



Pupil Premium Strategy Statement 2025-26

We learn to love and love to learn with Jesus

Pupil Premium Strategy Statement 2025-26

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

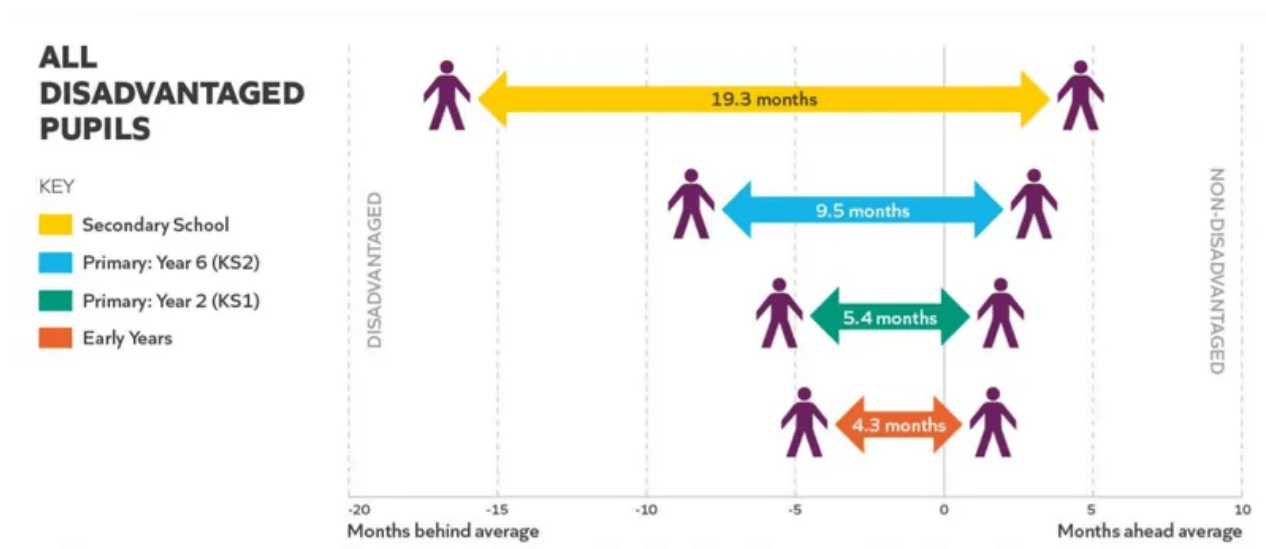
Detail	Data
School name	Our Lady Catholic Primary School
Number of pupils in school	212 <i>(inc. Nursery)</i>
Proportion (%) of pupil premium eligible pupils	16%
Academic year that our current pupil premium strategy plan covers	2025-26
Date this statement was published	01.09.2025
Date on which it will be reviewed	02.03.2025
Statement authorised by	Richard Curry
Pupil premium lead	Richard Curry
Governor / Trustee lead	Kelly Donkor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,510
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£51,510

Part A: Pupil Premium Strategy Plan

DfE Guidance on Pupil Premium Funding



DfE Guidance on Pupil Premium Funding

The Pupil Premium was introduced in April 2011. Schools can make decisions about how to spend the Pupil Premium funding to ensure that there is a narrowing of the attainment gap.

The Pupil Premium provides funding for:

- Pupils who are eligible for free school meals, or have been eligible in the past 6 years (FSM EVER6): **£1,515 per child**;
- Pupils who have a parent serving in the armed forces: **£350 per child**;
- Pupils previously looked after by a local authority or other state care: **£2,630 per child**;
- Children who are looked after by the local authority (looked after children LAC): **£2,630 per child**.

Schools are held accountable for the spending of these monies and performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

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 effect that last year's spending of pupil premium had within our school.

Statement of intent

“What you do on a daily basis as a teacher impacts directly on the life chances of the students in front of you.

Alistair Smith, High Performers (2011)

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 diagnostic assessment, not assumptions about the impact of disadvantage.

The approaches we have adopted complement one other to enable pupils to excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set each day;
- 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	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery 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. Needs continue after fluency due to limited vocabulary and experience of some pupils.
3	Formal and informal assessments indicate that a mastery curriculum in Mathematics is less accessible for lower attainers, and particularly our disadvantaged pupils.
4	Our attendance data from 2024-25 indicates that attendance among disadvantaged pupils was 2.3% lower than that of non-disadvantaged pupils. 11% of disadvantaged pupils were 'persistently absent' in 2024-25 compared to 7% of their non-disadvantaged peers. This significantly impacts on their learning time and causes them to fall behind academically. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Our assessments (including pupil profiling, observations and discussions with pupils and families) have identified increased social and emotional need in pupils. These challenges particularly affect disadvantaged pupils, including their rates of progress and attainment.
6	Increased numbers of pupils with SEND, with more also being eligible for FSM than their non-SEND peers, requires staff training and support to ensure achievement for all pupils.
7	Reviews, evaluations and monitoring highlight the need to embed pedagogical expertise and our wider curriculum to respond to the needs of all our pupils. Observations and discussions with pupils and families identified limited cultural capital and links with the local/ wider community.

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
<p>Challenge 1: Improved oral language skills and vocabulary among disadvantaged pupils.</p>	<p>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.</p>
<p>Challenges 2 – 3: Improved phonics, reading, writing and maths attainment among disadvantaged pupils.</p>	<p>Termly progress and attainment monitoring shows diminishing difference between disadvantaged pupils and their peers. GLD, Phonics, KS1 and KS2 end of year data shows diminished difference from 2024-25.</p>
<p>Challenge 4: Attendance of PP pupils to be at least in line with non PP pupils. Persistent absence reduced to at least 8% for PP pupils (in line with non PP pupils).</p>	<p>Children’s progress and attainment rates cannot be improved if they are not actually attending school. National Foundation for Education Research (NfER) briefing for school leaders identifies addressing attendance as a key step. By targeting attendance and punctuality, pupils are in the school and not missing out on learning time. Impact of taking time off school can have a highly disruptive and detrimental effect on the learning, most particularly, of disadvantaged pupils. Create positive attitude and routines around school attendance to support present and future school attainment.</p>
<p>Challenge 5: Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.</p>	<p>Children are fully involved in the curricular opportunities available and children’s behaviour is in line with school expectations. Targeted children and families are provided with bespoke and intensive support from both the school and the Family Support Service to help provide strategies for promoting a positive mental health and wellbeing. As we know from research, it is important for children to feel safe and emotionally secure in order for them to learn effectively.</p> <p>The mental health and wellbeing of children has always been a really important part of our school’s overview and it is continuing to be increasingly important over time.</p>

Intended outcome	Success criteria
<p>Challenge 5 (continued....): Achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys, pupil profiles and teacher observations; • A reduction of incidents on CPOMs linked to mental health.
<p>Challenge 6: Success for pupils with SEND.</p>	<p>Individual assessments and Pupil Progress Reviews (PPRs) show progress against personal targets. Observations and attainment monitoring shows decreasing number of pupils working 'below' their year group ARE.</p>
<p>Challenge 7: Provide and embed a bespoke curriculum including a wide range of enrichment opportunities to broaden experiences and aspirations of all children including those eligible for the Pupil Premium Grant.</p>	<p>Increased offer of and participation in enrichment activities, particularly among disadvantaged pupils, such as free breakfast club, after school clubs, residential and educational visits.</p>



Activity in this Academic Year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed on pages 6 and 7.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£9654**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Staff CPD program to develop reflection skills and embed new skills introduced in training.</p> <p>Use of the Walkthru CPD package forms the foundations for staff training and CPD programme.</p> <p>Phonics teaching continues to be supported and strengthened by the Little Wandle programme.</p>	<p>Staff CPD programme ensures clear structure and standards for all, ensuring that each staff member is engaged within CPD activities to ensure improved outcomes for all pupils.</p> <p><i>'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending.'</i> (EEF)</p> <p><i>'Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes.'</i> (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1, 2, 3, 4, 5, 6, 7</p>
<p>Deliver whole staff training (CPD) on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects.</p> <p>Behaviour interventions Teaching and Learning Toolkit EEF</p> <p><i>Evidence base:</i> The Steps model emphasises the importance of consistency and teaching internal, rather than imposing external, discipline. It focuses on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, where a crisis does occur, it adopts techniques to reduce the risk of harm. Children who feel safe within their school environment will be more conducive to learning.</p>	<p>4, 5, 6</p>

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

Budgeted cost: **£31,253**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Development of pupils' oracy and language skills on entry to the school.</p>	<p>The EEF Early Years Toolkit states that effective communication and language strategies can bring +6 months progress impact.</p> <p>The EEF publication on Oral Intervention states that +5 months progress impact can be achieved by using these approaches effectively. There is clear evidence that children who are below the expected standard in language and vocabulary at the end of Reception are more likely to be below the expected standards when they are eleven.</p>	<p>1, 2, 5, 6</p>
<p>Ensure that all disadvantaged pupils are screened using the WellComm Speech and Language toolkit and that all pupils who are identified receive additional support if needed.</p> <p>Elklan Training for EYFS staff and Level 3 key EYFS staff.</p>	<p>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.</p> <p><i>'On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress.'</i> (EEF)</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 5, 6</p>
<p>Boxall Profile Online assessment tool for social, emotional and behavioural difficulties.</p> <p>Training for all staff and cost of online platform.</p>	<p>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).</p> <p><i>'Promoting Children and Young People's Mental Health & Wellbeing'</i> (PHE/DfE 2021): <i>It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their mental wellbeing in adulthood. The Mental Health of Children and Young People in England survey (2023) found 20.3% (1 in 5) of children aged 8 to 16 years had a probable mental health disorder, an increase from 1 in 8 in 2017. There is good evidence to support the association between good mental health and education engagement and academic achievement.</i></p>	<p>4, 5</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons (including 1:1 and small group support).</p> <p>Precise assessments are used to ensure a tight focus between assessed need and intervention.</p>	<p>Support targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p><i>‘Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy.’ (EEF)</i></p> <p>One to one tuition Teaching and Learning Toolkit EEF</p> <p>Small group tuition Teaching and Learning Toolkit EEF</p> <p><i>Sutton Trust:</i> Use of targeted before and after school programmes, particularly to support disadvantaged or low attaining pupils, helps to accelerate progress. There are also often wider benefits for low-income pupils in terms of attendance at school, behaviour and relationships with peers (+2.5 months).</p>	1, 2, 3, 6
<p>Ensure that all disadvantaged pupils are given reading catch up interventions if they are working below the age related standard of their non-disadvantaged peers.</p> <p>Ensure that the reading books that pupils have for independent reading closely match their current phonics stage.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. There is also a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p><i>‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.’ (EEF)</i></p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks.</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	1, 2
<p>Part time Language and Communication Learning Assistant to provide specific support for disadvantaged pupils with SLCN.</p>	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1, 2, 6

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths Mastery programme is embedded across the school to support children's progress and attainment.</p> <p>Ensure that Early Maths is implemented as early as possible within EYFS and, alongside Quality First Teaching, ensures children are progressively prepared for the demands of the KS1 and KS2 curriculum.</p>	<p>The EEF toolkit suggests that mastery learning accelerates progress. Work embeds mathematical understanding and is particularly effective when pupils work in groups and take responsibility for supporting each other's progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>Early Maths: <i>'Mathematics plays a key role in a child's development. Very young children are naturally curious, noticing differences in quantity and the shape of objects. They use early mathematical concepts when they play. Mathematical understanding helps children make sense of the world around them, interpret situations, and solve problems in everyday life.'</i> (EEF)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	3, 6
<p>To provide regular opportunities for class teachers to work with disadvantaged children and their parents to ensure all pupils receive the highest quality provision and that any disadvantaged children whose rates of progress or attainment have been impacted are prioritised with 'catch-up' sessions.</p>	<p>The Education Endowment Foundation Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older children.</p> <p>The EEF publication states that small group tuition can make +4 months progress and one to one tuition +5 months.</p>	1, 2, 3, 5, 6
<p>Release teachers so that they are able to be involved in all Pupil Premium focused reviews and meetings with parents and external agencies.</p>	<p>It is essential that all adults who contribute to the child's learning are involved in discussions about progress and attainment. This will ensure that every facet of the child's developmental journey is considered when making any evaluative judgments about progress made.</p>	1, 2, 3, 4, 5, 6, 7

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

Budgeted cost: **£10,603**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved systems of identification of PPG/FSM eligible pupils using the Eligibility Checking Service (ECS).	Accurate and timely identification of eligibility is essential in PPG management.	1, 2, 3, 4, 5, 6, 7
Attendance of disadvantaged pupils to be at least in line with their non-disadvantaged peers. Continue to support attendance, lateness and persistent absentees. Persistent absence reduced to at least 8% for PP pupils (in line with non PP pupils).	Children's progress and attainment rates cannot be improved if they are not actually attending school. National Foundation for Education Research (NfER) briefing for school leaders identifies addressing attendance as a key step. By targeting attendance and punctuality, pupils are in the school and not missing out on learning time. <i>'Pupil premium intervention strategies are likely to be most effective when deployed alongside efforts to improve teaching and attend wider barriers to learning, such as attendance and behaviour.'</i> (EEF) Impact of taking time off school can have a highly disruptive and detrimental effect on the learning, most particularly, of disadvantaged pupils. Create positive attitude and routines around school attendance to support present and future school attainment.	4, 7

Attendance (Academic Year)	Equals this many days absent	Equals this many weeks absent (approx.)	Equals this many lessons missed
95%	9 days	2 weeks	60 lessons
90%	19 days	4 weeks	120 lessons
85%	29 days	6 weeks	180 lessons
80%	38 days	8 weeks	240 lessons
70%	57 days	12 weeks	360 lessons

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support with the financial cost of the wider engagement in school life (e.g. affordability of school trips, breakfast clubs, after school clubs, etc).</p> <p>Subsidise a range of educational visits and other events for disadvantaged pupils.</p>	<p>Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see self-regulation) may also be involved. All the above have been shown to have a positive impact on outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p> <p>There is some evidence that providing free, universal, before-school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour and school attendance. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</p>	4, 5, 6, 7
Continue providing disadvantaged pupils with access to wider educational experiences for enrichment.	<p><i>Sutton Trust:</i> Adventure education usually involves collaborative learning experiences with a high level of physical (and often emotional) challenge. Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence (+3 months).</p> <p><i>Arts Participation:</i> Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. Greater effects have been identified for younger learners, thus the school have prioritised providing specialist French and music lessons to all year groups, including Reception.</p> <p>By removing financial barriers to accessing normal school life and opportunities children's self-esteem, attendance and performance will improve.</p>	4, 5, 6, 7
Parental education programme - staff resource time to prepare and deliver a range of parent workshops to help parents support their children's learning at home.	<p><i>'Parental engagement has a positive impact on average of +4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.'</i> (EEF)</p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with children's academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 2, 3, 4, 5, 6, 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Learning Support service package has been purchased to support families who are experiencing difficulties.</p>	<p>By working with schools (and other agencies), the Family Support Service supports children and families to overcome adversity and disadvantage they face, particularly where these are affecting a child's emotional wellbeing, mental health and educational achievement.</p> <p><i>Parental engagement has a positive impact on average of +4 months additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps (EEF).</i></p>	<p>1, 4, 5, 6, 7</p>
<p>Introduce Happy Schools programme to help support the emotional wellbeing of our pupils.</p>	<p>Each session will help to teach children practical strategies to self-regulate and feel calm, and follow the 5-step method which includes Connect, Play, Be Kind, Soothe and Relax.</p> <p><i>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Learning can lead to learning gains of +4 months over the course of a year (EEF).</i></p>	<p>1, 4, 5, 6, 7</p>



Part B: Review of Outcomes in the Previous Academic Year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Objective 1:

- i. To provide opportunities for class teachers to work with disadvantaged children and their parents to ensure children receive the highest quality provision and that any disadvantaged children whose rates of progress and/or attainment have been directly impacted by the pandemic are prioritised with 'catch-up' sessions.***
- ii. Providing additional support by TAs to deliver 1:1 and group interventions for identified children.***
- iii. Teachers will tailor provision identifying next steps in learning to ensure that both gaps in learning are addressed and accelerated progress is made where required.***
- iv. Improvement in the overall attainment and progress rates of children in Reading (including phonics), Writing and Maths.***

The main objective of our Pupil Premium interventions was to diminish the difference in the attainment of disadvantaged children vs non-disadvantaged children. One of our key drivers with this has been to use data to identify pupils' learning needs at every opportunity (e.g. when pupils join the school, during half-termly pupil progress reviews and during everyday teaching. We are constantly reviewing progress, so that we can spot any signs of underperformance and address them quickly.

Teachers engage with the data themselves: they input, analyse and use it to underpin their teaching. We have also adopted a consistent marking scheme which recognises pupils' achievements and sets out the next steps in their learning. Pupils are given time to review their feedback and discuss their progress with teachers. We also monitor the success of their support strategies in place and make evidence-based decisions about whether these are proving effective, need adjustment or should be replaced.

Our staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. They focus on providing targeted support for underperforming pupils during curriculum time (as well as providing opportunities for additional learning support time outside of the lesson). They seek out strategies best suited to addressing individual needs, rather than simply fitting pupils into their existing support strategies, which has proven to be very effective.

Throughout the academic year 2024-25, the school prioritised the progress and attainment rates of disadvantaged pupils and provision was put in place to support pupils who had fallen behind. These took the form of prescribed intervention support in addition to the very effective implementation of 'Same day/Next day' sessions, which were run by our teaching teams in the afternoons. This had a positive impact on the progress and attainment rates of all of our pupils.

AVERAGE PROGRESS MEASURES FOR DISADVANTAGED PUPILS IN 2023/24 AND 2024/25:

It has not been possible to calculate KS1-KS2 progress measures for academic years 2023/24 and 2024/25. This is because there is no KS1 baseline available to calculate primary progress measures for these years due to Covid-19 disruption.

It has also not been possible to produce breakdowns of attainment measures by prior attainment for 2023/24 and 2024/25. This is because there is no KS1 baseline available to calculate prior attainment for these years due to Covid-19 disruption.

YEAR 1 - YEAR 6 DISADVANTAGED v NON DISADVANTAGED ATTAINMENT
(based on 2024-25 internal data)

READING			
	WTS	EXP+	GDS
Disadvantaged <i>(33 pupils)</i>	27% <i>(9)</i>	73% <i>(24)</i>	21% <i>(7)</i>
Non-Disadvantaged <i>(181 pupils)</i>	19% <i>(34)</i>	81% <i>(147)</i>	39% <i>(71)</i>

WRITING			
	WTS	EXP+	GDS
Disadvantaged <i>(33 pupils)</i>	42% <i>(14)</i>	58% <i>(19)</i>	6% <i>(2)</i>
Non-Disadvantaged <i>(181 pupils)</i>	26% <i>(47)</i>	74% <i>(134)</i>	23% <i>(42)</i>

MATHEMATICS			
	WTS	EXP+	GDS
Disadvantaged <i>(33 pupils)</i>	39% <i>(13)</i>	61% <i>(20)</i>	15% <i>(5)</i>
Non-Disadvantaged <i>(181 pupils)</i>	24% <i>(43)</i>	76% <i>(138)</i>	34% <i>(61)</i>

As a school, we have been pleased with the increase in attainment scores for our disadvantaged pupils over the past 3 years. Our teaching teams have worked incredibly hard to help all children progress, with a particular focus on our disadvantaged children. As the table above demonstrates, all of the strategies that we have put in place (e.g. the small group teaching, the focused intervention support, etc.) have all contributed to the positive progress rates of our disadvantaged children. Our whole school approach of delivering daily intervention support has proved to be successful, so we will be continuing to work hard on improving attainment and progress rates in the coming academic year using the same strategies.

Objective 2:

- i. Development of pupils' oracy and language skills on entry to the school;*
- ii. WellComm screening will take place for targeted pupils in the first term;*
- iii. Interventions will then be put in place to support children with speech, language and communication needs.*

Careful analysis of the assessment data in each of the pre- and post-assessment windows was carried out throughout the academic year, especially for those pupils with speech and language difficulties. The ongoing EYFS autumn term assessments in 2024 indicated that the standardised scores of a range of disadvantaged children who were taking part had increased since September 2023. Each child's percentile rank also demonstrated progress. Assessments and interventions using the WellComm materials were used for targeted children to support language acquisition. The EYFS team have continued to identify areas of concern in language, communication and interaction development in order to ensure early targeted intervention which has had a positive impact on rates of progress.

Objective 3:

Release teachers so that they are able to attend Pupil Premium focused reviews and meetings with parents and/or external agencies.

Termly Pupil Progress Review (PPRs) took place at the end of each term, to analyse the progress of key groups of children and to identify those children who needed additional/specifically targeted support to reach ARE. In these meetings, children's progress is continually monitored by their class teacher. This happens informally every lesson and, more formally, through these PPR meetings involving key staff. Children receiving SEND support also have their outcomes assessed and reviewed every term through SEND Support Plan meetings which are held with school staff and parents/carers. A range of information, including but not limited to, observations, impact of intervention records, the child's views and responses to support, parents/carers' views and observations and the child's progress within the curriculum are all considered during the review and assessment of the child's progress towards their outcomes.

In all of our meetings related to pupil progress, release time has allowed all adults involved in the pupils' teaching and learning to be involved in the meetings, which has increased the quality and scope of analytical discussions between key adults. Early intervention and teaching strategies were identified and implemented in the classroom as part of our programme of support, with impact being measured and evaluated in a series of follow-up meetings with our teaching staff (*see PPR records and Provision Mapping*). For further impact of strategies, please refer back to the data presented in Objective 1.

The use of data has always been central to any school improvement meetings we hold (PPRs, SEN Reviews, reports to the GB, etc.) and acts as an effective self-evaluation tool. In our PPRs, provision for targeted groups is evaluated and assessed and the impact of teaching strategies is measured along with progress from 'start' and 'end' points. Provision has then been adapted accordingly to help key groups close the attainment gaps with their peers. Each class teacher has been provided with a Pupil Premium focus group, to help accelerate progress. This has been linked to the appraisal cycle and we will continue with this approach in the future.

Objective 4:

To secure high quality teaching by:

- i. Setting challenging targets for the most able disadvantaged pupils;***
- ii. Systematically monitoring and evaluating the provision and feedback for disadvantaged pupils;***
- iii. Delivering high quality INSET for staff (including strategies for using meta-cognition and feedback to pupils);***
- iv. Carrying out regular monitoring with incisive feedback;***
- v. Providing support with assessment for staff;***
- vi. Identifying one-to-one and small group tuition to close the attainment gap between children in receipt of the PPG and those who are not.***

Throughout the year, we have continued to formally track rates of pupil progress and attainment on a termly basis. We have strived to ensure that the interventions that we have put in place are the right ones – whilst maintaining our offer of a broad and balanced curriculum. We feel strongly that the sequences of our units of teaching and the progression within planning has been a key factor in the progress that the children have made. Precisely targeted support in English and Maths has been delivered as 'Same day/Next day' interventions, in which teachers and support staff have been picking up on daily misconceptions or providing increased security in key objectives for individuals who have struggled in specific lessons. Additional prescribed interventions have also been delivered for targeted groups, but these have only been programmes where we have clear data to show impact (e.g. Catch Up Literacy, Catch Up Numeracy, Colourful Semantics, etc).

As the following table demonstrates, rates of progress for PP children was positive throughout the academic year 2024-25.

Whole School Progress (PP) 2024-25

Subject	< Expected	Expected +	→ Expected
READING	18% (6/33)	82% (27/33)	24% (8/33)
WRITING	27% (9/33)	73% (24/33)	14% (7/33)
MATHS	24% (8/33)	76% (25/33)	21% (6/28)

Monitoring standards of work has also focused on disadvantaged pupils when looking at support provided in lessons, books and planning. This has included external monitoring visits from our School Effectiveness Advisers (SEA) and Diocesan Advisers (DA). Evidence of this can be seen in the range of external visit reports that are filed in the school office. School leaders have also compared the progress and attainment rates of disadvantaged children with all other key groups across all core subjects to ensure that they are at least in line with all other key groups.

Objective 5:

To deliver a sequence of high-quality targeted Booster classes for Year 6 pupils in English and Maths.

Alongside the daily support and quality first teaching that are provided for the children each day, Year 6 Booster classes in English and Maths were also delivered from January to May. These bespoke planned lessons provided extra, targeted support to those pupils in Year 6 who were just below the age related expectations for the end of Key Stage 2. The impact of the Boosters, in addition to the extra lessons that were taught by the senior leadership team to designated groups of disadvantaged children, was measured by using the children's end of year assessments. We achieved our aim of increasing the percentage of disadvantaged pupils achieving at or above age related expectations in Reading, Writing and Maths at the end of the academic year (based on internal data for 2024/25). As these strategies have proved to be successful, we will continue to plan and deliver high quality booster classes, workshops and additional lessons to help accelerate progress for disadvantaged pupils in 2025/26.

Objective 6:

Family Learning Support service package has been purchased to support families who are experiencing difficulties.

Our Family Support Worker (FSW) has provided support for a range of families and children over the course of the academic year. This has included supporting children with anxieties and families who have experienced bereavement and loss. The feedback from our families has been very positive and we feel that the investment in the FSW service has been a key component in our overall support package for families this year. Our FSW also supported individual families with attendance and punctuality issues with bespoke 1:1 sessions and recommended training courses. This helped a wide range of our families to be supported by professionals to help them overcome any difficulties that they have experienced. In addition to this, we have also employed a Mental Health Practitioner from the Mental Health Support Team (MHST), who has helped and supported children and parents with mild to moderate mental health difficulties in our school. The MHST has offered guided self-help and low intensity interventions to children who have experienced anxiety, low mood and challenging behaviours. This has allowed us to work in collaboration with our mental health practitioner to co-create an early intervention service that has had a positive impact on our school, our children and our families.

Objective 7:

To embed the Hertfordshire Steps model for behaviour across the school.

We now have three members of our senior leadership team who have been trained up in the Hertfordshire’s therapeutic approach to behaviour and an INSET for the whole staff team was delivered in the summer term. The Steps approach to positive behaviour management is based on the following principles:

- Shared focus on inclusion of all children and young people within their educational settings;
- A shared set of values and beliefs;
- Open and shared communication;
- A shared commitment to diversion and de-escalation;
- Shared risk management;
- Shared reparation, reflection and restoration.

The behaviour policy has been updated to incorporate key elements of the Steps approach (including use of risk reductions plans, roots and fruits, anxiety mapping, and ‘Reflect, Repair, Restore’ prompts). Behaviour records are maintained by the leadership team and analysed regularly to identify any patterns or trends. Strategies have been put in place to support staff with behaviour management and this has proved to be effective.

A ‘worry box’ was introduced in the KS1 and KS2 corridors this year. The children have been able to access the worry box and are encouraged to use it whenever the need arises. After careful evaluation, we consider our current level of concerns to be at a low level. To date, all concerns have been resolved by a conversation and follow-up meeting by a member of the leadership team with either the child or the child’s parent/carer (depending on the nature of the worry).

Objective 8:

SLT and Link Governor to meet each half term to review attendance and meet with families whose attendance is causing concern.

Analysis of attendance:

The Leadership Team reviewed the attendance rates of all key groups each half term, with a particular focus on the rates of our disadvantaged and vulnerable pupils. Attendance figures are also reported to the Governing Body each half-term. Our overall school attendance rate for the academic year 2024-25 was 94.9%, which is below our whole school target of 96%. The table below provides a comparison between the attendance rates of disadvantaged and non-disadvantaged pupils in 2024/25.

Class	Disadvantaged Attendance for 2024-25	Non-Disadvantaged Attendance for 2024-25
Reception	93.6%	95.6%
Year 1	93.8%	95.6%
Year 2	93.6%	95.4%
Year 3	92.9%	95.7%
Year 4	93.7%	95.5%
Year 5	94.4%	95.5%
Year 6	91.4%	95.8%
Total	93.3%	95.6%

Strategies for promoting positive attendance:

Throughout the year, we have continued to promote attendance across the school through the weekly awarding of the attendance cup, rewards for highest performing children and classes and through updates on our social media platforms and in each of our published newsletters.

As a school, we are fully aware that attendance data must be carefully analysed and robust actions put in place to tackle under-performance. Parents of children with attendance rates that fall below 90% are asked to come in for a meeting with a member of the leadership team. The purpose of this meeting is to help support these families and to investigate the fall in their attendance. We have also embedded our 'First day absence call home' procedure, which has also impacted positively on our attendance rates. One of our primary objectives for this aspect of support was to ensure that attendance rates for disadvantaged pupils were in line with that of our non-disadvantaged pupils over the course of the academic year and that there was a reduced proportion of persistent absenteeism.

Objective 9:

To support with the financial cost of the wider engagement in school life and access to wider educational experiences for enrichment.

Impact of extra-curricular/enrichment activities:

No child is ever excluded from participating in school trips/activities throughout the year due to personal circumstances (including the Year 6 residential trip to Marchant's Hill). Children in receipt of the Pupil Premium grant also benefit from the extended provision that the school provides (including our Wraparound care service and the full range of lunchtime and after school clubs that are on offer). These clubs have been fully subsidised for targeted disadvantaged and vulnerable pupils throughout the year. Based on pupil interviews, the children who participate in after school clubs state that they enjoy developing new skills and socialising with their friends. This has allowed children to benefit from the extra-curricular opportunities that are available to all - no matter what their circumstances are at home. It also has helped to raise the self-esteem levels of some of our vulnerable pupils (*see pupil questionnaires from Summer 2025*).

We consider it particularly important to provide enrichment opportunities for families who may be less able to access them outside of school. We pride ourselves on taking full advantage of being based in Hertfordshire to enhance and enrich our curriculum by experiencing study opportunities outside of the classroom (*see log of educational visits*). We continue to develop our approach to offering our children a wide, enhanced and culturally rich educational offer that is supported by external visits. We will continue to use our Pupil Premium funding to develop further our provision of a creative and inspiring curriculum to all of our pupils.

Externally Provided Programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year.

Programme	Provider
Charanga	Charanga Ltd.
Ed Shed	Education Shed Ltd.
Grammasaurus	Grammasaurus Ltd.

Programme	Provider
Kapow	Kapow Primary
Phonics Play	Phonics Play Ltd.
Rising Stars	Hodder Education
Spelling Shed	Education Shed Ltd.
TenTen	TenTen Group
Times Tables Rockstars	Maths Circle Ltd.
Twinkl	Twinkl
Vocab Ninja	Vocabulary Ninja
White Rose Maths	White Rose Education Service Ltd.

Service Pupil Premium Funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

