

Pupil premium strategy statement – Hertford St Andrew School

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	148
Proportion (%) of pupil premium eligible pupils	48%
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 2025
Date on which it will be updated	20 th December 2026
Date on which it will be fully reviewed	20 th December 2027
Statement authorised by	HT/ CoG
Pupil premium lead	Rebecca Sutherland Cooper
Governor lead	School Improvement Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£95,445
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>	£95,445

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that our school is a place where every child thrives and where there are high expectations for all combined with a deep understanding of children's starting points and experiences. By meeting our children, families and community where they are and working with radical empathy and candour, we aim to provide the highest quality education for all our learners.

We want to provide an education that is both rooted in our community and provides our children with learning experiences and opportunities that take them to worlds beyond. We believe that education is an access all areas pass that makes sure no-one is left out and nowhere is off limits to our children. Through the 8500 hours our children have in primary school, they will develop the skills and knowledge that enable them to see their worth and leave us ready to act on the world. We see those 8500 hours as our responsibility as educators – our opportunity to make a difference to all children and ready them to be active citizens who use their understanding of the world to make changes for good. This is our commitment to social justice: a school that enables everyone to take part in life.

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.

As part of our commitment to the achievement of every child, we consider the challenges faced by all vulnerable pupils, including those who have been supported by a social worker, those with families supported through the Early Help Module (Families First), children who have experienced bereavement or other emotional wellbeing difficulties, children who have moved schools, children who join us from other countries including refugee and unhoused families and children with multiple and complex needs that may include SEND. The activity we have outlined in this statement is also intended to support the needs of all our children, regardless of whether they are disadvantaged or not.

We begin with belonging. Our aim is for the school environment to be irresistible and for all children to feel a secure sense of belonging in their school. As a result, we are placing a strong focus on assessment of all kinds. This includes baselines on arrival, summative and

formative data analysis and specialist SEND assessments. When we know and understand our children's strengths, needs and next steps we can help them achieve and make school a place where they truly belong. We aim for our curriculum to provide the knowledge and experiences for children to belong not just to us, but everywhere – from parks to cathedrals, big cities and trains to small villages and farms; in the working world, in schools and colleges, in the voting booth. When children leave us and move on, they will take with them the firm-rooted belief that they belong to the world and opportunities belong to them. We ask ourselves: does this learning open doors?

We prioritise core learning for all, with interventions and adaptations for vulnerable children so that they keep up rather than catch up. We choose schemes and teaching methods that offer our children the best chance to secure the foundational knowledge they need in reading, writing and Maths. We know that for disadvantaged children in particular, securing foundational knowledge that helps them progress from their starting points is essential for later academic success. We ask ourselves: is this right for the child's developmental age and stage?

In school, we continuously develop and adapt our wider curriculum and teaching practice to meet the children's needs and support their learning so that it is relevant, engaging and interconnected. Our curriculum is the source of progress in school. We consider carefully the knowledge that will most benefit children and raise our expectations of what can be achieved. Our "10 for 10" curriculum gives children the opportunity to engage in 10 learning activities every day so that, over time, daily practice develops skills. We do this, and adapt our broad Shining Lights Curriculum so that, for all children, learning sticks and understanding grows. We acknowledge the very real impact of cognitive load for our disadvantaged learners and support their learning with careful sequencing of a curriculum designed to inspire and to promote curiosity and creativity. We want our curriculum to be filled with core memories, support working memory and provide episodic memories that last a lifetime. We ask ourselves: as a child, would I remember this with love?

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 levels of socio-economic deprivation around our school. Our approach will be responsive to common challenges in our community 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 and are enabled 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 support for maximum effectiveness
- 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
- begin with 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	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.

	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.
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 low compared to national age related expectations. Phonics assessment data and end of KS2 reading and writing data show improved progress, this is yet to be seen at other end points.
3	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. 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. In 2024-35 this gap had decreased to 1.7%. This gap widens for disadvantaged children who also have SEND: by a further 2% in 2022-3 and 1% in 2023-24. In 2024-25, attendance for children with SEND was 2.6% lower than all children. 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 remember key learning and that retention 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. We

	have observed from masking questions about data that disadvantaged and vulnerable children have more difficulties with automaticity and executive functioning. This means that more complex learning, like reasoning in Maths, can be significantly more challenging.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in Academic year 2026-7**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<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 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</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 2026</p> <p>By July 2026 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>
Improved writing attainment among the disadvantaged pupils at the end of KS1 and KS2	<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>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<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.

	<ul style="list-style-type: none"> - 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 2026 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: £ 65 000

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	1

<p>Development of cohort level language support</p> <p>Development of oracy throughout the school, especially focusing on children who have not yet closed the gap – through use of daily speaking in 10 for 10 curriculum</p>	<p>Oral language interventions EEF</p> <p>Voice 21: The Oracy Benchmarks Benchmarks-report-FINAL.pdf</p>	
<p>Development of the EYFS environment to enable effective teaching of the curriculum and support language development: oral and written</p> <p>Use of GLD project and Early Years Advisors to raise standards in EYFS and improve progress in all ELGs, especially literacy and number.</p> <p>Training for staff, including Maths championing</p>	<p>Getting-it-right-in-the-EYFS-Literature-Review.pdf</p> <p>Strong foundations in the first years of school - GOV.UK</p> <p>Maths Champions EEF</p>	5 7 2
<p>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.</p> <p>Book stock also acts as a mirror and a window for readers. Ensure book stock is up to date, enables curriculum, supports children to see themselves, is diverse and engaging. Book corners in all classes promote the love of reading</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>CLPE Reflecting Reality 2024 v6 WEB.pdf</p> <p>Choosing and Using High Quality Texts - WWKW March 2024.pdf</p> <p>The reading framework</p> <p>BookTrust-Reading-Executive-Function-and-Self-Regulation-Guide-updated.pdf</p>	2 7 1

Further developing the skills of all staff in assessing and supporting children to choose well-matched books		
Reading Fluency project: continue to deliver to classes prioritised according to assessment data. Transfer key teaching practices from this to small group work to the cohort level.	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 1
Whole class reading KS2 – embedding change of teaching practice. Ensuring planning incorporates formative and diagnostic assessment and closes gaps.	Improving Literacy in Key Stage 2 EEF EEF Blog: Whole-class reading - choose your strategy carefully... EEF	2 7
Development of assessment in the moment and high quality taching strategies to ensure all children are understanding Staff development to understand cognitive load, executive functioning and other internal factors that affect learning	Feedback: The engine room of adaptive teaching EEF TaRL Classroom Methodology - Teaching at the Right Level Africa Formative assessment: A systematic review of critical teacher prerequisites for classroom practice - ScienceDirect Financial scarcity and cognitive performance: A meta-analysis - ScienceDirect	2 4 5 7
Curriculum development to move to tailored approach to teaching through a whole school curriculum and definition of end points in all areas. Creation of a culturally responsive curriculum that is adapted and sequenced to ensure all children,	Applying the 'powerful knowledge' principle to curriculum development in disadvantaged contexts Closing the disadvantage gap Curriculum as the lever Dan Nicholls The Power of Belonging: how it shapes... Huntington Research School	7 2 1 4 5

<p>including those with cognitive scarcity, can learn what we intend them to learn and progress through a curriculum that is right for them</p> <p>Training and development of subject leaders to monitor and adapt curriculum areas</p> <p>Planning teaching and learning in all subject areas with an understanding of: Working memory Long term memory Episodic memory And an awareness of all vulnerabilities and knowledge of 'quick wins' and 'best bets' for supporting children with cognitive scarcity of all kinds</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>Reaching the Unseen Children, Jean Gross (2025) Amazon.co.uk: Jean Gross: books, biography, latest update</p> <p>Early Life Experiences and Trajectories of Cognitive Development - PMC</p>	
<p>Training for HQT including: 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>Maths Mastery – engagement with the national programme for Senior Leaders and UKS2 classes. Development of flexible and responsive approaches to keep-up for all children, and catch up for</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>2 7 4</p>

<p>some children, including vulnerable children, who experienced difficulties in early education</p>	<p>One-Pagers: Teaching Summaries — Jamie Clark Educational</p> <p>Mastery learning EEF</p> <p>Within class attainment grouping EEF</p> <p>TaRL.pdf</p>	
<p>Coaching for teachers and engagement with whole school training programmes</p> <p>This includes: Focus on Formative – year long project Every Child Programme – year long development of strategies around automaticity and executive functioning to meet the needs of all children, including those with multiple vulnerabilities</p> <p>(HFL costs, release costs)</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Unlocking the Impact of the GROW Model: Insights from Solution-Focused Coaching Research</p> <p> What is the ECP programme about</p> <p>Double Disadvantage? - The Sutton Trust</p>	<p>7, 1 and 2</p>

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)
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		addressed
Rapid Catch up SSP	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2 and 4
Reading fluency where needed 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 – ensuring all staff, including new starters, are aligned with school practice around behaviour and understand and teach the HSA Way	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 – development for individual teachers as part of whole school programmes	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
TA training – to enable all support staff to: <ul style="list-style-type: none"> • deliver interventions that help children keep up in phonics, reading and Maths • support flexible and responsive grouping in Maths 	Special Educational Needs in Mainstream Schools EEF Ambition Review of TA interventions Summary for Educators.pdf Teaching Assistant Interventions EEF	2, 4, 5 and 7

<ul style="list-style-type: none"> • deliver tailored approaches for children with SEND, especially Autism and learning disabilities • adapt teaching plans to meet the needs of groups and individuals 		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 10 445

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruit in-house art-therapist via Uni of Herts to provide longer term support to children with SEMH difficulties and increase access to support</p> <p>Develop in-house draw and talk therapy to include groups and whole class cohorts</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationhub.blog.gov.uk/2021/09/03/mental-health-resources-for-children-parents-carers-and-school-staff/</p>	3
<p>Enrichment activities – trips and in school. Development of a whole school plan that ensures each class has:</p> <ul style="list-style-type: none"> • one internal visit/experience day • one local trip • one ‘further afield’ trip <p>Ensuring that whole school enrichment is accessible to all and</p> <p>Providing Forest School teaching to every class as part of PSHE and the HSA Way teaching</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Extending school time EEF</p> <p>Extracurricular activities to develop life skills - findings and lessons for practice</p> <p>Forest Schools: impact on young children in England and Wales - Forest Research</p>	3

	The development of an interdisciplinary theoretical framework for Forest School in the United Kingdom - Knight - 2024 - British Educational Research Journal - Wiley Online Library	
<p>Wraparound care and Magic breakfast – increase capacity of wraparound care to support more working parents or parents seeking employment</p> <p>Application for DfE free breakfast club funding and expansion of wraparound care as a result of redistributed funding</p> <p>Improvement of breakfast club offer in terms of supportive activities as well as food.</p>	<p>https://www.magicbreakfast.com/case-studies</p> <p>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</p>	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	<p>Taking the temperature of local communities: The Wellbeing and Resilience Measure by The Young Foundation - Issuu</p> <p>Enabling Schools Toolkit IOE - Faculty of Education and Society</p> <p>Supporting disadvantaged learners... Durrington Research School</p>	6, 7, 3
Attendance monitoring and personalised supportive approach (family worker and Pastoral Team work)	<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>	6

	<p>assets.publishing.service.gov.uk/media/669e7501ab418ab055592a7b/Working_together_to_safeguard_children_2023.pdf</p> <p>Keeping children safe, helping families thrive</p> <p>Working together to improve school attendance (applies from 19 August 2024)</p>	
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Total budgeted cost: £ 95,445

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Oracy

Children in EYFS, new starters across the school and older children with SLCN are now all assessed using Wellcomm on entry enabling interventions to be put in place for individuals. This is beginning to support communication in EYFS and aids identification of need in older children. This means we have accessed support quicker for vulnerable children.

Children benefitted from all adults understanding the SHReC approach to interactions and the introduction of “Goldilocks” words to support language development at the right level of challenge.

Core Curriculum

High quality teaching and interventions as well as effective resourcing of the SSP and reading stock has improved outcomes in Phonics and Reading

2025 Reading SATs – data is suppressed but 66% disadvantaged children achieved EXS in reading. This is an improvement on 2024 when 33% of disadvantaged children achieved EXS in reading.

Phonics – 71% of Y1 children passed the phonics screen in 2025. This is a significant improvement on 2024 when 50% passed the screen.

Internal data also shows children closing the gap in reading across the school. This is due to a highly focused and monitored approach to reading across the school.

Wellbeing

In house Art therapy doubled the number of children we were able to support therapeutically in 2025. This improved children's wellbeing in and out of school.

We also increased capacity for wellbeing support by training our family worker to deliver draw and talk with individuals and bereavement therapy support.

We trained additional DSLs and provided more staff training on safeguarding, including additional Prevent and harmful sexual behaviours training. This training enables us to support with early intervention and identify need at the very earliest stages to support families. This enables us to create a pro-active culture of safeguarding where all staff are engaged with support. All vulnerable children benefitted from this level of understanding in staff.

SEND and additional needs

Increased use of specialist assessment has improved early intervention and ensured new starters during the year are well understood. The new EYFS home visits, which include time with our Family worker, have also help staff fully understand where children's starting points are and enabled early support for disadvantaged learners.

Changes to staffing and numbers of appropriately experienced and trained TAs working within the ethos of the school have improved provision for the most vulnerable learners.

Outcomes in KS2 for disadvantaged learners with SEND have improved with 2/3 of a small cohort achieving EXS.

Changing enrichment practice, especially for Y6, led to a more inclusive end of year celebration week and transition to Secondary School. All children were actively involved in 2025, an increase of 50% from 2023-24.

A change in focus to whole school and community events increased participation for all children, including disadvantaged children. A whole school Carnival paraded through our local area: a celebration that was widely supported in the local community and was part of our move to a broad curriculum rooted in our space.

Our new club offer enabled us to provide after-school enrichment for all children, and we secured places for those with particular disadvantage. Monitoring of club participation is beginning to enable us to become more focused with our offer and ensure we are meeting need and providing opportunities.

All staff are fully trained in Therapeutic Thinking (Steps) and is having a positive impact on behaviour across the school, and improving regulation for all. Changes to the school environment are reducing overwhelm for children with cognitive scarcity and helping children to focus on learning. Use of the HSA Way Behaviour Curriculum is improving the teaching of behaviour in school – this is improving behaviour standards overall and supporting vulnerable children to develop personal, social and emotional skills that help them learn. Recorded incidents of dangerous behaviour are much reduced and are managed more effectively to support children to regulate. Academic year 2023-2024 saw 9 days of suspensions, 2024-2025 saw 6.5 days of suspensions. Suspensions continue to decrease since a peak in 2022-23.

Attendance

Attendance improved in the last academic year. Overall attendance was 93.9% - 0.9% lower than national average. This is 1.5% higher than 2023-2024. For disadvantaged children it was 92.2% - exactly in line with national average for this group. This is 2.9% higher than 2023-2024. For children with SEND it was 91.3%, 1% lower than national average and 3.1% higher than 2023-2024. This is a significant improvement in year on year data and moving the school closer to national averages overall. Intensive work on attendance by admin, pastoral team and SLT is having a big impact.

Cognitive Load

Work began on staff training and development to consider the impact of cognitive scarcity and executive functioning difficulties on disadvantaged and all pupils.

New schemes of learning were introduced and embedded. Work began on functional skills, more targeted phonics interventions, Maths mastery and writing for pleasure and purpose.

Curriculum development in all areas and subjects moved the focus of teaching and learning to a bespoke approach that prioritises the learning needs of children with cognitive scarcity. Staff began to work on developing a whole school curriculum that prioritises sequencing, linking, vocabulary and memory.

Summative assessment strategies improved. This showed increased numbers of children making accelerated progress in reading and writing, notably in KS2.

The 10 for 10 curriculum gave every child the opportunity to progress in a range of skills. Staff were better able to notice and track progress for disadvantaged children in the broader curriculum. All disadvantaged and vulnerable children now have daily access to the arts: music, drawing, reading for pleasure, drama, writing for pleasure. They have daily practice in Maths fluency. They have daily time in reflection, oracy and prayer. They run every day to increase fitness. This all happens during the school day – reducing inequity of opportunity.

Targeted interventions, including phonics 1:1, reading fluency and Y6 boosters in reading and maths all had a positive impact on outcomes. Assessment improved our way of focusing on disadvantaged children who needed additional support.

We also increased opportunities to access breakfast and wraparound care. We offered free breakfast to all children in receipt of PPG. This enabled more children to have a settled start to the day and access learning.

This academic year, work around cognitive scarcity and executive functioning will be developed further as we join the Every Child Programme. This is a whole school priority.