



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|---|--|
| School name | St Bernadette |
| Number of pupils in school | 215 |
| Proportion (%) of pupil premium eligible pupils | 11% (24) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022/2023 to 2024/25 |
| Date this statement was published | December 2022 Reviewed September 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Sandra Lavelle-Murphy / Jodie Reilly |
| Pupil premium lead | Jodie Reilly |
| Governor / Trustee lead | Jane Williams / Vannessa Bhogun |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £22,160 |
| Recovery premium funding allocation this academic year | £1668 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £2127 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £25,955 |

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that pupils at St Bernadette, will make expected progress in reading, writing and maths, through quality first teaching and increased opportunities for reinforcement of learning at home, irrespective of their background or the challenges they face.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. 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 sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils We will provide an intensive pastoral support service for pupils and parents, identified by school as vulnerable or in need. We will facilitate pupils accessing a wide range of enrichment experiences both in and out of school, which will positively impact on their academic achievement and well-being. .

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- **Enhance the experiences for pupils and their families**
- **Proactively embed a culture of inclusivity**
- **Embed a robust assessment of pupil need**
- **Foster strong relationships**

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 have shown that Covid19 lockdown and school closure have adversely affected the most vulnerable and disadvantaged children in reading, writing and maths across the whole school with new entrants joining Nursery and Reception with lower baselines. These findings are supported by National Studies. |
| 2 | Our SEND data indicates that many pupils who are disadvantaged are in other vulnerable groups or have additional needs such as SEND. 24 pupils (8 of whom are disadvantaged) currently require additional support with special educational needs as part of the Assess, Plan, Review and Do cycle. |
| 3 | Our Assessments (including our wellbeing survey), discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Many pupils require further intervention to support their mental health and wellbeing. Teacher referrals for support have markedly increased during the pandemic. 24 pupils (10 of whom are disadvantaged) currently require additional support with social and emotional needs. |
| 4 | Observations and discussions with staff, pupils and families have identified an increase in challenging behaviours. 7 disadvantaged children are currently needing support for challenging behaviour. |

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 |
|--|---|
| Improved maths, reading and writing attainment among disadvantaged pupils. | KS2 outcomes across all 3 subjects in 2024/25 show that 75% of disadvantaged pupils have met the expected standard. |
| PPG pupils on the SEND, BAME and EAL registers to make at least expected progress relative to their starting points. | PPG pupils on the SEND register will make at least expected progress from their starting points demonstrated by: <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations. - Learning plans will show the access, plan, do review cycle leading to progress against specific targets - Evidence in books will show greater differentiation for SEND children across all subjects. |

| | |
|--|--|
| <p>To achieve and sustain improved wellbeing for all pupils in our school particularly our disadvantaged pupils.</p> <p>Ensure that identified pupils receive social, emotional and mental health support regular sessions with a trained Teaching Assistant. This will provide pupils with the opportunity to discuss and reflect on behaviours at home and at school, along with day-to-day support to deal with emotions and relationships and to promote good behaviours for learning.</p> | <p>Pupils are achieving their targets in relation to their interaction with teachers and peers, and their approach to learning.</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> - qualitative data from student voice, student and parent surveys and teacher observations - a significant increase in participation in enrichment activities, particularly among disadvantaged pupils - wellbeing target and reviews - Staff tracking system |
| <p>Improved reduction of disruptive behaviour incidents for our disadvantaged pupils.</p> | <p>CPOMS records will see a reduction in behaviour incidents Observations will further record an improvement in teachers behaviour management skills</p> |

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: £16,197.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>SENCO to deliver training to staff on ways to teach inclusivity offering support all PPG pupils including those on the SEND, BAME and EAL registers</p> <p>Level 4 Award in Supporting Children & Young People with Speech, Language and Communication Needs</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p><i>The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.</i></p> | 1 2 |
| <p>Purchase of Little Wandle to secure stronger phonics teaching for all pupils.</p> | <p><i>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:</i></p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | 1 2 |
| <p>Purchase of provision mapping and training of staff.</p> | <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> <p><i>Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.</i></p> | 1 2 |
| <p>Pre-teaching videos of key concepts for all children</p> | <p><i>Pre-teaching has been effective in ensuring children are more confident within their learning</i></p> <p><i>Teachers can use the 5 question quiz to target children before the new learning begins</i></p> <p><i>Technology, as a method to provide feedback to pupils and/or parents can be effective, especially when the pupil can act on this feedback.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p> | 1 2 3 4 |

| | | |
|--|---|----------------------------|
| <p>Lease purchasing of chromebooks to ensure that every children has access to a chromebook to aid teaching and learning</p> | <p><i>Technology offers ways to improve the impact of pupil practice</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&utm_medium=search&utm_campaign=site_search&search_term=technolo</p> | <p>1 2 3 4</p> |
|--|---|----------------------------|

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

Budgeted cost: £3,171

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Engaging with the School led Tutoring Pro-programme to provide tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p> | <p><i>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</i></p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p><i>And in small groups:</i></p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | <p>1 2</p> |
| <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p> | <p><i>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</i></p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> | <p>1 2</p> |
| <p>Pupil Interviews - Foster strong relationships between pupils and adults. Promote relationships that are reciprocal, attuned, culturally responsive, and trustful as a positive developmental force between children and their physical and social contexts.</p> | <p><i>'Be an expert in your pupils' Crenna -Jenning (2018): 'Key drivers of the attainment gap'. Education Policy Institute Relationships as drivers of human development: Positive supportive contexts Osher et al, 2019</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> | <p>1 2 3 4</p> |

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

Budgeted cost: £6,587.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Ensure that identified pupils receive social, emotional and mental health support with regular sessions with a trained SEMH lead. This will provide pupils with the opportunity to discuss and reflect on behaviours at home and at school, along with day-to-day support to deal with emotions and relationships and to promote good behaviours for learning.</p> | <p><i>The EEF Toolkit indicates that interventions which target social and emotional learning have impact by seeking to improve attainment by improving the social and emotional dimensions of learning. Our interventions will focus on the ways in which our pupils work with (and alongside) their peers, teachers, family or community</i></p> <p><i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</i> EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> | 3 |
| <p>Upgrade and re-decorate the 'hut' to make it an inviting and comfortable place. Soft furnishings will make the space feel cosy and less formal to encourage children to feel confident to speak freely and honestly.</p> | <p><i>Experience in school suggests that children are more willing to discuss their feelings when in an environment that is secure and welcoming.</i></p> | 3 |
| <p>Enhancing parental engagement and provide extracurricular opportunities that are available to others</p> <ul style="list-style-type: none"> - Purchase of Go-read - Use of electronic devices (loaned) - homework videos with teacher modelling (more accessible) | <p><i>Research has shown that around 80% of the difference in how well children from different backgrounds do at school is dependent on what happens outside the school - Rasbash, J., G. Leckie, R. Pillinger and J. Jenkins (2010). "Children's educational progress: partitioning family, school and area effects." Journal of the Royal Statistical Society: Series A (Statistics in Society) 173(3): 657-682.</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> | 4 |
| <p>STEPS training to ensure a therapeutic approach to our behaviour policy and staff behaviour management</p> | <p><i>Both targeted interventions and universal approaches have positive overall effects</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p><i>Pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not.</i> https://explore-education-statistics.service.gov.uk/find-statistics/permanent-and-fixed-period-exclusions-in-england</p> | 1 2 3 4 |
| <p>Gardening sessions:</p> <ul style="list-style-type: none"> ● To develop the children's core skills-self-esteem, critical thinking and problem solving, creativity and imagination, collaboration and communication and citizenship. ● To holistically use the garden to cover parts of the national curriculum. (Budgeting, | <p><i>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.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> | 3 4 |

| | | |
|--|--|--|
| science elements and geography) <ul style="list-style-type: none">• To develop links to the community outside the school such as fresh vegetable donation to the local food bank. | | |
|--|--|--|

Total budgeted cost: £25,955

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes and evaluation 2022-2023

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

| Intervention | Description | Intended Impact | Review of Impact to date | Evaluation What has worked well? What hasn't worked well? |
|---|---|--|--|---|
| Contribution towards class Teacher led pupil interviews | Teachers to be given additional time to meet with PP children. 1 hr a week per class. It will give the teacher an opportunity to talk to the child about academic performance as well as their SEMH. | 71%+ of pupils to reach ARE in KS2 by the end of the year. | 75% KS2 children met ARE Maths (3/4) 100 % KS2 children met ARE writing, spag and reading (4/4) 2 children didn't pass the Year 1 phonics. 60% children met ARE in Reading and Maths (3 / 5) 40% children met ARE in writing (2 / 5) | Staff Feedback is strong. Staff alternate so children aren't missing the same lessons regularly. Pupil Voice is positive about 1:1 meetings. <i>'It gives us time to work on things just with the teacher and no one else.'</i> Specific SEN programmes need to be used to further support SEN children to access the curriculum. Even better if ... Reading is prioritised to ensure access to the rest of the curriculum Specific targets to be made in Pupil progress meetings and worked on for review within a set time frame. Teachers supported by PP lead. |
| The salary of the Social, emotional and mental health lead | Regular sessions with a trained Teaching Assistant providing pupils with the opportunity to discuss and reflect on behaviours at home and at school, along with day-to-day support to deal with behavioural issues and to promote good behaviours for learning. | Pupils are achieving their targets in relation to their interaction with teachers and peers, and their approach to learning. | External visitors reported the strength of the SEMH lead as mentioned by the pupils in pupil voice. SEMH Targets are regularly reviewed and show children achieving these targets and making progress. ELSA training completed. | Positive results for individual cases - case studies Intensive further support needed for some individuals Safe space counselling used to give further intensive support. Even Better if ... Continue to seek further outside support when needs increase beyond SEMH Lead eg. safe space counselling Put into place ELSA training |

| | | | | |
|--|--|--|---|--|
| Contribution towards SENCO support | Additional interventions with the SENCO weekly. Some of these sessions will be group or 1:1 in all subject areas but particularly focusing on the main areas of need. This will amount to 8hrs per week. | 71% of PPG pupils to reach ARE by the end of the year in reading. | Increase of CPD to support SEND in school from the SENCO and outside agencies. Small steps of progress made where the SEND high is greatest. 1 SEND child PP KS2 - made ARE across all subjects and GDS in Reading. | Positive results for individual cases - case studies The school benefited from using expertise from new SENCO Even Better if ... Continue to seek support from outside specialists at the earliest point. Streamlining SENCO support with PP Lead. |
| Booster classes | These will take place for all year 6 children 3hrs a week from the Spring term through till the summer term. They will be run by teaching staff/SLT and cover English and maths. 3/21 PP children invited to attend Catch-up booster of Autumn term | 71%+ of pupils to reach ARE in KS2 by the end of the year. | 3 / 14 children showed an improvement in attainment levels 14/14 teachers reported that it had a positive impact on the PP children | Strong improvement in attainment - particularly in Y6 where attendance was strong. Less impact for children where attendance was not as strong. Even better if ... Regular catch up sessions in school time for children where attendance is not as strong before and after school. |
| HLTA support | 2 hrs a week | 71%+ of pupils to reach ARE in KS2 by the end of the year. Children more engaged with their learning - evidenced through pupil voice | This has enabled us to offer additional booster groups to Year groups 2/3 HLTA's. | Strong impact on individual children Case studies (Y6) |
| Contribution towards pupil enrichment | 20% discount on residential trips for FSM children. | To ensure these children are provided with the same enriching and just as valued opportunities within the school as their peers. | Some used to support topic workshop days / day trips / residential PP received extra PE support from Premier Education | Effective to ensure all children and families had greater access to workshops etc. Small group coaching was effective with PP children showing progress in physical development. Even better if ... Continue to monitor the impact of the cost of living crisis and funding |
| Additional provision for resources | To provide specific resources to the individual needs of PP children, service family children and looked after children. | To ensure the children are fully equipped for school and other enrichment activities. | Children were given extra resources throughout the year to support specific initiatives. Eg. chromebooks to support homework / textbooks Special books used to 1:1 meetings are received really well. | Parents voiced the effectiveness of having access to devices. Even better if ... strategised the resources that would be most beneficial so that the approach is more forward thinking than reactionary |

Attainment Data 2022-2023

Outcomes in Early Years: **3 children**

| | |
|--------------------|---------------------------|
| Non- FSM School | 87% of children met GLD |
| PP School | 100% = 3/3 met GLD |
| PP Herts (2021) | 41.3% of children met GLD |
| PP National (2021) | 49.1% of children met GLD |

Outcomes of Phonics Screening: **2 children**

| | | |
|--------------------|------------------|--|
| Non- FSM School | 92% pass | |
| PP School | 0% pass (0 / 2) | <i>1 child high level of SEN need - EHCP in place 1 child attending AP</i> |
| PP Herts (2021) | 55.1% pass | |
| PP National (2021) | 61.9% pass | |

Outcomes at the end of Key Stage 1: **5 children**

| | % of children making expected in reading | % of PP children making expected in reading | % of children making greater depth in reading | % of PP children making greater depth in reading | % of children making expected in writing | % of PP children making expected in writing | % of children making greater depth in writing | % of PP children making greater depth in writing | % of children making expected in maths | % of PP children making expected in maths | % of children making greater depth in maths | % of PP children making greater depth in maths |
|--------|---|--|--|---|---|--|--|---|---|--|--|---|
| School | 87% | 60% | 10 % | 0% | 80% | 40% | 10% | 0% | 77% | 60% | 20% | 0% |

Outcomes at the end of Key Stage 2: 4 children

| | % of children making expected in reading | % of PP children making expected in reading | % of children making greater depth in reading | % of PP children making greater depth in reading | % of children making expected in writing | % of PP children making expected in writing | % of children making greater depth in writing | % of PP children making greater depth in writing | % of children making expected in maths | % of PP children making expected in maths | % of children making greater depth in maths | % of PP children making greater depth in maths |
|--------|---|--|--|---|---|--|--|---|---|--|--|---|
| School | 90% | 100% | 45% | 50% | 83% | 100% | 17% | 25% | 86% | 75% | 31% | 25% |

| | % of children making expected in SPAG | % of PP children making expected in SPAG | % of children making greater depth in SPAG | % of PP children making greater depth in SPAG | % of reading, writing and maths combined | % of PP reading, writing and maths combined | % of reading, writing and maths combined at GDS | % of PP reading, writing and maths combined at GDS |
|--------|--|---|---|--|---|--|--|---|
| School | 86% | 100% | 38% | 25% | 72% | 75% | 14% | 25% |

Pupil premium strategy outcomes and evaluation 2021-2022

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

| Intervention | Description | Intended Impact | Review of Impact to date | Evaluation What has worked well? What hasn't worked well? |
|---|---|--|---|--|
| Contribution towards class Teacher led pupil interviews | Teachers to be given additional time to meet with PP children. 1 hr a week per class. It will give the teacher an opportunity to talk to the child about academic performance as well as their SEMH. | 71%+ of pupils to reach ARE in KS2 by the end of the year. | 100% KS2 children met ARE (only 2 children) 75% on track for 22/23 (Year 5) A greater understanding of the individual child + pupil voice is positive <i>e.g. 1:1 meeting allows me to understand wider issues the child may be facing and give focused time</i> | Staff Feedback is strong. Staff alternate so children aren't missing the same lessons. Even better if ... Continue to monitor the consistency of approach across all staff - frequency |
| The salary of the Social, emotional and mental health lead | Regular sessions with a trained Teaching Assistant providing pupils with the opportunity to discuss and reflect on behaviours at home and at school, along with day-to-day support to deal with behavioural issues and to promote good behaviours for learning. | Pupils are achieving their targets in relation to their interaction with teachers and peers, and their approach to learning. | Parent Survey shows children benefit from the SEMH lead SEMH Targets Reviewed and show children achieving these targets and making progress. | Positive results for individual cases - case studies Intensive support needed for some individuals Even Better if ... Continue to seek further outside support when needs increase beyond SEMH Lead eg. safe space counselling |
| Contribution towards SENCO support | Additional interventions with the SENCO weekly. Some of these sessions will be group or 1:1 in all subject areas but particularly focusing on the main areas of need. This will amount to 8hrs per week. | 71% of PPG pupils to reach ARE by the end of the year in reading. | Increase of CPD to support SEND in school from the SENCO and outside agencies. Small steps of progress made where the SEND high is greatest. 1 SEND child PP KS2 - made ARE across all subjects. | Positive results for individual cases - case studies The school benefited from using expertise from new SENCO Even Better if ... Continue to benefit from SENCO support as required Early intervention |
| Booster classes | These will take place for all year 6 children 3hrs a week from the Spring term through till the summer term. They will be run by | 71%+ of pupils to reach ARE in KS2 by the end of the year. | 5 / 14 children showed an improvement in attainment levels 14/14 teachers reported that it had a positive impact on the PP children | Strong improvement in attainment - particularly in Y6 Even better if ... |

| | | | | |
|--|--|--|---|--|
| | teaching staff/SLT and cover English and maths. 14/21 PP children invited to attend Catch-up booster of Autumn term | | | Continue to evaluate the impact of individual staff / children to ensure the children are receiving high quality intervention that is impactful. |
| HLTA support | 2 hrs a week | 71%+ of pupils to reach ARE in KS2 by the end of the year. Children more engaged with their learning - evidenced through pupil voice | This has enabled us to offer additional booster groups to Year groups 2/3 HLTA's. | Strong impact on individual children Case studies (Y6) |
| Contribution towards pupil enrichment | 20% discount on residential trips for FSM children. | To ensure these children are provided with the same enriching and just as valued opportunities within the school as their peers. | Some used to support topic workshop days / day trips / residential PP received extra PE support from Premier Education | Effective to ensure all children and families had greater access to workshops etc. Small group coaching was effective with PP children showing progress in physical development. Even better if ... Continue to monitor the impact of the cost of living crisis and funding |
| Additional provision for resources | To provide specific resources to the individual needs of PP children, service family children and looked after children. | To ensure the children are fully equipped for school and other enrichment activities. | Children were given extra resources throughout the year to support specific initiatives. Eg. chromebooks to support homework / textbooks Special books used to 1:1 meetings are received really well. | Parents voiced the effectiveness of having the access to devices. Even better if ... strategised the resources that would be most beneficial so that the approach is more forward thinking than reactionary |

Attainment Data 2021-2022

Outcomes in Early Years: **2 children**

| | | |
|-----------------|---------------------------|--|
| Non- FSM School | 71% of children met GLD | |
| PP School | 0% = 0/2 met GLD | <i>1 severe SEND needs 1 risk reduction plan for exclusion</i> |
| PP Herts | 41.3% of children met GLD | |
| PP National | 49.1% of children met GLD | |

Outcomes of Phonics Screening: 5 children

| | | |
|-----------------|-------------------|---|
| Non- FSM School | 93% pass | |
| PP School | 80% pass (4 / 5) | <i>1 child scored 24 / 40 (Pass mark 32) Progress from September 4/40</i> |
| PP Herts | 55.1% pass | |
| PP National | 61.9% pass | |

Outcomes at the end of Key Stage 1: 0 children

Outcomes at the end of Key Stage 2: 2 children

| | % of children making expected in reading | % of PP children making expected in reading | % of children making greater depth in reading | % of PP children making greater depth in reading | % of children making expected in writing | % of PP children making expected in writing | % of children making greater depth in writing | % of PP children making greater depth in writing | % of children making expected in maths | % of PP children making expected in maths | % of children making greater depth in maths | % of PP children making greater depth in maths |
|----------|--|---|---|--|--|---|---|--|--|---|---|--|
| School | 84% | 100% | 27% | 50% | 97% | 100% | 10% | 50% | 87% | 100% | 30% | 0% |
| Herts | 78% | | 33% | | 69% | | 17% | | 73% | | 26% | |
| National | 74% | | 28% | | 69% | | 13% | | 71% | | 22% | |

| | % of children making expected in SPAG | % of PP children making expected in SPAG | % of children making greater depth in SPAG | % of PP children making greater depth in SPAG | % of reading, writing and maths combined | % of PP reading, writing and maths combined | % of reading, writing and maths combined at GDS | % of PP reading, writing and maths combined at GDS |
|--|---------------------------------------|--|--|---|--|---|---|--|
| | | | | | | | | |

| | | | | | | | | |
|----------|-----|------|-----|-----|-----|-------|-----|----|
| School | 87% | 100% | 47% | 50% | 77% | 100% | 13% | 0% |
| Herts | 76% | | 33% | | 60% | 35.8% | 10% | |
| National | 72% | | 28% | | 59% | 39.3% | 7% | |

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

| Programme | Provider |
|--------------|----------|
| Numberstacks | |
| | |

Service pupil premium funding

| Measure | Details |
|--|---|
| How did you spend your service pupil premium allocation last academic year? | Money was spent on extensive SEMH support + family worker |
| What was the impact of that spending on service pupil premium eligible pupils? | The pupil achieved EXS in their teacher assessments across all subjects. The pupil passed phonics examination 2020. The pupil also has met their SEMH specific targets. |

Further information (optional)

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.*
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.*

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

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