Pupil premium strategy statement – Kingsway Junior School

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	236
Proportion (%) of pupil premium eligible pupils	28%
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)**	2025/26-2028/29
Date this statement was published	Dec 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jo Beale
Pupil premium lead	Amanda Akers
Governor / Trustee lead	Nina Charalambous

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,483
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*	£102,483

Part A: Pupil premium strategy plan

Statement of intent

At Kingsway Junior School, our ultimate goal is that all pupils, regardless of background, leave primary school with the knowledge, skills, and confidence to succeed in secondary education and beyond. Our pupil premium strategy is grounded in the best available research evidence, particularly from the Education Endowment Foundation (EEF).

We refuse to accept that socio-economic disadvantage should limit any child's potential.

Attendance

Pupils with free school meals (FSM) at our school have a significantly lower attendance than pupils with no FSM (96.7%). Research shows that attendance is the foundation of achievement. The DfE states: *'Being around teachers and friends in a school environment is the best way for pupils to learn and reach their potential. Time in school also keeps children safe and provides access to extra-curricular opportunities and pastoral care.'*

Reading and Literacy
According to the National Literacy Trust, 16% of adults in the UK are considered 'functionally illiterate', and 1 in 5 adults struggle to read and write. We are determined that our pupils will not be part of these statistics.

Maths
Strong numeracy skills are essential for future employment and life success. We are determined that our pupils will not be part of the adult population with poor literacy and numeracy skills.

Our strategy is built on the EEF's evidence on effective use of pupil premium funding, which shows that the most effective schools:
•   Focus relentlessly on high-quality teaching (the biggest lever for improving outcomes)
•   Use evidence-based interventions targeted at specific needs
•   Focus on literacy and numeracy as foundations for all learning
•   Adopt a whole-school approach to supporting disadvantaged pupils

Our Three-Tiered Approach (EEF Framework)
Our strategy follows the EEF's three-tiered approach to pupil premium spending, which is based on extensive research into what works:

Tier 1: High-Quality Teaching (60-70% of budget) - Highest Priority
EEF Evidence: High-quality teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. The EEF's research shows that:
• Great teaching can add +5 months progress per year
• High-quality teaching benefits all pupils, but has particularly positive effects on disadvantaged pupils
• Investing in professional development for teachers has high impact for moderate cost
Our Focus:
• Evidence-based pedagogical approaches
• High-quality CPD for all staff
• Focus on reading, maths, and vocabulary development

- Adaptive teaching to meet all pupils' needs

Tier 2: Targeted Academic Support (20-30% of budget) - Moderate Priority
EEF Evidence: Targeted interventions can be effective when:
- Matched to specific needs identified through assessment
- Delivered by trained staff
- Linked explicitly to classroom teaching
- Monitored carefully for impact

Key EEF findings:
- Small group tuition: +4 months progress (moderate cost, moderate-high impact)
- Phonics: +5 months progress (low cost, high impact)
- Reading comprehension strategies: +6 months progress (low cost, high impact)

Our Focus:
- Phonics interventions (Little Wandle)
- Reading fluency programme (Hertfordshire)
- Maths interventions
- Oral language programmes

Tier 3: Wider Strategies (10-20% of budget) - Lower Priority but Essential
EEF Evidence: Wider strategies address non-academic barriers to learning:
- Social and emotional learning: +4 months progress
- Behaviour interventions: +4 months progress
- Digital technology (when used well): +4 months progress
- Arts participation: +3 months progress

Our Focus:
- Attendance support and early intervention
- Social and emotional learning
- Enrichment and cultural capital opportunities
- Family engagement and support

Challenges

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

Challenge number	Detail of challenge
1	**Attendance Gap** Our attendance data for 2024-25 shows that pupils with free school meals (FSM) have an attendance rate of 90.7%, which is 6% lower than pupils with no FSM. While our FSM pupils' attendance of 90.7% is below the national average of 92.2% for FSM pupils, our non-FSM pupils' attendance of 96.7% exceeds the national average of 95.8%. Persistent absence data shows variation by year group, with Year 5 showing 14%

	persistent absence compared to 8% in Years 3, 4 and 6. This lost learning time directly impacts progress and attainment. Absenteeism is negatively affecting disadvantaged pupil progress.
2	**SEND and Disadvantage Overlap** Pupils with special educational needs (SEN) support have an attendance rate of 92.9%, which is lower than pupils with no SEN (96.1%). Many of our pupil premium pupils also have SEND needs, creating multiple barriers to learning. These pupils require differentiated teaching approaches and additional support to access the curriculum and develop emotional literacy.
3	**Oral Language Skills and Vocabulary Gaps** Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. This impacts their ability to access the curriculum across all subjects and affects their reading comprehension and mathematical reasoning.
4	**Reading and Maths Attainment** Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics, language comprehension and maths, than their peers. This negatively impacts their development as readers and mathematicians.
5	**Limited Cultural Capital** Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school. They have less exposure to museums, theatre, music lessons, sports clubs, and other enriching experiences that build knowledge and vocabulary.
6.	**Education and Wellbeing** Our assessments and pupil voice indicate that the education and wellbeing of many of our disadvantaged pupils continue to be impacted. Some disadvantaged pupils experience greater challenges with emotional regulation, resilience, and mental health, which impacts their ability to engage with learning and form positive relationships. This has resulted in knowledge gaps, particularly in reading and maths.

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

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	**By July 2028:**
	• The attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced from 6% to less than 2%
	• FSM pupils' attendance improves from 90.7% to at least 94%
	• The percentage of all pupils who are persistently absent remains below 10% and the figure among disadvantaged pupils is no more than 3% lower than their peers
	Annual milestones:
	• 2025-26: FSM attendance improves to 92%, gap reduces to 4%
	• 2026-27: FSM attendance improves to 93%, gap reduces to 3%
	• 2027-28: FSM attendance improves to 94%, gap reduces to 2%
High quality teaching meets the needs of all pupils, including SEND	• 100% of lessons are at least good, with a high proportion outstanding
	• Pupils with SEND needs, including those who are disadvantaged, make expected or better progress from their starting points
	• Effective differentiation and adaptive teaching is evident in all lessons
	• SEN pupils' attendance improves from 92.9% towards whole school average
Improved oral language skills and vocabulary among disadvantaged pupils	• Significantly improved oral language among disadvantaged pupils
	• Disadvantaged pupils demonstrate age-appropriate oral language skills
	• Pupils confidently use subject-specific vocabulary across the curriculum
	• Teachers report improved pupil engagement in discussions
Improved reading attainment for disadvantaged pupils by the end of KS2 so the gap closes between their non-disadvantaged peers	• Pupil premium pupils make accelerated progress in reading so that they are able to close the attainment gap within the school
	• By end of KS2, at least 75% of disadvantaged pupils achieve the expected standard in reading (increasing annually)

	• The gap between disadvantaged and non-disadvantaged pupils in reading narrows by at least 5% each year • Reading for pleasure is embedded across the school
Improved maths attainment for disadvantaged pupils by the end of KS2 so the gap closes between their non-disadvantaged peers	• KS2 maths outcomes show more than 80% of disadvantaged pupils achieve the expected standard • Pupil premium pupils make accelerated progress in maths • The gap between disadvantaged and non-disadvantaged pupils in maths narrows by at least 5% each year • Pupils demonstrate confidence and resilience in maths
To achieve and sustain wellbeing for all pupils in our school, particularly disadvantaged pupils	• Sustained high levels of wellbeing demonstrated by qualitative data from pupil voice, pupil and parent questionnaires and teacher observations • A significant reduction in behaviour incidents and bullying involving disadvantaged pupils • A significant increase in participation in enrichment activities, particularly among disadvantaged pupils (target: 80% participate in at least one club) • Families report feeling supported by school

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: £ **63,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Standardised Diagnostic Assessments • YARC reading assessment • Maths diagnostic tool • GL Emotional Literacy assessments • Staff CPD on assessment use	EEF Evidence: Assessment is most effective when it: • Identifies gaps in knowledge precisely • Informs teaching and intervention • Is used formatively to adapt teaching Standardised tests provide reliable insights into pupils' strengths and weaknesses, ensuring they receive the correct additional support through interventions or teacher instruction. EEF Recommendation: "Use assessment to build a picture of pupil need and target support accordingly" (Pupil Premium Guide)	1, 2, 3, 4, 6
Quality First Teaching Programme • Additional staffing for smaller group teaching • Evidence-based CPD programme • Coaching and mentoring • Collaborative planning time • Monitoring and feedback • Pupil progress meetings • SLT coaching support	EEF Evidence: "The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them." (EEF High Quality Teaching) Impact: +5 months progress Cost: Moderate Evidence strength: Extensive EEF Recommendations: 1. Prioritise professional development 2. Focus on explicit instruction 3. Use formative assessment 4. Enable pupils to develop metacognitive strategies 5. Promote talk and interaction Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.	1, 2, 3, 4, 6
Metacognition and Self-Regulation Training	EEF Evidence: Metacognition and self-regulation approaches have consistently high levels of impact:	1, 2, 3, 4

• Staff CPD on metacognitive strategies • Embedding metacognition across curriculum • Teaching pupils to plan, monitor and evaluate their learning	Impact: +7 months progress Cost: Very low Evidence strength: Extensive "Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning." This is particularly beneficial for disadvantaged pupils who may not develop these strategies independently.	
High-Quality Texts and Reading for Pleasure • Phonics books matched to Little Wandle • Reading-levelled books • Books for interest and pleasure • Class novel sets • Regular library lessons • Reading ambassadors • Author visits	EEF Evidence on Reading: Phonics: +5 months progress (extensive evidence) Reading comprehension strategies: +6 months progress (extensive evidence) "Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers." EEF Evidence on Oral Language: Impact: +6 months progress Cost: Low Evidence strength: Extensive "Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both." Access to high-quality texts builds vocabulary and comprehension.	1, 2, 3, 4
Embedding Vocabulary-Rich Teaching • 'Book talk' across all subjects	EEF Evidence: Vocabulary is a key component of reading comprehension and academic success.	2, 3, 4

• Explicit vocabulary instruction • Word-conscious classroom culture • Subject-specific vocabulary teaching • Pre-teaching of key vocabulary	"Teachers should use 'book talk' and model vocabulary through all aspects of school life." EEF Recommendations: • Teach vocabulary explicitly • Provide repeated exposure to new words • Promote word consciousness • Use rich and varied language Disadvantaged pupils often have smaller vocabularies, making explicit vocabulary teaching essential.	
Mastery Approach in Maths • Concrete-Pictorial-Abstract approach • Mathematical manipulatives • Reasoning and problem-solving focus • Depth before breadth • CPD on mastery teaching	EEF Evidence: Mastery learning approaches: Impact: +5 months progress Cost: Low Evidence strength: Moderate EEF Guidance Report: "Improving Mathematics in Key Stages 2 and 3" 8 Recommendations: 1. Use assessment to build on pupils' existing knowledge 2. Use manipulatives and representations 3. Teach strategies for solving problems 4. Enable pupils to develop fluency 5. Help pupils develop mathematical language 6. Use structured interventions 7. Support pupils to make connections 8. Develop pupils' independence and motivation "Mastery learning breaks subject matter into units with clearly specified objectives which are pursued until they are achieved."	1, 2, 4

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

Budgeted cost: **£ *20,000***

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Interventions (Little Wandle) • Additional phonics sessions • Small group and 1:1 • Targeted at pupils requiring further support • Daily practice	EEF Evidence: Phonics approaches have a strong evidence base: Impact: +5 months progress Cost: Low Evidence strength: Extensive "Phonics approaches have been consistently found to be effective in supporting early readers to master the basics of reading, with an average impact of an additional five months' progress." Systematic synthetic phonics is proven effective, particularly for disadvantaged pupils.	1, 2, 3, 4
Reading Fluency Programme • Targeted reading fluency interventions • Evidence-based approach • Regular assessment of progress • Small group delivery	EEF Evidence: Reading comprehension strategies: Impact: +6 months progress Cost: Low Evidence strength: Extensive "The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge."	1, 2, 3, 4
Maths Intervention Programme • Small group maths support • Based on EEF KS2 Maths Guidance • Addresses specific gaps • Links to classroom teaching	EEF Evidence: "Improving Mathematics in Key Stages 2 and 3" Guidance Report **8 Recommendations for effective maths interventions:** 1. Use assessment to build on pupils' existing knowledge and understanding 2. Use manipulatives and representations 3. Teach pupils strategies for solving problems 4. Enable pupils to develop a rich network of mathematical knowledge	1, 2, 4

	5. Develop pupils' independence and motivation 6. Use tasks and resources to challenge and support pupils' mathematics 7. Use structured interventions to provide additional support 8. Support pupils to make a successful transition between primary and secondary school "Structured interventions can be effective in helping pupils who are struggling with mathematics."	
Oral Language Intervention •Talk boost oral language programme • Small group sessions • Focus on vocabulary and speaking skills • Embedded across curriculum	EEF Evidence: Oral language interventions: Impact: +6 months progress Cost: Low Evidence strength: Extensive "Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom." EEF Key Findings: • Approaches that focus on speaking, listening and a combination of the two all show positive impacts on attainment • Oral language approaches appear to benefit all pupils, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds • There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing language and vocabulary skills	2, 3, 4

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

Budgeted cost: *£ 20,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Strategic Attendance Improvement Programme	DfE Evidence: The DfE guidance 'Working Together to Improve School Attendance'	1, 5, 6

• Embedding DfE 'Working Together to Improve School Attendance' principles • Dedicated Attendance/Pastoral Support Team • Early intervention system • Hard-to-reach family engagement • Staff training on attendance • Weekly monitoring and rapid response • Individual attendance plans for FSM pupils below 95%	has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Research shows: • Every day of school missed can impact attainment • Disadvantaged pupils are disproportionately affected by poor attendance • Schools with strong attendance cultures see better outcomes	
Social and Emotional Learning (SEL) Programme • Pastoral Support Team • Family Support Worker • Safe space counselling • Trauma-informed approach • Attachment awareness • Hertfordshire's Therapeutic Steps to Behaviour • Staff training (trauma, attachment, mental health) • Targeted support for pupils with wellbeing barriers	**EEF Evidence: Social and Emotional Learning** Impact: +4 months progress Cost: Moderate Evidence strength: Extensive "Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning." Effective SEL can increase positive pupil behaviour, mental health and wellbeing, and academic performance Why this matters for disadvantaged pupils: Disadvantaged pupils are more likely to experience adverse childhood experiences (ACEs) and may have fewer opportunities to develop SEL skills outside school.	1, 2, 5, 6
Behaviour Interventions • Consistent behaviour policy	EEF Evidence: Behaviour Interventions Impact: +4 months progress Cost: Moderate	1, 2, 5, 6

• Positive behaviour culture • Restorative approaches • Therapeutic Steps to Behaviour • Staff training and support • Early intervention for emerging issues • Targeted support for pupils with SEND/disadvantage overlap	Evidence strength: Moderate "Behaviour interventions seek to improve attainment by reducing challenging behaviour. This includes approaches targeting individual pupils as well as whole-school strategies." Key Findings: • Both targeted and universal approaches can have positive impacts • Approaches that focus on specific behaviours and clearly identify the causes appear most effective • Approaches that use a structured framework are more effective • Staff training and support is essential • Consistency across the school is important Link to disadvantage: Poor behaviour can be both a cause and consequence of low attainment. Disadvantaged pupils may face additional challenges that affect their behaviour.	
Parental Engagement Programme • Family Support Worker • Targeted support for disadvantaged families • Parent workshops and information sessions • Home-school communication • Support with attendance, behaviour, learning • Signposting to external support	EF Evidence: Parental Engagement Impact: +4 months progress Cost: Moderate Evidence strength: Moderate "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." Key Findings: • Parental engagement is consistently associated with pupils' success at school • Approaches that focus on learning at home and metacognitive strategies appear most effective • Disadvantaged parents are less likely to engage with schools • Targeted approaches for hard-to-reach families are important	1, 5, 6

	Barriers for disadvantaged families: • Work commitments • Lack of confidence • Previous negative school experiences • Language barriers • Lack of understanding of how to support learning	
Arts Participation and Enrichment • Subsidised trips and visits • Subsidised before/after school clubs • Music lessons • Visitors and workshops • Cultural experiences • Sports activities • Contingency fund for emerging needs	EF Evidence: Arts Participation Impact: +3 months progress Cost: Low Evidence strength: Moderate "Arts participation approaches can have a positive impact on academic outcomes in other areas such as maths, science, reading and writing." EEF Evidence: Physical Activity Impact: +1 month progress Cost: Low Evidence strength: Moderate Wider benefits: • Improved physical health • Better mental wellbeing • Increased confidence and self-esteem • Development of cultural capital • Broader life experiences Disadvantaged pupils may have fewer opportunities to develop cultural capital outside school. Enrichment activities provide experiences that build knowledge, vocabulary, and confidence.	5, 6

Total budgeted cost: £ *103,000*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

<u>Challenge 1</u>

Analysis of Attendance Outcomes

Positive Progress:

- **Whole school attendance improved** from 94.0% (2023-24) to 95.1% (2024-25), an increase of 1.1 percentage points
- **FSM pupils' attendance improved** from 89.1% (2023-24) to 90.7% (2024-25), an increase of 1.6 percentage points
- **Non-FSM pupils' attendance improved** from 95.7% (2023-24) to 96.7% (2024-25), an increase of 1.0 percentage points
- **Whole school attendance (95.1%) is above the national average** of 94.8%

Areas of Concern:

- **FSM pupils' attendance (90.7%) remains below the national average** of 92.2% for FSM pupils - a gap of 1.5 percentage points
- **The attendance gap between FSM and non-FSM pupils is 6.0%**, which is significant and represents a key priority for improvement
- While the gap has narrowed from 6.6% (2023-24) to 6.0% (2024-25), it remains substantially higher than the 3.3% gap seen in 2022-23

SEN Support Pupils' Attendance:

SEN support pupils' attendance has improved significantly from 90.1% to 92.9% (an increase of 2.8 percentage points), and the gap has narrowed from 5.1% to 3.2%. SEN support pupils' attendance (92.9%) is now above the national average of 92.3%.

Impact Assessment

What Worked Well:

- Attendance strategies benefitted all pupils with improvements across all groups
- Whole school attendance is above national average
- SEN support pupils made significant attendance gains
- Persistent absence remains below national average

What Needs to Improve:

- The FSM attendance gap (6.0%) remains too wide and must be a key priority
- FSM pupils' attendance is below national average for this group
- More intensive support is needed for families of FSM pupils to understand the critical importance of attendance

Actions for 2025-26:

- Implement earlier intervention when FSM pupils' attendance falls below 95%
- Weekly monitoring of FSM pupils' attendance with rapid response protocols
- Strengthen relationships with hard-to-reach families through Pastoral Team
- Review and enhance attendance rewards and recognition, particularly for FSM pupils
- Analyse patterns and trends for FSM pupils to identify specific barriers

Challenge 2 - Provision for Pupils with SEND

Many of our pupil premium pupils also have SEND barriers. These are being addressed through high quality teaching, in-class support, reading fluency, phonics, maths intervention and oral language programmes.

Impact:

What has worked well:

- SEN support pupils' attendance improved significantly from 90.1% (2023-24) to 92.9% (2024-25)
- This represents a 2.8 percentage point improvement and is now above the national average of 92.3%
- Staff continue to receive up-to-date training for specific needs throughout the academic year
- Quality first teaching continues to be adapted to meet the needs of SEND pupils
- As children move through the school the gap in attainment closes.

What Needs to Improve:

- Progress data analysis for SEND/PP pupils show there continues to be a gap throughout the school
- More detailed tracking of the overlap between SEND and disadvantage to ensure targeted support
-

Challenge 3 – Oral Language Skills and Vocabulary

What has worked well:

- Teacher assessments show progress in vocabulary use
- Lesson observations demonstrate pupils using subject-specific vocabulary
- Book scrutiny shows wider vocabulary in written work

What Needs to Improve:

- Baseline and end-of-year vocabulary assessments to be implemented in 2025-26 to provide quantitative data
- More systematic tracking of oral language progress for disadvantaged pupils

Challenge 4 – Reading and Maths Attainment

End of KS2 Outcomes

Combined Reading, Writing and Maths - 3 year trend

Expected standard

All pupils - Reading, writing and mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	175	78%	61%	Above (sig+)	Not applicable	Not applicable

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	53	62%	46%	Above (sig+)	68%	-5	Not applicable	Not applicable

Reading Outcomes:

All pupils - Reading expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	175	86%	74%	Above (sig+)	Not applicable	Not applicable
2025	60	90%	75%	Above (sig+)	No sig change	-
2024	59	95%	74%	Above (sig+)	No sig change	-
2023	56	71%	73%	Close to average (non-sig)	Not available	-

▶ Chart

Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	53	75%	62%	Above (sig+)	80%	-4	Not applicable	Not applicable
2025	20	80%	63%	Above (non-sig)	81%	-1	Widening	-
2024	17	94%	62%	Above (sig+)	80%	14	Positive gap	-
2023	16	50%	60%	Close to average (non-sig)	78%	-28	Not available	-

Writing Outcomes:

Expected standard

All pupils - Writing expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	175	84%	72%	Above (sig+)	Not applicable	Not applicable
2025	60	87%	72%	Above (sig+)	No sig change	-
2024	59	86%	72%	Above (sig+)	No sig change	-
2023	56	79%	71%	Above (non-sig)	Not available	-

▶ Chart

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	Year group context
3-year	53	77%	59%	Above (sig+)	78%	0	Not applicable	Not applicable
2025	20	70%	59%	Close to average (non-sig)	78%	-8	Widening	-
2024	17	94%	58%	Above (sig+)	78%	16	Positive gap	-
2023	16	69%	58%	Close to average (non-sig)	77%	-9	Not available	-

Maths Outcomes:

Expected standard

All pupils - Mathematics expected standard

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	175	87%	73%	Above (sig+)	Not applicable	Not applicable
2025	60	95%	74%	Above (sig+)	No sig change	-
2024	59	95%	73%	Above (sig+)	No sig change	-
2023	56	70%	73%	Close to average (non-sig)	Not available	-

▶ Chart

Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (non dis)	Gap	Gap Trend	
3-year	53	74%	60%	Above (sig+)	80%	-6	Not applicable	Not applicable
2025	20	85%	61%	Above (sig+)	80%	5	Positive gap	-
2024	17	94%	59%	Above (sig+)	79%	15	Positive gap	-
2023	16	38%	59%	Below (non-sig)	79%	-42	Not available	-

Interventions Implemented

Reading:

Hertfordshire Reading Fluency Project implemented

Little Wandle phonics programme embedded

Additional phonics sessions for targeted pupils

YARC assessments used to identify specific needs

Maths:

Maths intervention programme

Whole class maths interventions

Baselines used to identify gaps

Times Tables Rockstars

Challenge 5 – Cultural Capital

Impact:
- Chromebooks provided where needed for premium pupils for use at home
- Subsidised trips and visits accessed by disadvantaged pupils
- Subsidised before and after school clubs available
- Music lessons offered
- Visitors and workshops provided

Evidence:
- Increased participation in enrichment activities among disadvantaged pupils
- Pupil voice indicates enjoyment of clubs and trips
- Digital divide reduced through chromebook provision

What Needs to Improve:
- Systematic tracking of participation rates in clubs by disadvantaged pupils
- Target: 80% of disadvantaged pupils to participate in at least one enrichment activity
- More detailed analysis of which activities are most impactful

Challenge 6 – Wellbeing of Pupils

Impact:

Pupil Voice:
- Pupils report feeling safe
- Pupils have adults to talk to
- Pupils enjoy school
- Pupils know how to keep themselves safe

Parent Voice:
- Parent feedback echoes positive pupil voice
- Families report feeling supported by school

Behaviour:
- Behaviour policy reviewed
- Behaviour incidents have decreased significantly over time
- Reduction in bullying incidents

Staff Training:
- Staff have received trauma training
- Attachment awareness training completed
- Hertfordshire's therapeutic steps to behaviour implemented

Enrichment:
- Children are engaging in a wide range of clubs before and after school
- High participation in school trips and enrichment opportunities

What Needs to Improve:
- Quantitative data on behaviour incidents to be included (number of incidents, comparison with previous years)
- GL emotional literacy assessment data to be analysed and reported
- Specific data on disadvantaged pupils' participation in enrichment activities
- More systematic tracking of wellbeing outcomes for disadvantaged pupils

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
Rights Respecting School	UNICEF
Times Tables Rockstars	TT Rockstars
Reading Fluency Programme	Herts for Learning

| Phonics Programme | Little Wandle |
| Talk Boost | Speech and Language UK |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
0
The impact of that spending on service pupil premium eligible pupils
0

Further information (optional)

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

- Embedding more effective practice around feedback. EEF evidence on feedback demonstrates significant benefits, particularly for disadvantaged pupils.
- 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.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, pupils and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us to learn from different approaches.

We looked at several 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 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.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.