

Pupil premium strategy statement – Hertford St Andrew School

Let your light shine

This statement details our school's use of pupil premium (and recovery 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. This is a three year plan: targets are due for full review in three years. Financial and school overview details are updated annually, as is progress towards our goals.

School overview

Detail	Data
Number of pupils in school	139
Proportion (%) of pupil premium eligible pupils	45%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	20 th December 2024
Date on which it will be updated	20 th December 2025
Date on which it will be fully reviewed	20 th December 2027
Statement authorised by	HT/ CoG
Pupil premium lead	Rebecca Sutherland Cooper Clare Sampson (Pastoral Lead)
Governor lead	School Improvement Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£91,760
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£91,760

Part A: Pupil premium strategy plan

Statement of intent

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 previously been supported by a social worker, those with families supported through the Early Help Module (Families First) and those with multiple and complex needs. 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 improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its focus on high quality teaching for pupils whose education has been worst affected, including non-disadvantaged pupils. This is because of the well above average home deprivation at our school. Our approach will be responsive to common challenges and individual needs and rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure all staff and partners understand that access to high quality teaching enables children to thrive beyond our school and are enable all staff to use high quality teaching strategies that will most benefit our pupils
- ensure disadvantaged pupils are challenged in the work that they're set and that expectations are high for them across the curriculum, and in their personal development
- act early to intervene at the point need is identified and monitor interventions for maximum effectiveness

analyse assessment at all levels to ensure that disadvantaged pupils are well planned for and provision matches need

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- create a school environment in which vulnerable and/or disadvantaged children firmly believe they belong and see that belief reflected in their learning environment, curriculum, teacher actions and school opportunities
- adopt a strengths based approach and develop our educational offer from an understanding of the needs of our community and groups within it.

Challenges

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

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussions with pupils indicate underdeveloped oral language skills among disadvantaged pupils. These are evident from the when children start school in the early years foundations stage.</p> <p>This means that some disadvantaged children do not progress from oracy to writing at a pace that enables them to succeed as writers. This is evident in numbers of children achieving a good level of development in writing and later on, writing assessment data in Key Stage 2.</p>
2	<p>Assessments, observations, internal and external assessments indicate that attainment in the core subjects of reading, writing and mathematics for disadvantaged pupils and other vulnerable pupils is low compared to national age related expectations. Whilst phonics assessment data shows improved progress, this is yet to be seen at other end points.</p>
3	<p>Our assessments, observations and discussions with pupils and families indicate that the education and well-being of many of our disadvantaged pupils continues to be affected by the impact of partial closures during Covid-19 pandemic alongside the cost of living crisis to a greater extent than we had initially considered.</p>

	This has resulted in discussions with pupils and families identifying a need to support pupils who have a social and emotional issues notably around mental health.
4	Our assessments, observations and discussions with pupils and families indicate an increase in disadvantaged pupils with more complex special educational needs and disabilities and associated very high support needs. Teacher referrals for support, internally and externally, remain high and there is a small but significant number of pupils who need intensive and personalised support with all aspects of learning and social development in order to thrive
5	Our observations suggest that a small but significant number of disadvantaged pupils find it difficult to self-regulate. This has resulted in knowledge gaps due to key learning being missed. This has highlighted the need to ensure that diagnostic assessment is in place to identify specific gaps and then support pupils to catch up and keep up. Discussion with pupils, staff and parents indicate that the learning around self-regulation that begins in EYFS needs continuation, with a small but significant number of pupils not achieving a good level of development in this area.
6	Our attendance data over the last two years indicates that attendance among disadvantaged pupils has been between 2-3% lower than for non-disadvantaged pupils. This gap widens for disadvantaged children who also have SEND: by a further 2% in 2022-3 and 1% in 2023-24. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
7	Our monitoring, observations and assessments indicate that some disadvantaged pupils find it harder to progress through key learning and that learning fades more quickly over time. This means that building on a solid learning base to enable progress requires careful planning at all levels of curriculum delivery and teaching to ensure learning schema develop and that assessment needs to incorporate regular opportunities to rehearse and recall.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2027**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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<p>Improve oral language skills among disadvantaged pupils in the early years foundation stage</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>This is beginning to have an impact on written communication, and evidence from assessments and book scrutiny can see the beginnings of parallel progress in oracy and writing.</p>
<p>Improved reading attainment among disadvantaged pupils in the phonics screening check</p> <p>Improved reading attainment among disadvantaged pupils at the end of key stage 1</p> <p>Improved reading attainment among disadvantaged pupils at the end of key stage 2</p>	<p>Phonics screening check outcomes in July 2024 show that 16.7% of disadvantaged pupils met the expected standard and 50% of all children. This outcome will be built on year on year until all disadvantaged pupils are achieving at national or better than national expectations</p> <p>KS2 reading outcomes in July 2024 show that 37.5% of disadvantaged pupils met the expected standard – this will be close to national by July 2027</p> <p>By July 2027 outcomes will be broadly in line with national averages and all disadvantaged children make good progress from their starting points</p>
<p>Improved mathematics attainment among the disadvantaged pupils at the end of KS1 and KS2</p>	<p>Mathematics outcomes in KS1 in July 2024 (internal data) show that 11% of disadvantaged pupils met the expected standard</p> <p>Mathematics outcomes in KS2 in July 2024 show that 25% of disadvantaged pupils met the expected standard</p> <p>By July 2027 outcomes will be broadly in line with national averages and all disadvantaged children make good progress from their starting points</p>
<p>Improved writing attainment among the disadvantaged pupils at the end of KS1 and KS2</p>	<p>Writing outcomes in KS1 (internal data) July 2026 show that 50% of disadvantaged pupils meet the expected standard</p> <p>Writing outcomes in KS2 July 2026 show that 60% of disadvantaged pupils met the expected standard</p>
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained high levels of wellbeing by July 2026 demonstrated by:</p> <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations

Improve access to the curriculum for the identified disadvantaged pupils with special educational needs including those with more complex needs	<ul style="list-style-type: none"> - adaptations enable all pupils to access a broad and balanced curriculum - curriculum development ensures that the curriculum matches the needs of disadvantaged pupils and enables them to develop skills and recall learning - ongoing monitoring and review ensures provision is well matched to pupil needs - Pupils with SEND, including those with more complex needs, make progress through the school's curriculum and can talk about or show their learning
Develop a curriculum and plan its delivery to meet the needs of disadvantaged learners for whom it can be more challenging to retain, use and apply key learning. Ensure that the curriculum is taught in the most effective way so that our disadvantaged learners can progress through the curriculum and reach their potential	<ul style="list-style-type: none"> - Whole school curriculum, including EYFS, is a bespoke offer that all disadvantaged learners can access - All teachers are teaching the curriculum with fidelity in line with the needs of their cohort - Disadvantaged learners make good progress through our curriculum, as indicated by internal assessments and monitoring - Subject leaders support and drive the teaching of their subject with all necessary adaptations
Reduce numbers of incidents where pupils become dysregulated, and pupils are making progress through the school's curriculum	<ul style="list-style-type: none"> - a significant reduction in incidents involving dysregulation. - all staff use the behaviour policy and well-matched strategies to support children to self-regulate - all staff teach the behaviour curriculum from the very beginning of children's time in school to enable them to develop sustainable skills of self-regulation
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by July 2027 demonstrated by:</p> <ul style="list-style-type: none"> - the overall unauthorised absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%. - the percentage of all pupils who are persistently absent being below 16%, and in line with or better than national averages, and

	the figure among disadvantaged pupils being no more than 2% lower than their peers.
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Activity in this academic year

This details 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: £ 60 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding ShREC and Wellcomm into EYFS to support oral language development. Develop use of helicopter stories as an intervention and route from oral to written storytelling	https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children Oral language interventions EEF	1
Development of the EYFS environment to enable effective teaching of the curriculum and support language development: oral and written	Getting-it-right-in-the-EYFS-Literature-Review.pdf Strong foundations in the first years of school - GOV.UK	5 7 2
SSP: resourcing to enable full fidelity to the teaching processes and interventions to take place	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2 1

	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	
Book matching: improving quantity and quality of book stock so all children on the SSP and beyond the SSP can have a book that accurately matches their current reading skills. Book stock also acts as a mirror and a window for readers. Developing staff skills in assessing and supporting children to choose well-matched books	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics CLPE Reflecting Reality 2024 v6 WEB.pdf Choosing and Using High Quality Texts - WWKW March 2024.pdf	2 7
Reading Fluency project: pilot with HfL in Y1, extend to Y3 and deliver as an intervention in Y5/6	Reading-Fluency-and-the-Science-of-Reading.pdf Why Reading Fluency Should be Hot https://www.hfleducation.org/reading-fluency/collaboration-education-endowment-foundation-eef	2 4
Whole class reading KS2 – change of teaching practice, embedding HfL Reading Platform tool	Improving Literacy in Key Stage 2 EEF EEF Blog: Whole-class reading - choose your strategy carefully... EEF	2
Embed use of diagnostic reading assessments to support individuals, formative assessment of the whole class and delivery of reading fluency	https://support.gl-assessment.co.uk/training-assessment-insights/send/session-6-york-assessment-for-reading-comprehension-yarc/	2 4
Curriculum development to move to tailored approach to teaching through a	Applying the 'powerful knowledge' principle to curriculum development in disadvantaged contexts	7 2 1 4

<p>whole school curriculum and definition of end points in all areas.</p> <p>Creation of a culturally responsive curriculum.</p>	<p>Closing the disadvantage gap Curriculum as the lever Dan Nicholls</p> <p>The Power of Belonging: how it shapes... Huntington Research School</p> <p>What is culturally responsive teaching?</p> <p>Culturally Responsive Teaching: Teacher Competencies that Promote Culturally Responsive Teaching</p> <p>How to use culturally responsive teaching in the classroom</p> <p>One-Pagers: Teaching Summaries — Jamie Clark Educational</p>	
<p>Training for HQT including:</p> <p>Learning environment, behaviours for learning, assessment for learning and adaptations</p> <p>10 for 10 curriculum – increasing skills, locus of control and engagement with arts as well as reinforcing key and powerful learning</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/SEND_Five_a_day_Reflection_document_1.0.pdf</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/Five_a_Day_Reflection_Tool_-_Teaching_Assistants_v1.0-1.pdf?v=1664189090</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Closing the Disadvantage Gap (EEF Toolkit) ASE IIS.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>One-Pagers: Teaching Summaries — Jamie Clark Educational</p>	2 7 4
<p>Coaching for teachers</p> <p>(HFL costs, NPQ &ECT release costs)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	1 and 2

	Unlocking the Impact of the GROW Model: Insights from Solution-Focused Coaching Research	
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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
Rapid Catch up SSP	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2 and 4
Reading fluency for Year 1, 3, 6 Boosters in Y5/6	Reading-Fluency-and-the-Science-of-Reading.pdf Why Reading Fluency Should be Hot https://www.hfleducation.org/reading-fluency/collaboration-education-endowment-foundation-eef	2 and 7
Steps behaviour and behaviour curriculum	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1690504367	3 and 5

Coaching basing needs on diagnostic tool not assumption	Special Educational Needs in Mainstream Schools EEF https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1690504367	2, 3, 4 and 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 11 760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruit in-house art-therapist via Uni of Herts to provide longer term support to children with SEMH difficulties and increase access to support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationhub.blog.gov.uk/2021/09/03/mental-health-resources-for-children-parents-carers-and-school-staff/	3
Enrichment activities – trips and in school This include forest school and outdoor learning provision	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Extending school time EEF Extracurricular activities to develop life skills - findings and lessons for practice	3

	Forest Schools: impact on young children in England and Wales - Forest Research The development of an interdisciplinary theoretical framework for Forest School in the United Kingdom - Knight - 2024 - British Educational Research Journal - Wiley Online Library	
Wraparound care and Magic breakfast – increase capacity of wraparound care to support more working parents or parents seeking employment	https://www.magicbreakfast.com/case-studies https://www.family-action.org.uk/our-voices/2019/10/04/the-impact-of-breakfast-on-learning-in-children/#:~:text=In%20conclusion,task%20behaviour%20in%20the%20class	3
Contingency (for emergency family cohort or whole school support)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
Specialist and alternate provision in school (SAPIS) – training, recruitment and upskilling of support staff	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	4
Personalised environments, made for belonging and motivation to be in school. Development of learning environments, PSHE teaching and responsiveness in feedback	Taking the temperature of local communities: The Wellbeing and Resilience Measure by The Young Foundation - Issuu Enabling Schools Toolkit IOE - Faculty of Education and Society Supporting disadvantaged learners... Durrington Research School	6
Attendance monitoring and personalised supportive approach (family worker and Pastoral Team work)	https://www.bristol.gov.uk/files/documents/3742-why-good-attendance-matters/file https://educationhub.blog.gov.uk/2023/09/28/what-are-ghost-children-and-why-is-school-attendance-important/	6

	assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf Keeping children safe, helping families thrive Working together to improve school attendance (applies from 19 August 2024)	
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Total budgeted cost: £ 91 760

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged learners benefitted last year from key actions to support their learning:

- Improved teaching in phonics and full implementation of SSP, including reading practice. As a result phonics screening test results improved for disadvantaged learners
- Increased training and support for all staff to deliver effective and targeted teaching
- Increased planning in pupil progress meetings and forensic analysis of data to look at knowledge and learning gaps.

Data collection for these outcomes is in the early stages and there is not concrete empirical evidence yet of year on year improvement in end point results.

Disadvantaged learners and all children benefitted from an increased focus on assessment and summative tracking that promoted early intervention.

Attendance improved by 2% for all learners and although this increase was not echoed in disadvantaged learners in academic year 2023-24, there are strong signs of improvement in Autumn 2024. The school attendance data is now comparable to schools of a similar demographic.

Behaviour as an indicator of wellbeing and ability to regulate, improved significantly last academic year. Suspensions for deprived learners reduced by over half.

3 children accessed counselling, we aim to increase that number with in-house art therapy.

All disadvantaged learners benefitted from a whole school change in ethos and approach towards PPG. School are now prioritising high quality teaching and focusing on learning first as the best support for vulnerable and disadvantaged learners.