. This indicates SJH is having an impact on outcomes of disadvantaged pupils and the strategies being implemented are having the desired effect. An internal examination of the data against non-disadvantaged pupils has identified a gap does exist where SJH non-disadvantaged pupils attain above disadvantaged pupils. It should be noted, this gap has narrowed overtime.

Wider issues:

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

Behaviour incidents – Termly analysis

	Disadvantaged	Non-Disadvantaged
Red	55 - 0.1%	133 - 0.5%
Amber	783 – 22%	1612 – 45%

Green	11195 – 32%	24247 – 68%

Data indicates disadvantaged pupils demonstrate fewer negative behaviours compared to their peers.

Attendance

	Disadvantaged	**Non-disadvantaged**
2023 - 2024	91.8%	93.6%

The school is in the top 30-40% of schools for attendance of disadvantaged pupils. This is above overall school data which currently sits in the lowest 30-40% of schools.

Enrichment Grid

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1	Artist attends school	Church Visit	Museum	Cookery classes	London Zoo	Museum
2	Museum	Local area walk	St Paul's cathedral	Farm	Museum	Seaside
3	Synagogue	Museum	Local area walk	Art gallery	Healthy eating workshop	Museum
4	Hindu temple	Local walk	Local area walk Viking feast	Museum	Mosque	Art gallery
5	Park	Church	Soanes Centre	Local area	River Lea	Architect workshop
6	Southbank art day	Local park	Spitalfields treasure trail	Art gallery Olympic park	Benjamin Franklin house	Restaurant

Enrichment opportunities are planned per term, per year group. In addition to this, other enrichment is planned for the whole school.

Overall, the pupil premium spend is having an impact on pupil attainment and wellbeing at SJH.

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
Now Press Play	Now Press Play
Oracy Programme	Oracy Cambridge
Thinking School	University of Exeter – Thinking Matters
Maths Mastery	NCETM Maths Hub