



Hermitage Primary School Pupil Premium Strategy Statement 2024-2027 (Year 3 of 3)

This statement details our use of pupil premium funding for the period 2024-27. Recovery premium funding came to an end in 2024.

The coming academic year (2026-27) is year 3 of a 3 year plan; this document sets out how we intend to spend the funding in 2026-27 to help improve the attainment of our disadvantaged pupils.

Also in this document is information relating to the impact of 2025-26's spending on the attainment, progress & wellbeing of disadvantaged pupils.

School overview

Detail	Data
School name	Hermitage Primary School
Number of pupils in school	263
Proportion (%) of pupil premium eligible pupils	47%
Academic years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	01.09.26
Date on which it will be reviewed	July 2027
Statement authorised by	Max Lawson
Pupil premium lead	Akua Dankwa
Governor lead	Shahara Ali

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,850
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£165,850

Part A: Pupil premium strategy plan

Statement of intent

Our core purpose at Hermitage School and the LETTA Trust is to combat social inequality by providing an excellent education for our pupils. At Hermitage, we are caring, clever, courageous, and creative. These values form the foundation of everything we do, guiding our students to become thoughtful, confident, and resourceful members of society. We have high expectations of our pupils, irrespective of the challenges they face in life and the barriers to learning associated with these challenges.

The aim of our pupil premium strategy is to ensure that no child is left behind, and that disadvantaged pupils catch up, keep up and achieve outcomes that are in line with other pupils nationally.

Developing and maintaining high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This approach will not only have a significant impact on closing the attainment gap for disadvantaged pupils, it will benefit all pupils at the same time.

There is a strong link in our school between SEND and disadvantage which suggests that money spent on specialist learning support and interventions is well targeted. Similarly there is a higher incidence of child protection concerns amongst disadvantaged families so spending on services to support safeguarding is important.

We recognise that some pupils require a combination of strategies to have an impact on attainment and that a blanket, one-size-fits-all, approach does not go far enough to close the achievement gap. Our approach is rooted in robust diagnostic assessment and we look closely at the circumstances and needs of individual pupils and their families. There are many different causes of, and reasons for family unemployment, the nature of which help us to define and design the right kinds of support.

In 2026-27, we are continuing to draw on support from across the other schools in the LETTA Trust and beyond to meet these challenges.

Challenges

These are the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Cultural Capital Quality assurance activities indicate that disadvantaged pupils who attend our school have limited access to opportunities which widen their cultural experiences. This limits the bank of knowledge and experiences that the children can refer to and limits their language.
2	Vocabulary & oral language gap (EYFS starting points) Quality assurance activities and assessments indicate that disadvantaged pupils enter EYFS with underdeveloped language and communication skills. This vocabulary gap is also evident as pupils move through the school into KS1 and KS2.
3	Attendance Our attendance data for the two years prior to 2024 indicated attendance of disadvantaged pupils as between 1.2% and 1.6% lower than for non-disadvantaged pupils. 19% - 29% of disadvantaged pupils had been 'persistently absent' compared to 16% nationally during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
4	Reading Quality assurance activities & internal data suggests that the attainment gap between disadvantaged & non-disadvantaged pupils has widened in reading post-pandemic. In the two years prior to 2024, performance in reading in both KS1 and KS2 was below the national average.
5	Maths & Writing Quality assurance activities & internal data suggests that the attainment gap between disadvantaged & non-disadvantaged pupils has widened in maths and writing post pandemic.
6	Mental & physical health & wellbeing Quality assurance activities indicate that the mental & physical health & wellbeing of disadvantaged pupils has been impacted by the pandemic to a greater extent than for other pupils. These findings are supported by national & local studies.

	Disadvantaged pupils are disproportionately represented amongst those who require additional support with social and emotional needs.
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Intended outcomes

These are 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
Cultural Capital Improved cultural experiences for disadvantaged pupils	All pupils are able to join trips (including Y6 residential) and access extra-curricular clubs and opportunities irrespective of cost. Further opportunities for children to widen their cultural experiences have been identified and embedded into our offer.
Vocabulary & oral language gap (EYFS starting points) Improved oral language skills and vocabulary among disadvantaged pupils	Quality assurance activities indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book looks and ongoing formative assessment. Disadvantaged pupils in EYFS make excellent progress from their starting points in communication & language. Attainment of disadvantaged pupils in KS1 is comparable to that of their 'other' peers.
Attendance To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	The number of children who are absent due to short term illnesses or persistent lateness will be reduced. Sustained high attendance by 2026/27: - the overall absence rate for all pupils is no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced by 50%. - the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 0.5% lower than their peers.

Reading Improved reading attainment among disadvantaged pupils	KS2 reading outcomes for disadvantaged pupils by 2026/27 are at least in line with national figures.
Maths & Writing Improved attainment in maths and writing among disadvantaged pupils	KS2 maths and writing outcomes for disadvantaged pupils by 2026/27 are at least in line with national figures.
Mental & physical health & wellbeing To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	Sustained high levels of wellbeing by 2026/27 demonstrated by: • qualitative data from pupil discussions, pupil and parent surveys and teacher observations • a significant reduction in behaviour incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

Activity in the coming academic year, 2026-27

This is 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: **£62,842**

Activity	Evidence that supports this approach	Challenge addressed
Develop staff expertise in oracy - learning about talk and learning through talk Embedding approaches across the school that promote classroom discussion so that pupils are able to articulate key ideas, consolidate understanding and extend vocabulary. Teaching staff undertake reading & research through Classroom Action Research (CAR) groups to develop practice in this area	We Need To Talk (Oracy Commission) Voice 21 publications (including 'The Voicing Vocabulary Report' and 'The Oracy Imperative') There is a strong evidence base that suggests oral language interventions & 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	1, 2, 3, 4, 5, 6
Continue to embed best practice developed in Inclusivity through our Trust-wide Education Development Plan for 2024-25, particularly in the areas of: • belonging • autistic spectrum condition (ASC) • social, emotional and mental health (SEMH)	Build a culture of community and belonging for pupils (EEF, Supporting school attendance) Nurturing a sense of belonging at school: what helps pupils feel connected? (National Children's Bureau) Improving social & emotional learning in primary schools (EEF) Aspire Alternative Provision (organisation with whom we have partnered for training and support)	1, 3, 6

Continuing to embed best practice developed in the teaching of maths, embedding a Teaching for Mastery approach Development of maths provision in line with DfE and EEF guidance, using White Rose & Maths Hub programmes such as Mastering Number	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 Improving Mathematics in the Early Years and Key Stage 1 Mastery learning EEF	1, 5
Continuing to embed best practice developed in the teaching of English, including early reading.	Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives. The EEF has focused considerable effort in this area – particularly for younger and for struggling readers. Language is especially important in the Early Years. We also know that a focus on language and literacy is especially important for pupils with English as an Additional Language. Early Literacy Approaches EEF Preparing for Literacy EEF Improving Literacy in KS1 EEF Improving Literacy in KS2 EEF	1, 2, 4, 5
Embedding a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	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	1, 2, 4

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

Budgeted cost: **£44,817**

Activity	Evidence that supports this approach	Challenge addressed
Provision of high quality speech & language interventions supported by a qualified speech & language therapist	Evidence from the EEF toolkit on oral language interventions shows consistently positive effects of on average +5 months' additional progress over the course of a year. The impact tends to be greatest for younger children and those from disadvantaged backgrounds. A number of studies also show the impact of trained teaching assistants effectively supporting oral language skills and reading outcomes. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2, 4, 5
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, 4, 5
Targeted intervention in maths mastery (number fluency and conceptual understanding) - incl White Rose interventions and Mastering Number	Mastery learning Ofsted Maths Subject Report	2, 5

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

Budgeted cost: **£58,498.68**

Activity	Evidence that supports this approach	Challenge addressed
Continuing to employ a family engagement and attendance officer, embedding principles of good practice set out in the DfE's Improving School Attendance advice Employing and training an apprentice to support the admin team	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. The average impact of the parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. Parental engagement EEF	1, 3, 6
Continuing to employ and train a school-based learning mentor	Learning mentor programmes have a moderate evidence base indicating a positive impact on pupils, particularly when targeted towards those from disadvantaged backgrounds. Mentoring EEF	1, 3, 6
Subsidised access to outdoor learning and wider curricular experiences, including residential	Although the evidence base for this is considered by the EEF to be 'unclear' we see clear benefits in class cohesion and self-esteem of pupils during and following these excursions. Outdoor learning EEF	1, 3, 4, 5, 6

	Outdoor residential experiences for disadvantaged pupils have been found to have a significant impact on their confidence and self-efficacy, as well as formal exam results. Accessible adventure Land and Wave Cost can be a significant barrier to participation in residential trips for disadvantaged pupils, highlighting the need for subsidies to ensure equitable access.	
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Total budgeted cost: £168,157.68

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 throughout the 3-year span of the plan using data from the 2023-24 academic year.

Academic progress

Internal assessments suggest that, in reading, writing and maths, the performance of disadvantaged pupils has continued to increase at the end of 2026 compared to 2024.

Our most recent data (summer 2026) suggests that the average **attainment in reading has continued to exceed the national average** (+17% at EXS and +7% at GDS). **Attainment in maths has also continued to exceed the national average at EXS** (+9%) and is **broadly in-line with national averages for GDS** (-3%). **Writing attainment has continued to exceed the national average** (+9% at EXS and +8 at GDS).

After reviewing the data from this year compared to children who are not pupil premium, the following patterns noticed:

Attainment of **pupil premium pupils at KS2 continues to exceed the national average at EXS (+15%)** and is **in-line with national figures at GDS**. In reading, pupil premium children exceeded national figures at EXS (+16%). In writing, pupil premium children exceeded national figures (+10% at EXS and +4% at GDS). In maths, pupil premium children achieved in-line with national figures at EXS (+3%). There is a negative gap between pupil premium children who are working at greater depth in reading and maths and those who are not. **Pupil premium children at Hermitage exceeded national figures for pupil premium children across all subjects.**

Internal data suggests there is a significant positive gap between pupil premium pupils who are working at age expectation in reading and writing and those who are not. However, there is a negative gap between the number of pupil premium children achieving greater depth compared to their non-pupil premium counterparts in reading, writing and maths.

There are negative differences in reading within 4 year groups (YN, Y1, Y2 (GDS) and Y3). Within YN, there is a negative disparity between the number of children achieving age expectation who are pupil premium and who are not.

This is due to the starting point of those children. This year was the first year in an educational setting and some come from families where English is an additional language. Within Y1, the correlation between those not meeting expectations links to the number of children with SEND needs within the year group.

In KS1, the number of pupil premium children who **passed the phonics screening check was higher than the national average for all pupils (+7%)** and significantly higher than the average for pupil premium children nationally.

In **writing**, there is either **no gap or a positive gap in 5 of the 8 year groups**. Our aim for next year is to increase the number of greater depth in writing across all year groups.

In **maths**, there is either **no gap or a positive gap in 6 of the 8 year groups**. The largest negative gap is in Y3 and Y6. Maths attainment has continued to be strong across the board in other year groups. Our aim for next year is to increase the number of greater depth in maths.

In EYFS, the number of pupil premium children achieving a **Good Level of Development (GLD) is broadly in line with national figures (~71%)**. Pupil premium children achieve broadly in line with non-pupil premium children at the school (~2% difference).

Pupils who have had access to small group interventions and adapted teaching have helped to accelerate progress. In many cases this has meant they are now working at or even above age related expectations. Tightening budgets & reduced staffing may limit the numbers of children able to benefit from individual targeted interventions.

Attendance

In **2023-24**, there was a difference between the attendance of **disadvantaged (93.4%) & other pupils (95.2%)**. This difference was driven by a rise in the unauthorised and persistent absence of disadvantaged pupils.

Our most recent attendance figures (July 2026) suggest that the gap between pupil premium pupils and others has increased (from ~1.2% to ~1.6%). This has been driven by increases in the attendance of all pupils in 2025-26, including those in receipt of the pupil premium (+1.1%). **The attendance of pupil premium children in 2025-26 was broadly in-line with the national average (94.5% vs. 94.7%) and above the local average (94.1%).** The school was in **decile 2 (the top 20%) for the attendance of children in receipt of the pupil premium nationally.**

The persistent absence of pupil premium pupils in 2025-26 remains higher than children not in receipt of pupil premium at the school. This is lower than the national average for persistent absence in England but higher than for state-funded primary schools. There is a significant correlation between pupils with identified SEN, pupil premium and rates of persistent absence at the school, particularly among those accessing a specialist place in Athena. **The school was in decile 3 (top 30% of schools) for the persistent absence of children in receipt of the pupil premium nationally.**

Safeguarding, behaviour, health & wellbeing

In 2025-26 there was a **24% reduction in recorded behaviour incidents**. Of these, pupil premium children accounted for approximately 50%, **broadly in-line with their representation in the school (47%)**. There was also a significant decrease in incidents of discriminatory behaviours across all groups. The overall majority of recorded behaviour incidents occurred outside of lessons (68%), in the playground, where our engagement officer and learning mentors are deployed to offer pastoral support.

The mental health and wellbeing of our pupils and families continue to be an area of concern post-Covid. The impact is particularly higher amongst our disadvantaged pupils. We have continued to use pupil premium funding to provide wellbeing support, through targeted interventions and 1-1 sessions for children, where required.

As part of measures to support pupils, we have one learning mentor, who provides 1-1 or group interventions to help the children to self-regulate. We have a learning mentor room, connected to our playground, which is a safe place for children to seek support, reflect and engage in interventions. Our learning mentor specialises in designing workshops that are tailored to the needs of the children.

In 2025-26, as part of our school development plan, we focused on developing our inclusive practices to ensure that all children felt welcome and safe. We invested in training opportunities for all staff, focusing on strategies on how to embed inclusive practice into their roles. This has had an impact on how the children interact with each other and show understanding of children with varying needs.

The Athena Centre was officially opened in 2025. There are periods of the day that they interact with the mainstream school and can be seen interacting happily within the school environment.

Behaviour & wellbeing data from across the year have remained steady in its number of behaviour incidents across the year as pupils responded over time to our consistent restorative approaches.

Where appropriate, risk assessments and behaviour plans have been put in place to support the child with their regulation.

We continue to work closely with THEWS, the Tower Hamlets Education Wellbeing Service, to deliver workshops and programmes in school to our pupils around transitions, emotional regulation and dealing with anxiety.

CPOMS, our safeguarding database, continues to ensure robust safeguarding procedures across the school for our families, tracking cases of domestic violence, parents' poor mental health and children experiencing physical chastisement. At the end of 2025/26, we have:

1 children on CP plans

0 Looked After Children

5 child on CIN plans

7 children with TAC/TAF plans at an early help level. These plans are led by allocated Social workers to the families and frequently liaise and meet with members of the DSL team.

Externally provided programmes

Programme	Provider
White Rose maths	White Rose
THEP Phonics	Tower Hamlets Education Partnership
Mastering Number	Maths Hubs
Mercers Project	CLPE
NELI	Nuffield Early Language Intervention
SEMH pupil training	ASPIRE Schools
Phoenix outreach	Phoenix schools
THEWS workshops (various)	Tower Hamlets Emotional welfare Services
Reading Roots	Literacy Tree

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- delivering workshops and special events that support parents to continue supporting learning at home with their children.

Planning, implementation, and evaluation

We used evidence from multiple sources of data including assessments, engagement in class, book looks, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.