

Hertford St Andrew Pupil premium strategy statement

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.

School overview

Detail	Data
Number of pupils in school	138
Proportion (%) of pupil premium eligible pupils	52%
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)	2023-2024
Date this statement was published	20 th December 2023
Date on which it will be reviewed	15 th December 2024
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 89,565
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>	£89,565

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 pupil deprivation at our school.

Our approach will be responsive to common challenges and individual needs, 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
- ensure disadvantaged pupils are challenged in the work that they're set
- 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 among disadvantaged pupils. These are evident from the when children start school in the early years foundation stage (EYFS).
2	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 significantly low compared to national age related expectations.
3	<p>Our assessments, observations and discussions with pupils and families indicate that the education and well-being, physical and emotional, 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> <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.</p>
4	<p>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.</p> <p>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.</p>
5	<p>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.</p> <p>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.</p>
6	<p>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 by a further 2% for disadvantaged children who also have SEND.</p> <p>30% of disadvantaged pupils (4% higher than national averages) have been 'persistently absent' this year compared to 20% (3% higher than national averages) of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

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
Improve oral language skills among disadvantaged pupils in the Early Years Foundation Stage	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, ongoing formative assessment and diagnostic assessment.
Improved reading attainment among disadvantaged pupils in the phonics screening check Improved reading attainment among disadvantaged pupils at the end of Key Stage 1 Improved reading attainment among disadvantaged pupils at the end of Key Stage 2	Phonics screening check outcomes in July 2024 show that 50% of disadvantaged pupils in taking the check in Y1 and retaking in Y2 met the expected standard KS1 reading outcomes in July 2024 (internal data) show that 55% of disadvantaged pupils met the expected standard KS2 reading outcomes in July 2024 show that 60% of disadvantaged pupils met the expected standard and all disadvantaged pupils made good progress from their KS1 assessment starting points By July 2026 outcomes will be broadly in line with or better than national averages
Improved mathematics attainment among the disadvantaged pupils at the end of KS1 and KS2	Mathematics outcomes in KS1 in July 2025 (internal data) show that 50% of disadvantaged pupils met the expected standard Mathematics outcomes in KS2 in July 2025 show that 60% of disadvantaged pupils met the expected standard
Improved writing attainment among the disadvantaged pupils at the end of KS1 and KS2	Writing outcomes in KS1 (internal data) July 2026 show that 50% of disadvantaged pupils met the expected standard Writing outcomes in KS2 July 2026 show that 60% of disadvantaged pupils met the expected standard
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/2025 demonstrated by: <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations
Improve access to the curriculum to for the identified disadvantaged pupils with special educational needs and disabilities including those with more complex needs	<ul style="list-style-type: none"> - adaptations enable all pupils to access a broad and balanced curriculum - 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
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

	<ul style="list-style-type: none"> - all staff use the behaviour policy and well-matched strategies to support children to self-regulate
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2024/25 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.

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: £ 50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
ShREC/ oral language development	https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	1
SSP	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	2

Book matching	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Reading Practice Sessions	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
Whole class reading KS2	https://d2tic4wvo1iusb.cloudfront.net/documents/5-a-Day_Reflection_Tool_Teaching_AssistantsV0.4.pdf?v=1663794509	2
Diagnostic reading assessments	<p>HfL reading fluency project: https://www.hfleducation.org/reading-fluency/collaboration-education-endowment-foundation-eef</p> <p>Tim Rasinski, reading fluency: http://www.timrasinski.com/presentations/IRA07Tim_Rasinski_2.pdf</p> <p>YARC: purpose and use https://support.gla-assessment.co.uk/training-assessment-insights/send/session-6-york-assessment-for-reading-comprehension-yarc/</p>	2, 4
Training high quality interactions	https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-children	1 and 2
Training HQT including Learning environment, behaviours for learning, assessment for learning and adaptations (Ben/Sophie for costs)	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/SEND_Five_a_day_Reflection_document_1.0.pdf https://d2tic4wvo1iusb.cloudfront.net/documents/Five_a_Day_Reflection_Tool_-_Teaching_Assistants_v1.0-1.pdf?v=1664189090 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
Coaching for teachers	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1 and 2

(HFL costs etc...NPQ release costs)	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 20000

Activity	Evidence that supports this approach	Challenge number (s) addressed
Rapid Catch up SSP	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2
Reading fluency for Year 3	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	2
Mental health lead training	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1690504367	3
Steps behaviour	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 on basing needs on diagnostic tool	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	2, 3, 4 and 5

not assumpt ion	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Summary.pdf?v=1690504367	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Counselling</i>	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
<i>Trips</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	3
<i>Magic breakfast</i>	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
<i>Contingency</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3
<i>Alternative provision in school</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationhub.blog.gov.uk/2021/09/03/mental-health-resources-for-children-parents-carers-and-school-staff/	4
<i>Breakfast/ after school club</i>	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	6

<p><i>Attendance (family worker)</i></p>	<p>https://www.bristol.gov.uk/files/documents/3742-why-good-attendance-matters/file</p> <p>https://educationhub.blog.gov.uk/2023/09/28/what-are-ghost-children-and-why-is-school-attendance-important/</p> <p>https://www.gov.uk/government/publications/letter-to-school-leaders-on-mild-illness-and-school-attendance/letter-to-school-leaders-on-mild-illness-and-school-attendance</p> <p>https://educationhub.blog.gov.uk/2021/09/03/mental-health-resources-for-children-parents-carers-and-school-staff/</p> <p>https://educationhub.blog.gov.uk/2023/05/18/school-attendance-important-risks-missing-day/</p>	<p>6</p>
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Total budgeted cost: £ £85600