



Pupil premium strategy statement – St Nicholas Primary and Infant School Stevenage

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 | 187 |
| Proportion (%) of pupil premium eligible pupils | 44 (23.5%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025-2028 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2026 |
| Statement authorised by | Lorraine Collins |
| Pupil premium lead | Ellie Onur |
| Governor / Trustee lead | Emily Lambert |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £ 64,020 |
| Recovery premium funding allocation this academic year | £5909 |
| Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £0 |
| <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | |
| 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> | £69,929 |

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Part A: Pupil premium strategy plan

Statement of intent

Vision and Context

St Nicholas is a welcoming and open-hearted school that embraces the diversity of our community. We provide a safe and nurturing environment where children grow into confident, ambitious learners. Our Pupil Premium strategy is designed to ensure that disadvantaged pupils achieve well and make at least good progress, including those who are already high attainers.

Currently, in Key Stage 2, 29.6% of Pupil Premium children did not attend our Foundation Stage. All of these pupils have either SEND, EAL needs, or have experienced significant trauma. Assessing and meeting the needs of these children is therefore vital to their success.

Our strategy is underpinned by the EEF tiered approach to Pupil Premium spending, focusing on:

1. Teaching and subject leadership
2. Targeted academic support
3. Wider strategies

1. Teaching and Subject Leadership

A key priority in our Pupil Premium spending is investment in staff professional development and the creation of a high-quality curriculum. This ensures that all children have access to ambitious, well-sequenced teaching that enables them to thrive, regardless of background or starting point. Senior leaders work closely with subject leaders to ensure the curriculum is ambitious, coherent, and inclusive. Monitoring schedules hold teachers accountable, while systems are in place for staff to model good practice for one another. Subject leaders are responsible for reviewing their subjects through the lens of disadvantaged learners, ensuring effective implementation and measurable impact. CPD builds subject knowledge and secures Quality First Teaching, ensuring high standards of progression and diminishing gaps in learning. Staff training has focused on the EEF's 5-a-day strategies, supporting learning and improving outcomes for all pupils, including those with SEND and Pupil Premium.

This year we are delighted to be taking part in the Partnerships for Inclusion of Neurodiversity in Schools (PINS) programme. This is an exciting opportunity for our school to work alongside specialist health and education professionals, as well as parents/ carers, to strengthen our provision for all pupils. Our hope is that the programme will have a direct and positive impact on our disadvantaged learners, including those eligible for Pupil Premium. We believe that PINS will have a lasting impact on our school in the following ways:

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Adaptive teaching strategies: Staff will be trained to adapt lessons so that disadvantaged pupils, many of whom also have SEND or EAL needs, can access ambitious learning alongside their peers.

Quality First Teaching: By embedding inclusive practices, teachers will be better equipped to close gaps in attainment and ensure disadvantaged pupils make at least good progress.

Specialist input: Health and education professionals will work directly with schools, providing strategies tailored to pupils who may have complex needs linked to disadvantage.

Practical classroom tools: Staff will gain access to evidence-based approaches that can be applied immediately in lessons, ensuring disadvantaged pupils benefit from high-quality interventions.

Inclusive classrooms: PINS helps schools create environments that reduce barriers to learning, supporting disadvantaged pupils who may also face trauma, SEND, or language challenges.

Access to resources: Classroom adaptations and inclusive practices ensure that disadvantaged pupils are not left behind and can fully participate in learning.

Family engagement: Many Pupil Premium children face additional vulnerabilities at home. PINS strengthens collaboration with parent carers, building trust and ensuring families feel supported.

Early family support: By working closely with parent carer forums, schools can identify challenges earlier and provide wraparound support that benefits disadvantaged pupils.

Long term we hope that the skills and strategies developed through PINS will remain embedded beyond the funded period, ensuring ongoing benefits for disadvantaged pupils and reduced the reliance on external support by equipping staff and families with the tools to meet needs earlier, disadvantaged pupils are less likely to require intensive interventions later.

Targeted Academic Support

We maximise the impact of our Pupil Premium funding by tailoring support to the specific and diverse needs of our pupils. Interventions are evidence-based, delivered in small groups or 1:1, and rooted in robust diagnostic assessment rather than assumptions about disadvantage.

Early Intervention: Language screening in EYFS identifies communication barriers early, ensuring timely support.

Phonics and Reading:

- *Little Wandle Rapid Catch-Up* addresses gaps in phonics knowledge.
- Participation in *Herts for Learning's Reading Fluency Project* has shown significant impact, with pupils making an average of 3 years and 3 months progress over an 8-week intervention.

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Spelling and Vocabulary: *Spelling Shed* is now embedded across the school, making spelling active and engaging. Carefully selected word lists and activities strengthen phonics, spelling, and vocabulary acquisition. Parent training is planned to extend its impact beyond the classroom.

Mathematics:

- The adoption of *White Rose Maths* introduces a mastery approach aligned with the National Curriculum.
- Teachers are adapting White Rose resources to reflect the starting points and prior knowledge of pupils, ensuring disadvantaged learners and those with SEND can access the same ambitious curriculum.
- Staff receive ongoing training and coaching to embed White Rose effectively, with opportunities to share good practice and refine approaches.
- Pupils requiring consolidation are supported through small group sessions, while those with greater needs access specialist interventions such as UCAN Maths, Numicon, or Maths for Life.

Maths Manipulatives: To strengthen conceptual understanding, we are developing the use of maths manipulatives across the school. Classroom packs ensure that all children have access to high-quality resources such as Numicon, place value counters, and fraction tiles. This supports mastery learning and enables pupils to visualise and explore mathematical concepts more deeply.

Pupil progress is tracked through termly pupil progress meetings. Where progress is slow, needs are explored through the assess, *plan, do, review* cycle, with professional advice sought as appropriate. The Inclusion Leader collaborates with professionals including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, and Special School Outreach teams to ensure needs are met. Pupils new to English benefit from *Racing to English* resources, supporting language development and curriculum access. Staff have had training on the Bell Foundations strategies to support our EAL students.

3. Wider Strategies

We recognise that barriers to learning often extends beyond the classroom. Our wider strategies focus on supporting pupils' welfare, attendance, and emotional wellbeing. Our School Family Worker provides external support for families facing domestic or behavioural challenges. Our trained ELSA (Emotional Literacy Support Assistant) helps pupils understand and manage their emotions, with regular supervision from Educational Psychologists. A qualified play therapist from *Safe Space* supports vulnerable pupils weekly. Our Inclusion Lead is undertaking a counselling course to further widen the support available in school. Our music nurture group help pupils build confidence, resilience, and agency through creative expression. Our school was one of the first in Hertfordshire to take part in the *Mental Health Support Team (MHST) trailblazer project*, an

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Education Mental Health Practitioner is based in school weekly, delivering small group work, workshops, and training for pupils, parents, and staff.

Conclusion

Our Pupil Premium strategy is ambitious, evidence-informed, and tailored to the unique needs of our pupils. By investing in teaching, targeted academic support, and wider strategies, we are committed to ensuring that disadvantaged learners at St Nicholas achieve well, make strong progress, and flourish both academically and personally.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Some of our disadvantaged pupils have poor attendance or punctuality. In the year 2024-2025 attendance of Pupil Premium pupils was 90.4% (national average was 92.2%) compared to non-pupil premium pupil attendance at 96% (national average was 95.8%). Our analysis shows that some disadvantaged / vulnerable pupils and their families need additional support to secure and maintain good attendance. As of December 2025, 31% of our Pupil Premium children are persistently absentees. |
| 2 | Low attainment and slow progress rates made by some eligible/disadvantaged pupils. Our internal assessments for July 2025 indicate that some disadvantaged pupils attain less well than non-disadvantaged pupils in reading, writing and mathematics |
| 3 | Our assessments and observations suggest that a significant number of Pupil Premium children have additional vulnerabilities such as Special Educational Needs (38.6%) and/or English as an Additional Language (20%) and therefore require additional interventions. In Key Stage 2, 30% of Pupil Premium children did not attend our Foundation Stage. 87% of these pupils have EAL or SEND need. 37% of our current Year 6 class joined the school in Key stage 1 or 2. |
| 5 | A high proportion of our disadvantaged pupils have emotional needs due to family circumstances and may require social, emotional and behavioural support. Many also lack confidence and self-esteem. |

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| 6 | Observations, and discussions with pupils and their families suggest that children from disadvantaged backgrounds have less access to books, stories, conversations, games, toys and technology at home and have limited activities or outings. |
|---|---|

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 maintain improved attendance for all pupils, particularly our disadvantaged/vulnerable pupils. | The attendance rate for disadvantaged / vulnerable pupils will be at least 95%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers will narrow. |
| Improve attainment in reading and mathematics. Narrow and/or close progress gaps in reading, and mathematics. | Teachers are consistently using the EEF's 5 a day strategies in their teaching. Children are able to know and remember more through rehearsal of key knowledge, skills and facts within the curriculum redesign and apply them to future learning in a variety of contexts. Booster groups in Years 5 and 6 taught by a qualified teacher, assessments will show progress for these pupils in targeted subjects. All disadvantaged/vulnerable pupils make at least expected progress in reading and mathematics at the end of each academic year. |
| Continue to provide targeted support to disadvantaged/vulnerable pupils who also have special educational needs and/or disabilities, including support from external agencies. | Impact of interventions show that they have helped to accelerate progress and have had a positive impact on the education of disadvantaged/vulnerable pupils. Pupils have retained and are able to recall prior knowledge to support their learning. |
| Social, emotional and/or mental health support for disadvantaged/vulnerable pupils who would benefit from this provision. For this provision to be available to | Positive emotional wellbeing and good mental health is promoted across the school community so that all pupils have high aspirations, positive attitudes to learning, ability to share feelings and regulate emotions. |

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| all children who would benefit from it. | Timely identification and response to wellbeing and family welfare needs, work with agencies to ensure they access help. |
| To ensure all learners have access to a range of experiences that will support their learning and develop their personal experiences and interests. | Pupils experience wider opportunities and participate in trips and visits. Lack of funding does not impact negatively on a PP child's access to extra-curricular activities. Trips, workshops and visits are subsidised so PP children have the same opportunities and experiences as non- disadvantaged children. |

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: £ 34,964

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Little Wandle Rapid Catch Up programme used into Key Stage 2. Precision teaching methods used for children who need over learning. Adaptive teaching further developed in reading and writing. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk) EEF toolkit states that phonics interventions have a +4 months impact on the most vulnerable pupils. EEF guidance report Improving Literacy in KS1 states that effectively implementing a systematic phonics programme has 'very extensive' evidence to suggest it will be effective. It states progress should be monitored, lessons should be engaging and all staff should receive training | 2 and 3 |

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| | <p>Teaching reading comprehension strategies has a high impact for disadvantaged pupils for a low cost according to EEF toolkit (+6 months impact). It also has a 'very extensive' evidence strength as mentioned in the Guidance Report Improving Literacy in Key Stage 2. Developing pupils' language capability to support their reading and writing has 'extensive' evidence according to EEF Guidance Report Improving Literacy in Key Stage 2. This includes reading books aloud, vocabulary, structured questioning to develop comprehension and thinking aloud.</p> | |
| <p>Enhancement of our maths teaching and curriculum in line with DfE and EEF guidance. Subscription to White Rose maths planning resources. We will fund teacher release time to embed key elements of guidance in school.</p> | <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> | 2 and 3 |
| <p>Staff training/ advisor modelling as part of ongoing school development and as part of the PINS project.</p> | <p>The menu of support is made up of evidence-informed approaches. It was developed in collaboration with education and health professionals, parent carers and young people. It should be used by ICBs and their partners to inform decisions about which interventions to commission to meet the needs and priorities of each school.</p> <p>https://www.gov.uk/government/publications/partnerships-for-inclusion-of-neurodiversity-in-schools-pins/partnerships-for-inclusion-of-neurodiversity-in-schools-pins-programme</p> | 2 and 3 |

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

Budgeted cost: £17482

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <ul style="list-style-type: none">Teaching assistant deployment and interventions.Qualified Teacher running booster group for targeted children in Year 5 and 6.One to one and small group interventionActivity and resources to meet the specific needs of disadvantaged pupils with SEND Targeted intervention / support strategies delivered by the class teacher / teaching assistant (TA) to eligible/vulnerable pupils. | <p>Small group support/tuition is most likely to be effective if it is targeted at pupils' specific needs. Ongoing assessment will be used to identify the areas of learning that need to be addressed.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition.</p> <p>Use of the UCAN 2 Maths programme recommended by the Specific Learning Difficulties Base. Previous school data has proved this targeted small group intervention has supported our pupils to make accelerated progress in arithmetic skills in order to be able to access class teaching. Maths vocabulary has also shown great improvements. Children develop their confidence and once ready, return to class</p> | 3 |

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

Budgeted cost: £ 17482

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>Inclusion Lead to track persistent absence and work with pupils and their families in order to improve attendance and close/narrow the attendance gap between eligible pupils and their non-disadvantaged peers.</p> <p>The school's Attendance Policy will be applied to promote the importance of good attendance.</p> | <p>Inclusion Lead and SLT will check the attendance/punctuality figures of disadvantaged/vulnerable pupils regularly. Staff will also be informed of attendance concerns via the Inclusion Lead who will be tracking attendance. The Attendance Policy will be applied to tackle issues related to attendance. Staff will help to improve attendance where needed by working with families and reporting concerns/patterns to</p> | 1 |

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|--|---|---------|
| <p>This will include staff following up on absences and sending out letters to parents/carers. Meetings will be held with parents/carers of pupils who are persistently late or absent.</p> <p>Strategies (e.g. access to the Breakfast Club funded through the PPG grant) will be discussed to support these families and attendance will continue to be closely monitored. Currently two families are being supported with the cost of transport to school.</p> <p>MHST and Inclusion lead to support pupils and families where emotion based school avoidance becomes an issue.</p> | <p>SLT so that further action can be taken (in line with the school's policy).</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf</p> | |
| <p>For pupils with social and emotional, mental health needs to have targeted support through;</p> <p>ELSA</p> <p>MHST</p> <p>Music Nurture group</p> <p>PSHE Curriculum</p> <p>Play therapy (with Safe Space/ Nessie/ Butterfly Room)</p> <p>The MHST continue to provide interventions and measure their impact through surveys with parents and pupils.</p> <p>Our ELSA supports targeted children through a referral system, they monitor impact through staff questionnaires and pupil voice.</p> <p>We also access outside professionals to work children in</p> | <p>ELSA work is supervised by the Educational Psychologist Service and there are baseline assessments completed by teachers to gain an understanding of needs and measure progress towards targets.</p> <p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Social and emotional learning</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> | 1 and 5 |

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|--|---|---------|
| small groups or 1:1 such as play therapy, art therapy and a music nurture group. | | |
| Opportunities for Pupil Premium students to participate in extracurricular school clubs / special events. This can be improved by offering diverse clubs, ensuring accessibility, and providing consistent support, which can in turn improve attendance. Covering the cost of transport to school for families where this is a significant issue. Trips, workshops and visits are subsidised so PP children have the same opportunities and experiences as non-disadvantaged children. Technology is supplied to children who may need access to equipment at home | Findings from research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). Extracurricular clubs boost attendance by fostering a sense of belonging and providing a compelling reason for students to come to school, while also developing valuable skills like time management and discipline. They increase student motivation and engagement, provide social connections, and can be used by schools as a direct incentive for good attendance. https://assets.publishing.service.gov.uk/media/5d307b8de5274a14e9f6bc20/An_Unequal_Playing_Field_report.pdf | 1, 5, 6 |

Total budgeted cost: £ £69,929

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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Stage 1

KS1 Reading – Pupil Premium vs Non-Pupil Premium

| Year | Term | Group | PRE (%) | WTS (%) | EXS (%) |
|------|--------|-------|---------|---------|---------|
| 1 | Autumn | PP | 28.6 | 71.4 | 0.0 |
| | | NPP | 16.7 | 61.1 | 22.2 |
| | Spring | PP | 28.6 | 57.1 | 14.3 |
| | | NPP | 16.7 | 50.0 | 33.3 |
| 2 | Summer | PP | 28.6 | 42.9 | 28.6 |
| | | NPP | 20.0 | 35.0 | 45.0 |
| | Autumn | PP | 0.0 | 33.3 | 66.7 |
| | | NPP | 0.0 | 52.2 | 47.8 |
| 2 | Spring | PP | 0.0 | 33.3 | 66.7 |
| | | NPP | 0.0 | 45.5 | 54.5 |
| | Summer | PP | 14.3 | 28.6 | 57.1 |
| | | NPP | 0.0 | 45.5 | 54.5 |

Across **Key Stage 1**, pupils have made encouraging progress in reading despite staffing difficulties and significant contextual challenges. Both Pupil Premium (PP) and Non-Pupil Premium (NPP) pupils demonstrate movement from Working Towards Standard (WTS) into Expected Standard (EXS), evidencing resilience and the impact of consistent teaching strategies. By the summer term, 28.6% of Year 1 PP pupils and 57.1% of Year 2 PP pupils had reached EXS, compared to 45% and 54.5% of their NPP peers respectively. This trajectory reflects the strength of whole-school systems and the commitment to inclusive provision.

In **Year 1**, PP pupils moved from 0% to 28.6% at EXS, despite complex needs. Two pupils remain at Pre-Key stage (PRE), both with significant SEN. One joined at the start of the year with high needs, and the school successfully secured an Education, Health and Care Plan (EHCP) following external professional advice. This child has been on a reduced timetable due to distressed behaviours, while the second SEN pupil also continues to make progress through interventions. Other PP pupils face barriers including EAL, attendance affected by medical needs, and vulnerable family circumstances. Among those reaching EXS, one is a young carer and another has struggled with separation anxiety. Their success in meeting age-related expectations is a notable achievement. NPP pupils, with fewer barriers, showed stronger progression overall, with nearly half reaching EXS by summer. Progress was sustained despite staffing challenges, demonstrating the robustness of school systems.

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In Year 2, PP pupils also show resilience. One pupil joined in summer term and is currently at PRE, with very low attendance before joining us, having attended three previous schools and experienced multiple adverse childhood experiences (ACEs). The school is working closely with outside agencies to provide intensive support. Two pupils at WTS made measurable gains through the Little Wandle Rapid Catch-Up programme, which will continue into Year 3. Among those at EXS, one pupil has an EHCP for SEMH needs and attended alternative provision for one term. All pupils at EXS have family or SEN vulnerabilities, yet they sustained progress to meet age-related expectations. NPP pupils demonstrated steady improvement, with EXS attainment rising to 54.5% by summer, reflecting consistent teaching and provision.

KS 1 Writing – Pupil Premium vs Non-Pupil Premium

| Year | Term | Group | PRE (%) | WTS (%) | EXS (%) |
|------|--------|-------|---------|---------|---------|
| 1 | Autumn | PP | 14.3 | 71.4 | 14.3 |
| | | NPP | 16.7 | 44.4 | 38.9 |
| | Spring | PP | 25.0 | 62.5 | 12.5 |
| | | NPP | 16.7 | 44.4 | 38.9 |
| 2 | Autumn | PP | 14.3 | 71.4 | 14.3 |
| | | NPP | 20.0 | 35.0 | 45.0 |
| | Spring | PP | 0.0 | 57.1 | 42.9 |
| | | NPP | 0.0 | 52.2 | 47.8 |
| 2 | Summer | PP | 0.0 | 57.1 | 42.9 |
| | | NPP | 0.0 | 54.5 | 45.5 |
| | Summer | PP | 14.3 | 57.1 | 28.6 |
| | | NPP | 0.0 | 50.0 | 50.0 |

Across **Key Stage 1**, writing attainment reflects two distinct class profiles with significant contextual challenges.

In Year 1, Pupil Premium pupils remained largely at Working Towards Standard, with one child consistently at Pre-Key stage following the successful securing of an EHCP and reduced timetable due to distressed behaviours. A temporary rise in PRE during the spring term was due to a vulnerable child joining and then leaving, while the five pupils at WTS all faced barriers including SEN, EAL, vulnerable family contexts, and medical needs affecting attendance. Despite these challenges, attainment remained stable, and one pupil sustained progress at Expected Standard. Non-Pupil Premium pupils showed stronger progress, with EXS rising to 45% by summer and WTS reducing, reflecting fewer barriers and more consistent provision.

In Year 2, attainment was impacted by the late arrival of a pupil in June 2025 with significant adverse childhood experiences and a history of poor attendance across three previous schools, contributing to the rise in PRE. The four pupils at WTS all faced SEN or family vulnerabilities, with three accessing support from the Mental Health Support Team practitioner and one with an EHCP attending alternative provision for a term. Multiple agencies are engaged in supporting this group, and despite these barriers, they sustained progress and engagement. Pupils at EXS demonstrated resilience in maintaining attainment despite vulnerabilities, while Non-Pupil Premium pupils showed steady improvement, with half reaching EXS by summer.

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Overall, KS1 writing demonstrates resilience and stability in the face of complex needs, with strong systems of support ensuring pupils remain engaged and progress is sustained. The data highlights the importance of targeted interventions for WTS pupils, small-step tracking for those at PRE, and enrichment for those at EXS, alongside continued multi-agency collaboration to address wider contextual barriers.

KS 1 Math – Pupil Premium vs Non-Pupil Premium

KS1 Mathematics – PP vs NPP

| Year | Term | Group | PRE (%) | WTS (%) | EXS (%) |
|------|--------|-------|---------|---------|---------|
| 1 | Autumn | PP | 14.3 | 85.7 | 0.0 |
| | | NPP | 16.7 | 61.1 | 22.2 |
| | Spring | PP | 25.0 | 62.5 | 12.5 |
| | | NPP | 5.6 | 61.1 | 33.3 |
| | Summer | PP | 14.3 | 71.4 | 14.3 |
| | | NPP | 5.0 | 45.0 | 50.0 |
| 2 | Autumn | PP | 0.0 | 42.9 | 57.1 |
| | | NPP | 0.0 | 39.1 | 60.9 |
| | Spring | PP | 0.0 | 42.9 | 57.1 |
| | | NPP | 0.0 | 31.8 | 63.6 |
| | Summer | PP | 0.0 | 42.9 | 57.1 |
| | | NPP | 0.0 | 27.3 | |

In **Year 1**, the context for PP pupils mirrors that seen in reading and writing. One child at Pre-Key stage has an EHCP and is on a reduced timetable due to distressed behaviours, while a temporary rise in PRE during spring reflected a vulnerable child joining and later leaving. The majority of PP pupils remained at Working Towards Standard (WTS), with barriers including SEN, EAL, vulnerable family contexts, and disrupted attendance due to medical needs. By summer, one pupil had moved into Expected Standard (EXS), showing resilience despite challenges.

For NPP pupils in Year 1, one child was undergoing EHCP assessment but moved away, while another joined with no English, requiring targeted EAL support. Despite these contextual changes, NPP attainment strengthened across the year, with WTS reducing from 61% to 45% and EXS rising from 22% to 50% by summer.

In **Year 2**, PP pupils showed a stable profile, with around 57% at EXS and 43% at WTS across all terms. The three PP pupils at WTS all have SEN or complex family situations, with multi-agency support in place. Their attainment reflects sustained engagement despite vulnerabilities. NPP pupils demonstrated steady improvement, with EXS rising from 61% in autumn to 68% in summer, and WTS reducing from 39% to 27%.

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Key implications/ Priorities

Intervention and Progression

- Focused interventions are needed to accelerate Working Towards Standard (WTS) pupils into Expected Standard (EXS).
- Tailored support must address barriers such as SEN, EAL, medical needs, and family vulnerabilities.
- Small-step progress measures should be used for Pre-Keystage (PRE) pupils, ensuring engagement and wellbeing are tracked alongside attainment.

Attendance and Stability

- Attendance issues are a recurring barrier across subjects, linked to medical needs, family contexts, and disrupted education histories.
- Strengthening pastoral systems, family partnerships, and attendance strategies is critical to secure consistent engagement.
- Governors should monitor how contextual changes (new admissions, departures) impact attainment trends.

Enrichment, Challenge, and Adaptive Teaching

- Pupils already at EXS require enrichment and challenge to consolidate progress and prevent regression.
- Improving adaptive teaching across KS1 is essential to ensure lessons are responsive to diverse needs, enabling SEN, EAL, and vulnerable pupils to access the curriculum equitably.
- Adaptive teaching strategies should be embedded consistently, balancing catch-up for vulnerable learners with opportunities for all pupils to thrive.

Key Stage 2

KS2 Reading Attainment Table

| Year | Term | Group | PRE % | WTS % | EXS % | GDS % |
|------|--------|-------|-------|-------|-------|-------|
| 3 | Autumn | PP | — | 20.0 | 80.0 | — |
| | | NPP | — | 30.4 | 52.2 | 17.4 |
| | Spring | PP | — | — | 100.0 | — |
| | | NPP | — | 29.2 | 54.2 | 16.7 |
| | Summer | PP | — | 16.7 | 83.3 | — |
| | | NPP | — | 30.4 | 56.5 | 13.0 |
| 4 | Autumn | PP | — | 87.5 | 12.5 | — |
| | | NPP | 5.3 | 36.8 | 57.9 | — |

Learning, Loving, Living in God's Family

"But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love forever and ever.

Psalm 52:8



| 5 | Spring | PP | – | 62.5 | 37.5 |
|---|--------|-----|------|------|-------|
| | | NPP | 5.0 | 35.0 | 60.0 |
| | Summer | PP | 10.0 | 50.0 | 40.0 |
| | | NPP | 10.5 | 26.3 | 63.2 |
| | Autumn | PP | – | – | 100.0 |
| | | NPP | – | 30.8 | 65.4 |
| | Spring | PP | – | 50.0 | 50.0 |
| | | NPP | – | 26.9 | 53.8 |
| | Summer | PP | – | 33.3 | 66.7 |
| | | NPP | – | 16.0 | 48.0 |
| 6 | Autumn | PP | – | – | – |
| | | NPP | – | – | – |
| | Spring | PP | 14.3 | 85.7 | – |
| | | NPP | 4.5 | 31.8 | 45.5 |
| | Summer | PP | 14.3 | 57.1 | 28.6 |
| | | NPP | 4.5 | 22.7 | 50.0 |

Across Key Stage 2, Pupil Premium pupils have faced significant challenges linked to mobility, vulnerability, and complex needs. 11 pupils joined Key stage 2 during the year, with PP pupils disproportionately represented among those with SEN, SEMH, and family vulnerabilities.

- **Year 3:** One PP pupil joined at the end of Year 2, working towards standard (WTS). This child is from a refugee family, requiring targeted EAL and pastoral support to secure engagement and progress.
- **Year 4:** One PP pupil joined in the summer term with low attendance and with significant adverse childhood experiences (ACEs). Attendance and wellbeing are key priorities.
- **Year 5:** Two PP pupils joined in spring term but left within the same term, both with significant SEMH needs. A further PP pupil joined in summer with significant learning needs; an EHCP application was submitted to secure long-term support.
- **Year 6:** One PP pupil remained at Pre-Key stage, supported intensively throughout KS2 by the Specific Learning Difficulties base. Four PP pupils were at WTS, three of whom had SEND or SEMH needs, requiring sustained adaptive teaching and pastoral support.

PP pupils in KS2 Reading are disproportionately affected by mobility, SEN, SEMH, and family vulnerabilities. Sustained progress depends on targeted intervention, improved attendance, adaptive teaching, and multi-agency collaboration.

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Psalm 52:8*



KS2 Writing Attainment Table

| Year | Term | Group | PRE % | WTS % | EXS % | GDS % |
|------|--------|-------|-------|-------|-------|-------|
| 3 | Autumn | PP | — | 20.0 | 80.0 | — |
| | | NPP | — | 34.8 | 52.2 | 13.0 |
| | Spring | PP | — | 33.3 | 66.7 | — |
| | | NPP | — | 37.5 | 45.8 | 16.7 |
| 4 | Summer | PP | — | 16.7 | 83.3 | — |
| | | NPP | — | 20.8 | 58.3 | 20.8 |
| | Autumn | PP | 12.5 | 87.5 | — | — |
| | | NPP | 5.3 | 63.2 | 31.6 | — |
| 5 | Spring | PP | — | 100.0 | — | — |
| | | NPP | 5.0 | 55.0 | 40.0 | — |
| | Summer | PP | 10.0 | 80.0 | 10.0 | — |
| | | NPP | 10.5 | 36.8 | 52.6 | — |
| 6 | Autumn | PP | — | 50.0 | 50.0 | — |
| | | NPP | — | 50.0 | 50.0 | — |
| | Spring | PP | — | 75.0 | 25.0 | — |
| | | NPP | 4.0 | 40.0 | 52.0 | 4.0 |
| 6 | Summer | PP | 33.3 | 33.3 | 33.3 | — |
| | | NPP | — | 48.0 | 48.0 | 4.0 |
| | Autumn | PP | 14.3 | 85.7 | — | — |
| | | NPP | 4.5 | 63.6 | 31.8 | — |
| 6 | Spring | PP | 14.3 | 85.7 | — | — |
| | | NPP | 4.5 | 63.6 | 31.8 | — |
| | Summer | PP | 14.3 | 71.4 | 14.3 | — |
| | | NPP | 4.5 | 31.8 | 54.5 | — |

Across Key Stage 2, writing attainment highlights a widening gap between Pupil Premium (PP) and Non-Pupil Premium (NPP) pupils. In Year 3, PP pupils achieved strongly at the expected standard (EXS), outperforming their NPP peers, though NPP pupils demonstrated greater stretch into greater depth (GDS). From Year 4 onwards, PP pupils largely remained at working towards (WTS), with only isolated movement into EXS, while NPP pupils showed steady progression into EXS and, by Year 6, into GDS. Year 5 data is particularly unstable, with regression into pre-expected (PRE) levels and fluctuating attainment across terms, while NPP pupils maintained a more consistent balance between WTS and EXS.

This picture must be understood in the context of significant challenges faced by PP pupils. Across KS2, mobility, vulnerability, and complex needs have disproportionately affected this group. Eleven pupils joined KS2 during the year, many of whom were PP and represented among those with SEN, SEMH, and family

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vulnerabilities. In Year 5 specifically, two pupils joined with EHCP applications quickly applied for by the Inclusion lead (one for SEMH needs and one for learning needs), while two pupils with significant SEMH needs joined and left within the same year. This turbulence disrupted classroom dynamics and contributed to the uneven attainment profile, particularly for PP pupils.

The data shows that while PP pupils can achieve strongly at EXS in lower KS2, sustained progress is hindered by mobility, SEMH, and complex needs. Without targeted intervention, the attainment gap widens significantly from Year 4 onwards. The school's next steps must therefore combine adaptive teaching, SEMH provision, and mobility support with a relentless focus on closing gaps and stretching all learners.

KS2 Mathematics Attainment Table

| Year | Term | Group | PRE % | WTS % | EXS % | GDS % |
|------|--------|-------|-------|-------|-------|-------|
| 3 | Autumn | PP | — | — | 100.0 | — |
| | | NPP | — | 47.8 | 39.1 | 13.0 |
| | Spring | PP | — | 16.7 | 83.3 | — |
| | | NPP | — | 45.8 | 37.5 | 16.7 |
| | Summer | PP | — | 16.7 | 83.3 | — |
| | | NPP | — | 33.3 | 50.0 | 16.7 |
| 4 | Autumn | PP | 12.5 | 50.0 | 37.5 | — |
| | | NPP | 5.3 | 31.6 | 63.2 | — |
| | Spring | PP | — | 50.0 | 50.0 | — |
| | | NPP | 5.0 | 25.0 | 70.0 | — |
| | Summer | PP | 10.0 | 30.0 | 60.0 | — |
| | | NPP | 10.5 | 21.1 | 52.6 | 15.8 |
| 5 | Autumn | PP | — | — | 100.0 | — |
| | | NPP | — | 34.6 | 65.4 | — |
| | Spring | PP | — | 50.0 | 50.0 | — |
| | | NPP | — | 38.5 | 53.8 | 7.7 |
| | Summer | PP | 33.3 | — | 66.7 | — |
| | | NPP | — | 32.0 | 48.0 | 20.0 |
| 6 | Autumn | PP | 14.3 | 85.7 | — | — |
| | | NPP | 4.5 | 59.1 | 36.4 | — |
| | Spring | PP | 14.3 | 85.7 | — | — |
| | | NPP | 4.5 | 59.1 | 31.8 | 4.5 |
| | Summer | PP | 14.3 | 85.7 | — | — |
| | | NPP | 4.5 | 54.5 | 36.4 | |

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Across Key Stage 2, mathematics attainment shows a consistent gap between Pupil Premium (PP) and Non-Pupil Premium (NPP) pupils.

- **Year 3:** PP pupils achieved strongly at EXS (100% in autumn, 83% by summer), outperforming NPP peers who had higher proportions at WTS but also some progression into GDS (17% by summer).
- **Year 4:** PP pupils moved gradually from WTS into EXS (60% by summer), but none reached GDS. NPP pupils showed stronger attainment, with over half at EXS and 16% at GDS by summer.
- **Year 5:** PP attainment was unstable, with regression into PRE (33% by summer) and fluctuating movement between EXS and WTS. NPP pupils maintained a more consistent profile, with steady EXS attainment and increasing progression into GDS (20% by summer).
- **Year 6:** PP pupils remained almost entirely at WTS across all terms, with no movement into EXS or GDS. In contrast, NPP pupils demonstrated gradual improvement, with 36% at EXS and 5% at GDS by summer.

Overall, PP pupils show stronger attainment in lower KS2, but progress stalls in upper KS2, with regression in Year 5 and minimal movement beyond WTS in Year 6. NPP pupils demonstrate steady progression into EXS and GDS, widening the attainment gap as pupils move through KS2. This data must be understood in the context of a one-form entry school where mobility and vulnerability have disproportionately affected PP pupils. Across KS2, 11 pupils joined during the year, many of whom were PP and represented among those with SEN, SEMH, and family vulnerabilities.

In Year 5, the cohort was particularly unsettled:

- Two pupils joined with EHCP applications underway (one for SEMH needs, one for learning needs).
- Two pupils with significant SEMH needs joined and left within the same year, impacting classroom dynamics and stability.

These factors contributed to regression and uneven attainment, particularly for PP pupils, and explain why progress into EXS and GDS was limited compared to NPP peers.

Mathematics attainment across KS2 reflects the impact of mobility, SEMH, and complex needs on PP pupils. While PP pupils achieve strongly in lower KS2, progress stalls in upper KS2, with regression in Year 5 and minimal movement into EXS/GDS in Year 6. NPP pupils demonstrate steady progression, widening the attainment gap. The school's next steps must combine adaptive maths teaching, SEMH provision, and mobility support with a relentless focus on closing gaps and ensuring equitable access to challenge.

Key implications/ Priorities

Accelerate Progression for PP Pupils

- Targeted interventions to move WTS pupils into EXS, with small-step tracking for PRE pupils.
- Ensure PP pupils at EXS are stretched into GDS through enrichment and challenge.

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Strengthen SEMH and SEN Provision

- Robust interim support while EHCP processes are underway.
- Expand SEMH strategies to stabilise classrooms and reduce disruption to learning.

Address Mobility and Vulnerability

- Rapid induction and assessment for new pupils to minimise lost learning.
- Deepen family partnerships and multi-agency collaboration to mitigate barriers.

Embed Adaptive Teaching

- Consistent use of adaptive strategies across subjects to ensure equitable access for SEN, EAL, and vulnerable pupils.
- Balance catch-up provision with opportunities for all pupils to thrive.

Monitor and Report with Context

- Continue to present attainment data alongside contextual analysis, celebrating resilience while maintaining focus on closing gaps.
- Inclusion Lead and Governors to track the impact of mobility, attendance, and vulnerability on attainment trends.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|---|---|
| Little Wandle Phonics Programme | Little Wandle Phonics + Big Cats |
| Family Support Worker | FSW service |
| Music Nurture | Herts Music Service |
| Mathletics 3P Learning | Mathletics 3P Learning |
| Wellcome GL Assessment | Wellcome GL Assessment |
| HfL Essentials Maths Herts for Learning | HfL Essentials Maths Herts for Learning |
| Purple Mash 2 Simple | Purple Mash 2 Simple |
| Times Tables Rock Stars Times Tables Rock Stars | Times Tables Rock Stars Times Tables Rock Stars |

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