

Pupil premium strategy statement – Henry Green Primary

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
School Name	Henry Green Primary School
Number of pupils in school	464
Proportion (%) of pupil premium eligible pupils	2024-2025- 23.2% 2025-2026 2026-2027
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 2025-2026 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025 December 2026 December 2027
Statement authorised by	Matt Murphy
Pupil premium lead	Ms Jas Chemma
Governor / Trustee lead	Ms Christine Lewis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£164,815.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£164,815.00

Part A: Pupil premium strategy plan

Statement of intent

At Henry Green Primary, we strategically allocate Pupil Premium Grant funding to provide our disadvantaged pupils with the highest quality education, empowering them to become active and socially responsible citizens of the future. We understand that disadvantaged children often encounter a variety of challenges that can hinder their learning experience. Therefore, we are committed to identifying and addressing these barriers to ensure every child has the opportunity to thrive.

Our primary objectives are to:

- Empower every pupil to read fluently and comprehend texts effectively, ensuring they can fully engage with the diverse curriculum.
- Foster pupil's social and emotional well-being while cultivating resilience and coping skills.
- Eliminate obstacles to learning caused by poverty, family circumstances, and individual backgrounds.
- Narrow the achievement gaps between disadvantaged pupils and their non-disadvantaged peers, both within our school and on a national scale.
- Build pupil's confidence in their communication skills, enabling them to express themselves effectively across various contexts.
- Provide access to a wide array of opportunities that enhance their knowledge and understanding of the world around them.
- Enhance children's oracy skills by engaging them in a range of activities, thereby improving their ability to articulate thoughts clearly, listen actively, and collaborate effectively in group settings.

Our context:

Henry Green Primary School is located in Barking, within the London borough of Barking and Dagenham.

- The area has a local child deprivation rate of 42% and many of our families face relative low income, combined low income and material deprivation, absolute low income, or persistent poverty.
- Henry Green is ranked in the lowest 20% of all schools for deprivation in the country
- 23.2% of pupils are eligible for Pupil Premium Funding in comparison to 29% national.

Despite these challenges, we are committed to providing our pupils with access to a rich and varied curriculum, as well as a range of exciting opportunities.

Achieving our objectives:

To effectively meet our educational goals and address the barriers to learning that have been identified, we will implement the following strategies:

- High-Quality Continuing Professional Development (CPD): We will ensure that all teachers receive CPD, equipping them with the skills and knowledge necessary to deliver exceptional quality first teaching, thus enhancing pupil engagement and learning outcomes.
- Targeted Support: We will swiftly address identified learning gaps through tailored interventions, including small group and one-on-one learning to provide personalised support that meets each pupil's needs.
- Access to Learning Experiences: We will allocate funding strategically to guarantee that all pupils can participate in educational trips, residential experiences, and other hands-on learning opportunities that enrich their understanding of the world.
- Enrichment Opportunities: We will create pathways for all pupils to engage in a variety of enrichment activities, including sports and music, fostering their talents and promoting holistic development.
- Nurture Support: We will provide appropriate nurturing support to help pupils access learning both inside and outside the classroom, ensuring that they feel safe, valued, and ready to learn.

This list is not exhaustive; we will continuously adapt and evolve our strategies to meet the changing needs of our pupils and the community.

Key Principles:

We are committed to delivering effective teaching, learning, and assessment that caters to the diverse needs of all pupils through thorough data analysis. Class teachers will utilise pupil progress meetings to identify specific interventions and support tailored for individual learners, with these strategies reviewed at least once per term. In addition to academic support, we prioritise the well-being of pupils with social, emotional, and mental health needs by providing them with access to high-quality resources and assistance from trained professionals. This comprehensive approach ensures that every pupil receives the support they need to thrive both academically and personally.

Challenges

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

Challenge number	Detail of challenge
1	Children's wellbeing (Social, emotional and mental health) Several of our children participate in nurture groups to receive the pastoral support they need.
2	Lower Progress and Attainment Pupils facing disadvantages typically experience slower progress and achieve lower academic outcomes.
3	Attendance and punctuality The attendance of our PP children at school is currently slightly below the established target.
4	Lack of oracy and writing skills Some of our pupil premium children face challenges in developing their oracy and writing skills.
5	Lack of access to Enrichment activities Many of our children who receive Pupil Premium are missing out on cultural activities outside of school, which their non-disadvantaged peers are able to enjoy.

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
1. Strengthen social and emotional support for disadvantaged pupils to foster improved learning behaviours, strengthen social skills, and boost confidence and independence.	Improved academic performance, increased participation in class activities, and positive feedback from teachers and pupils.
2. Increase the progress and then the attainment of all children in receipt of the Pupil Premium.	For all children who are eligible for Pupil Premium in each year group make at least the same progress as their non-PP peers.
3. Enhance support for identified families to ensure that all disadvantaged pupils maintain consistent school attendance, keeping pace with their peers.	All disadvantaged pupils achieve consistent attendance and keep pace with their peers.
4. Implementing a cohesive and forward-thinking strategy for the instruction of oracy skills.	Assessments indicate substantial improvements in speaking and listening skills by the end of the year. Additionally, feedback from the pupils highlights a marked increase in their confidence when expressing ideas and engaging in discussions.

5. Embedding a consistent and progressive approach to the teaching of writing	It is evident that there is a collaborative culture among teachers alongside a structured writing curriculum that emphasises continuous skill development in writing.
6. To ensure that all pupils from disadvantaged backgrounds have access to a well-structured series of enriching cultural experiences throughout the year.	Evidence of increased interest and engagement in cultural subjects and activities among participating pupil premium pupils.

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. Budgeted cost: £ 27,080.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching at all times accessed by every child. Quality first teaching embedded and evidenced by CPD with a clear structure and standards for all	EEF Guide to Pupil Premium states: 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition https://www.teachwire.net/news/how-quality-first-teaching-and-high-expectations-benefits-all-of-our-pupils/	2,4,5
Embedded shared philosophies of teaching – Rosenshine Principles	https://www.aft.org/sites/default/files/Rosenshine.pdf	2,4,5
Talk for Writing to develop imaginative, creative and effective writers.	How Effective is Talk for Writing? Does Talk for Writing Work? - Talk for Writing % %	2,4,5
To bridge the oracy gap effectively.	'On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	4

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

Budgeted cost: £ 92, 500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Core catch up time- targeted academic interventions Booster groups in Year 6 Times Tables Rockstars 	<p>'Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement'.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p>	2,4,5
RWI (phonics) 1:1 tutoring	<p>Pupils are at least in line with all other pupils nationally</p> <p>Closed gaps in learning</p> <p>Pupils make accelerated progress</p> <p>https://www.ruthmiskin.com/wp-content/uploads/2022/05/ruth_miskin_literacy_inc_-_read_write_inc_research_and_evidence-1-1.pdf</p>	2,4,5
Data analysis and Pupil Progress Meetings to monitor progress of children and plan further support as a result.	<p>'Standardised tests can provide reliable insights into specific strengths and weaknesses of each pupil to help ensure they received the correct additional support through interventions or teacher instruction'.</p> <p>(Education Endowment Foundation EEF)</p>	2,4,5

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

Budgeted cost: £ 45, 235.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture Groups are conducted throughout the day by a dedicated Nurture Lead, ensuring	<p>'There is wide- ranging evidence to suggest that primary nurture groups are a positive form of intervention in supporting primary aged pupils with social, emotional and behavioural difficulties (SEBD) (Cooper and Whitebread, 2007; Reynolds, Mackay and Kearney, 2009; Seth-Smith et al., 2010; Sloan et al., 2016).'</p>	1,3

personalised support and guidance for all.	https://www.nurtureuk.org/wp-content/uploads/2023/09/International-Journal-of-Nurture-in-Education-2023_article-3.pdf	
A member of the leadership team monitors and supports families to promote high levels of attendance. This also role involves establishing strong relationships with families, identifying barriers to attendance.	Attendance is particularly important for disadvantaged pupils who are at greater risk academically and personally. And yet disadvantaged pupils often face a range of challenges that contribute to lower attendance compared to their more advantaged peers. These challenges are interconnected and can create barriers to consistent school attendance. https://www.educationconferencesuk.co.uk/news/2023-8-30/raising-the-attendance-of-disadvantaged-pupils	1,3
Attendance and Wellbeing Officer-tracking attendance records, identifying patterns of absenteeism, and working with pupils, parents, and school staff to address attendance issues. Collaborate with educational and community resources to promote student engagement and success.	'Parental engagement approaches have, on average, a positive impact of five months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There is extensive evidence on the positive impact of parental engagement approaches'. https://educationendowmentfoundation.org.uk/early-years/toolkit/parental-engagement#:~:text=It%20is%20crucial%20to%20consider,early%20language%20and%20number%20skills.	1,3
Subsidised school visits for children in receipt of the Pupil Premium.	The importance of cultural and arts opportunities to support the wider learning of pupil premium students. Schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum. Culture, Creativity and Narrowing the Gap – using pupil premium to enrich cultural education	1,3,6
Supporting families with the cost of school uniforms	School uniforms can help create a sense of equality among students by reducing visible economic disparities. When pupils wear the same attire, it may lessen the peer pressure associated with clothing choices, which can be particularly beneficial for students from lower-income families.	1,3
<ul style="list-style-type: none"> • Merit Mark moments • House points • Running of the white room • Cost of Bunny 	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged	

<ul style="list-style-type: none">• Breakfast club• Parent Voices	pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment	
--	--	--

Total budgeted cost: £ 164, 815.00