

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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 Mary's Infants School, Baldock
Number of pupils in school	105
Proportion (%) of pupil premium eligible pupils	26 pupils (24.76%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2026
Date this statement was published	May 2025
Date on which it will be reviewed	May 2026
Statement authorised by	Mrs Verity Edey, Headteacher
Pupil premium lead	Miss Michelle Moss
Governor / Trustee lead	Mr Ben Hodson, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 42.420
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£0

Part A: Pupil premium strategy plan

Statement of intent

The school uses Pupil Premium funds for additional provision which aims to support raising of attainment for the most vulnerable pupils as well as providing opportunities for these children that they might not otherwise benefit from.

Our Pupil Premium Strategy Plan is intended to help us to clarify our intentions in how that provision is planned and how funding is allocated to those plans. It also serves to communicate our intentions, and how they are implemented to stakeholders of the school

The Statement is based on the key principles of our vision statement:

**‘We aspire to be a community living life in all its fullness. We share, care, learn and love with God,
valuing the dignity and respect of all humanity and creation. Through the power of the Holy Spirit
Jesus’ Kingdom comes and everyone can flourish together.’**

and incorporates our values and key ideals which seek to provide the best possible outcomes for all of our children, regardless of vulnerability, disadvantage or any other barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1	Wellbeing - The emotional wellbeing of our pupils is at the heart of our school vision. The school values partnership with parents, recognising the potential of effective parental support for children’s emotional wellbeing. - Analysis of CPoms incidents shows that the emotional wellbeing of some pupils attending the school can impact on their ability to access learning and the full curriculum. - The school recognises that pupil behaviour that challenges can be linked to anxiety and attachment difficulties.
2	Communication and Language - Assessments show that a significant number of children enter school with speech, language and communication skills below age-related expectations. - The school recognises that communication skills are central to effective

	thinking, problem solving and learning. - The school strives to enrich the language experience of children through extending vocabulary and providing opportunities for children to present their learning orally.
3	Reading - Assessments have identified early reading as an area where attainment and progress need accelerating across the school. - The school is committed to ensuring that all children learn to read confidently by the end of Year 2 - The school is committed to empowering children to read widely for pleasure and to promote a lifelong love of reading - The school is committed to improving Year 1 Phonics screening results.
4	Attendance - The school recognises that low/inconsistent attendance patterns impact on children's progress and retention of prior learning. - The school's attendance is improving but persistent lateness before and after registers close continues to be a barrier for many of our PP learners.
5	Wider Opportunities – Clubs and Trips - As a school, we are committed to reducing barriers to participation and ensuring all children have access to the full range of enriching experiences that support their learning and personal development. - We acknowledge that: - The cost, logistics, and accessibility of trips and clubs can be a barrier for families. - Ensuring inclusion in wider school experiences is vital for equity and long-term outcomes. We prioritise support for PPG pupils in accessing: After-School Clubs -  Physical activity – Improves fitness, motor skills, and overall health. -  Social skills – Builds friendships, teamwork, and communication. -  Confidence – Encourages self-belief and independence. -  Learning beyond the classroom – Stimulates curiosity and wider interests. - Educational and Enrichment Trips -  Cultural capital – Exposes pupils to new places, ideas, and experiences. -  Curriculum enhancement – Brings learning to life through real-world connections. -  Inclusion – Ensures PPG pupils access the same rich experiences as their peers. -  Wellbeing and enjoyment – Supports happiness, motivation, and engagement in school. Through our PPG strategy, we actively monitor and support participation in these opportunities, using funding where appropriate to remove financial and practical barriers. Our goal is to ensure every child, regardless of background, has access to a broad, balanced, and inspiring school experience. -

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
1. To continue to develop and embed the therapeutic support offered to individuals and their families	Improved Emotional Wellbeing - Children receiving targeted support will show continued improvement in Strengths and Difficulties Questionnaire (SDQ) scores over time. Reduction in Behaviour Incidents - The number of behavioural incidents logged on CPOMs will decrease progressively, indicating improved emotional regulation and school engagement. Access to Specialist Support - The most vulnerable pupils will have regular access to NESSie and North Herts Primary Support Services (NHPSS) for targeted emotional and mental health support. Timely External Support - Pupils will have timely access to external agencies, with advice and recommended strategies implemented consistently across school settings. Family and Community Engagement - The school will maintain active engagement with the Baldock Family Support Worker, supporting vulnerable families and improving home-school collaboration. Mental Health Leadership - The Mental Health Lead will actively support the wellbeing of pupils, staff, and parents, ensuring a whole-school approach to mental health. - The Mental Health Lead will complete DfE-accredited training and share key learning with the wider staff team to build whole-school capacity. Emotional Regulation Strategies - The 'Zones of Regulation' approach will be fully embedded across the school, with staff and pupils using it consistently to support emotional awareness and self-regulation. Therapeutic Behaviour Training - All staff will complete training on Therapeutic Approaches to Behaviour (TAB) and will: - Be confident in using anxiety mapping. - Apply the 'Roots and Fruits' approach to understand pupil behaviour. - Implement risk reduction plans effectively for vulnerable learners.
2. To develop effective language and communication skills for all pupils	Improved Attainment - There will be an increase in the percentage of children working at or above Age-Related Expectations (ARE) in language and communication. Accelerated Progress - Children will make accelerated progress in the Communication and Language (CL) area, as shown through regular assessment data. Systematic Vocabulary Teaching

	• A whole-school, systematic approach to teaching vocabulary will be embedded across all phases and subjects following training from Speech and Language Therapist. • Vocabulary teaching will be accurately pitched to meet the needs of each cohort, ensuring that all pupils—particularly those needing support or stretch—are appropriately challenged and supported. • Vocabulary will be mapped across the curriculum using ‘Goldilocks’ and ‘Stretch’ words. Staff Training and Recall Strategies • All relevant staff will be trained in ‘sticky learning’ strategies, which will be consistently used to enhance vocabulary recall and long-term memory. Speech and Language Support • A trained Speech and Language Teaching Assistant (TA) will deliver targeted interventions at the point of learning in both Reception and Key Stage 1. Professional Partnerships • The school will maintain close links with a named private speech and language therapist and the NHS Speech and Language Therapy Service to provide individualised support for identified pupils. Recognition and Accreditation • The school will achieve the ‘Communication Friendly Schools Award’, demonstrating a school-wide understanding that communication underpins all learning. Inclusive, Supportive Environment • The school will continue to collaborate with the Hertfordshire SEND teams to: • Ensure that all classrooms and learning environments are communication-friendly. • Equip staff with the skills, resources, and confidence to implement a range of strategies supporting SEND learners in language development. •
3. To improve the % of disadvantaged pupils meeting the expected standard in reading across the school	Pupil Progress Monitoring • Six-weekly reading assessments will show all pupils making rapid and measurable progress. • Pupils not meeting expected progress will receive daily 1:1 Read Write Inc. (RWI) support. Parental Engagement • Parents will attend RWI and reading-at-home workshops to build understanding of how to support their child. • Parents unable to attend workshops will be provided with training resources to access at home. Increased Home Reading • There will be a measurable increase in parents reading regularly with their children at home, as evidenced through reading records and parent feedback. Curriculum Adaptation • The RWI phonics curriculum will be adapted to meet the specific needs and pupil dynamics of St Mary’s Infants School.

	Classroom Practice - All pupils will be taught phonics within their class groups using Age-Related Expectation (ARE) phonics levels and resources. - Learning will be scaffolded to ensure accessibility for pupils making slower progress. Additional Targeted Support - Pupils not on track will receive weekly, tailored intervention sessions with the English Lead and/or trained Teaching Assistants. Leadership and Advisory Support - The Reading Lead will maintain an ongoing partnership with the RWI advisor and the Herts English advisor to ensure continuous improvement in reading outcomes across the school.
4. To improve attendance and punctuality of PPG pupils.	Improved Attendance Across Vulnerable Groups - Attendance data will show a consistent upward trend for vulnerable groups, including PPG, SEND, and EAL pupils. Reduction in Persistent Absence and Lateness - The number of persistent absentees and pupils who are regularly late will decrease over time. - School staff will proactively engage with families of pupils with poor attendance or punctuality, offering tailored support and early intervention. Narrowing the Attendance and Punctuality Gap for PPG Pupils - The attendance and punctuality gap between PPG and non-PPG pupils will reduce term by term, with targeted actions in place to address underlying barriers. Coordinated Leadership and Monitoring - The Attendance Lead and PPG Lead will meet regularly to analyse data, plan interventions, and monitor the impact of strategies on lateness and attendance.
5. To increase the accessibility to clubs and trips for PPG pupils.	Increased Participation - A higher percentage of PPG pupils participate in clubs, trips, and wider school experiences compared to the previous year. Barrier Reduction - Identified barriers (e.g. cost, transport, confidence) are mitigated through targeted support, such as subsidies, personalised communication, and logistical planning. Equity of Access - All pupils, including those eligible for PPG, have equal access to enrichment opportunities, as evidenced through participation records and pupil voice. Parental Engagement - Increased engagement from PPG families in extracurricular and enrichment events, supported by flexible communication and targeted invitations. Positive Impact on Development - Pupils who participate in enrichment activities show improvements in: ✔ Confidence and self-esteem ✔ Social interaction and teamwork ✔ Wider curriculum engagement Tracking and Monitoring - The school monitors uptake of clubs and trips among PPG pupils, using this data to inform future provision and outreach. Sustained Inclusion - Systems are in place to ensure ongoing inclusion of PPG pupils in future enrichment opportunities, not just one-off access.

	The school will continue to deliver the enrichment afternoons introduced in 2024/25, providing all pupils with access to a range of activities beyond the standard curriculum. These sessions offer opportunities such as archery, fencing, and musical instrument tuition, promoting wider skill development, engagement, and personal growth.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional SENCO and Deputy Headteacher Hours Funding allocated to provide additional leadership capacity for the SENCO and Deputy Headteacher, with a focused remit on: - Leading the development of English across the school - Overseeing and coordinating Pupil Premium interventions - Driving the rapid improvement of outcomes for vulnerable pupil groups, including those eligible for PPG and SEND This investment ensures strategic oversight, targeted support, and high-quality provision are in place to close	Linked EEF Strands: Leadership and Management: Strong leadership is critical to improving outcomes, especially for disadvantaged pupils. Senior leaders play a key role in implementing and monitoring effective strategies. Targeted Academic Support: Directing leadership capacity toward oversight of interventions ensures that support is responsive, data-driven, and impactful. Phonics: The EEF highlights phonics as one of the most consistently effective ways to support early reading, especially for disadvantaged and struggling learners. Providing additional phonics sessions ensures pupils at risk of falling behind receive targeted, structured support, accelerating progress in reading. Parental Engagement: Engaging parents in their child's learning—particularly reading—has been shown to improve attainment. Frequent and supportive communication strengthens the home-school partnership, building parents' confidence in supporting reading at home. See Wider Strategies – Attendance Interventions: The EEF recognises that improving attendance is essential for raising attainment, particularly when interventions are multi-faceted and relationship-focused. Leadership time devoted to early intervention and family engagement can reduce persistent absence and lateness among disadvantaged pupils. Behaviour Interventions: Approaches that include clear routines, emotional support, and targeted social-emotional learning can improve engagement and reduce disruptions.	1,2,3,4,5

<i>attainment gaps effectively.</i>	Focused support for vulnerable pupils helps create a calm, inclusive learning environment that benefits both individuals and the wider cohort.	
CPD Opportunities for Teachers Focused professional development will be provided for teachers, with an emphasis on scaffolding and modelling strategies to enhance teaching and learning. This training aims to equip staff with the tools to better support students' understanding and facilitate independent learning.	EEF and Evidence-Based Teaching Approaches The EEF recognises effective teaching as a top priority in supporting Pupil Premium (PP) children, particularly through the use of scaffolding. In its guidance, the EEF identifies scaffolding as one of the five key evidence-based strategies for supporting pupils with additional needs. This approach, when implemented effectively, helps to break down complex tasks, providing students with structured support that enables them to become more independent learners. Teaching and Learning: High-quality teaching is the most effective way to support Pupil Premium students, with scaffolding being a proven method to ensure that learners can access challenging content and make rapid progress. Special Educational Needs: Scaffolding is particularly effective for learners with additional needs, as it helps them to understand concepts and gradually take on more responsibility for their learning.	1,2,3,4,5
Speech and Language Teaching Assistant (TA) – Afternoon Interventions The Speech and Language Teaching Assistant (TA) will deliver targeted afternoon interventions focusing on oral language and total communication development	In addition to the interventions, the, ensuring they Speech and Language TA will engage in ongoing professional development are equipped with the most effective strategies and the latest evidence-based practices. This continuous training will ensure the lead adult's expertise is continually updated, supporting the quality and impact of the interventions provided. The SENCo and Speech and Language TA will work closely together to coach teachers both in lessons and through staff training sessions. This collaborative approach will ensure that speech and language strategies are consistently implemented and fully embedded in everyday teaching practice. Additionally, the Speech and Language Therapist will deliver specialist training to staff, equipping them with advanced techniques and insights to support speech and language development effectively across the curriculum.	
As part of our continued commitment to improving early literacy outcomes, the school has	Research from the Education Endowment Foundation (EEF) highlights that early writing interventions can have a significant impact on literacy development, especially when combined with a focus on language development and structured play-based learning. The EEF suggests that high-quality teaching in the early	

prioritised early writing training for EYFS staff. This professional development focuses on effective strategies for supporting the development of early writing skills, including fine motor control, letter formation, and sentence construction. The training ensures that staff are equipped to provide rich, engaging writing opportunities that align with the developmental stages of young children.	years, which includes the systematic teaching of foundational writing skills, leads to improvements in literacy outcomes in the long term. The school is dedicated to embedding these strategies in practice to enhance writing development for all children, particularly those in the EYFS who may benefit most from targeted support.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £15,520

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language Teaching Assistant (TA) – Afternoon Interventions The Speech and Language Teaching Assistant (TA) will deliver targeted afternoon interventions focusing on oral language and total communication development	According to the EEF Toolkit, oral language interventions are considered one of the highest impact, low-cost strategies to improve literacy and communication skills, particularly for disadvantaged pupils. These interventions are designed to support pupils in developing key speaking and listening skills, which are crucial for their overall academic success. In addition to the interventions, the, ensuring they Speech and Language TA	2

	will engage in ongoing professional development are equipped with the most effective strategies and the latest evidence-based practices. This continuous training will ensure the lead adult's expertise is continually updated, supporting the quality and impact of the interventions provided. Oral Language Interventions: EEF research highlights that oral language interventions are particularly effective in the early years and primary school settings, improving both speaking and listening skills. Special Educational Needs: Targeted interventions like those provided by the Speech and Language TA are especially beneficial for pupils with additional needs, helping them to access the curriculum and develop essential communication skills. Professional Development: Ongoing training for staff is essential to ensure that interventions are consistently delivered to a high standard, leading to sustained improvements in pupil outcomes.	
<i>Class teachers, trained TAs and English Lead will deliver targeted interventions with an emphasis on reading development.</i> <i>Teaching assistants will receive ongoing professional development to ensure interventions are evidence-based and effectively targeted. This training will help staff accurately identify and address the specific gaps in pupils' knowledge, reinforcing positive progress and supporting accelerated learning.</i> <i>Additionally, the reading lead, teachers and TA will maintain regular communication with</i>	These interventions are identified by the EEF as having a moderate impact for a moderate cost, particularly when tailored to address specific gaps in pupils' knowledge and skills. Regular assessments will be conducted to track progress, ensuring interventions are responsive and focused on the individual needs of each pupil. Linked EEF Strands: Targeted Academic Support: Focused interventions, such as those delivered by the TA and SENCo, are proven to have a strong positive impact on pupil outcomes, especially when tailored to individual learning gaps. Teaching Assistant Interventions: When properly trained, teaching assistants play a key role in delivering high-quality interventions, supporting pupils in small groups or 1:1 settings. Parental Engagement: Regular communication with parents and	2, 3, 4

<i>parents, sharing progress and strategies to support learning at home. This home-school partnership will be pivotal in reinforcing the interventions and ensuring a holistic approach to pupil development.</i>	involving them in their child's learning can have a positive impact on progress, particularly when parents are equipped with the tools to support learning at home.	
Private Speech and Language Therapist – 12 Full Days Per Year <i>The school will continue to work with a Private Speech and Language Therapist for 12 full days per year. Given that 50% of our Pupil Premium (PP) learners are also on the SEND register, with a significant proportion facing communication and language difficulties, this targeted support is essential to address the specific needs of our most vulnerable pupils.</i> <i>The Speech and Language Therapist will provide specialised interventions to pupils, working closely with staff to implement strategies that will improve oral language and total communication skills, crucial for overall academic success. The therapist will also offer training to staff, ensuring that strategies are sustained across the school and embedded in daily teaching practice.</i>	Linked EEF Strands: Oral Language Interventions: EEF research consistently shows that oral language interventions are among the most effective strategies for improving literacy and communication, particularly for disadvantaged pupils. Special Educational Needs Tailored interventions that target communication and language difficulties are highly effective for pupils with SEND, helping them to access the curriculum and engage more fully with learning. Professional Development: The training provided by the Speech and Language Therapist will enhance staff expertise, ensuring that intervention strategies are consistently applied and adapted to meet the needs of individual pupils.	2

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

Budgeted cost: £ 10,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>To support the holistic development of Pupil Premium Grant (PPG) pupils, the school will allocate funding to provide access to extracurricular clubs and activities that enhance pupils' social, emotional, and academic development. These clubs will offer enriching experiences outside of the core curriculum, helping pupils develop new skills, build confidence, and improve engagement with school.</i>	Linked EEF Evidence: Social and Emotional Learning: Extracurricular activities can improve social and emotional skills, such as teamwork and resilience, which contribute to better academic performance and overall well-being. Physical Activity: Engagement in sports and physical activities enhances engagement with learning, improves behaviour, and supports mental health, as highlighted in EEF evidence. Out-of-School Hours Learning: The EEF finds that structured out-of-school learning activities, like clubs, offer a positive impact on pupil motivation, learning, and achievement. Parental Engagement: Involvement in extracurricular activities strengthens home-school relationships and can lead to improvements in attainment and behaviour.	
Subscribing to Local Family Support Worker Programme <i>The school has subscribed to the local Family Support Worker programme, which provides a range of specialised services aimed at supporting families and pupils, particularly those facing challenges outside the classroom. This partnership ensures that pupils and their families receive the necessary support to overcome barriers to learning and wellbeing, which is vital for achieving long-term academic success. The Family Support Worker programme offers several key services, including:</i>	Linked EEF Strands: Parental Engagement: Engaging parents in their child's education is one of the most impactful strategies for improving academic outcomes, especially for disadvantaged children. The Family Support Worker programme provides the necessary framework for meaningful parent-school partnerships that are crucial for supporting learning at home and increasing pupil engagement. Social and Emotional Learning: The support provided through the Family Support Worker programme helps address social, emotional, and behavioural issues, which are critical for children's engagement in learning. This aligns with EEF evidence that social and emotional interventions lead to improvements in pupils' academic outcomes. Wider Strategies – Attendance Interventions: The programme's focus on attendance	

• Early Intervention and Family Support: <i>Providing early support for families dealing with issues such as mental health, domestic challenges, financial difficulties, or parenting concerns. Early intervention helps prevent these challenges from negatively impacting a child's learning experience.</i> • Home-School Liaison: <i>Strengthening the connection between the school and home, ensuring parents are engaged and informed about their child's progress, attendance, and behaviour. This fosters a positive partnership that supports the child's development and helps address any emerging concerns promptly.</i> • Targeted Support for Vulnerable Pupils: <i>Offering individualised support for pupils who are struggling with a range of issues, such as attendance, behaviour, or mental health challenges. This ensures that pupils receive tailored strategies to help them engage in school and achieve their potential.</i> • Access to External Agencies and Resources: <i>Facilitating access to local community</i>	support ensures that pupils who face difficulties attending school regularly receive the help they need, which is essential for closing the gap in attainment between disadvantaged and non-disadvantaged pupils. Behaviour Interventions: By offering behavioural support and fostering positive relationships between home and school, the Family Support Worker programme helps to reduce behavioural issues, enabling pupils to engage more effectively in lessons and improving their overall learning experience.	
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services, including mental health professionals, social services, and financial assistance, ensuring families can access the full range of support available. • Workshops for Parents: Running workshops focused on parenting skills, supporting learning at home, and building resilience, empowering parents to create a positive home environment that fosters their child's development.		
Nessie Art Therapy will provide targeted support for a small number of vulnerable learners. This therapy will focus on improving social-emotional skills, well-being, and behaviour, offering personalised support to pupils who require additional help beyond the school's pastoral team.	Social and Emotional Learning: Art therapy enhances social-emotional skills, which positively impacts behaviour and well-being, contributing to improved academic outcomes. Behaviour Interventions: Focused, individualised support like art therapy has been shown to improve behaviour and engagement in school, helping vulnerable pupils access learning more effectively.	
The Galaxy Room and Sensory Room has been developed as dedicated spaces to provide a calm, consistent space for, SEN needs SEMH needs and well-being interventions. It supports vulnerable pupils, including those with SEND and PPG, ensuring access to structured support. A portion of funding has been ringfenced to support the development and resourcing of these dedicated intervention spaces.	The EEF identifies high-quality teaching and scaffolding as key strategies for supporting disadvantaged and SEND learners. Social and Emotional Learning (+4 months) and behaviour interventions (+4 months) have positive impacts on pupil outcomes. Use of sensory resources and structured environments is supported in both EEF guidance and wider SEND research for improving engagement and emotional regulation.	1,2,3,4,5,6

<i>Additional Deputy Head and Attendance Lead hours to focus on improving attendance and persistent lateness.</i>	Attendance Interventions: The EEF recognises that improving attendance is essential for raising attainment, particularly when interventions are multi-faceted and relationship-focused. Leadership time devoted to early intervention and family engagement can reduce persistent absence and lateness among disadvantaged pupils.	
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Total budgeted cost: £ 42,420

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

To continue to develop and embed the therapeutic support offered to individuals and their families.

Over the past year, the school has strengthened its therapeutic offer through targeted external and internal support. A small number of pupils received interventions from Nessie, with improved Strengths and Difficulties Questionnaire (SDQ) scores evidencing positive emotional progress. Additionally, selected pupils were supported by North Herts Primary Support Service, with some demonstrating notable improvements in attendance, SDQs, and curriculum engagement. A Mental Health Lead has been appointed, with accredited training underway to further enhance capacity. A larger group of pupils benefited from regular support delivered by the pastoral team, which also contributed to improved SDQ outcomes. Parental feedback has been overwhelmingly positive, highlighting the value of ongoing communication and the additional support offered to families.

In addition, a number of families have been supported through the school's partnership with the Family Support Worker. Parents have been signposted to relevant external agencies for further guidance, including housing, emotional well-being, and parenting support. This partnership continues to strengthen, and feedback from families indicates that they have greatly valued the practical advice, emotional support, and improved communication enabled through this provision.

To develop effective language and communication skills for all pupils

Over the past year, the school has made significant progress in enhancing its approach to language and communication. The school is working towards achieving the Hertfordshire Shining Communication Award, with a portfolio of evidence prepared for assessment. All staff have received training in communication strategies and Word Aware, delivered by a qualified speech and language therapist, strengthening whole-school practice. The relationship with NHS speech therapy services has improved, resulting in better collaboration and shared planning. In addition, 15 pupils received targeted support from a private speech and language therapist, with reports from this work contributing to successful EHCP applications for several children. The school has begun embedding Total Communication approaches, with increased use of pictorial

supports to aid understanding and expression. The use of dual coding strategies has been recognised by the Hertfordshire SEND team as a strength across the curriculum, supporting both neurotypical and SEND learners.

As part of the school's commitment to strengthening language development, all teachers have received training on the discreet and explicit teaching of vocabulary. This has included the use of 'Goldilocks words'—vocabulary that is not too easy or too difficult, but just right to extend and embed pupils' understanding—alongside a focus on language that stretches and challenges learners. Staff have been supported to plan opportunities for direct vocabulary instruction within lessons, ensuring key words are consistently revisited, modelled, and used in context. This approach is helping to close vocabulary gaps and improve pupils' confidence and competence in using ambitious language across the curriculum.

To improve the percentage of disadvantaged pupils meeting the expected standard in reading across the school

Over the past year, the school has continued to prioritise reading as a key driver for improving outcomes for disadvantaged pupils. A number of pupils have made rapid and sustained progress, including those receiving targeted interventions and additional phonics support. The impact of refined strategies, including increased parental engagement, frequent assessment cycles, and enhanced phonics provision, has been evident in individual success stories and improving confidence in reading. While progress has been made, reading remains a key focus for the coming year, with a continued commitment to refining approaches and ensuring that all pupils have the support and challenge needed to achieve their full potential.

To improve the percentage of disadvantaged pupils meeting the expected standard in writing across the school

Writing outcomes have shown improvement over the past year, supported by a targeted focus on handwriting and sentence structure. Following staff training and guidance from local authority visits, teachers have implemented a systematic approach to handwriting, including discrete teaching of foundational elements such as posture, pencil grip, and fine motor strength. The introduction of the Essentials Writing Curriculum has further supported the development of sentence structure and clarity in written expression, with noticeable progress seen across all classes. A clear progression of writing skills has been developed across both the infant and junior schools, with collaborative work between English Leads ensuring consistency and continuity. While this area remains a priority, the school is well-placed to build on this positive momentum in the year ahead.

To continue to develop the curriculum to provide children with enrichment experiences

The school has successfully embedded enrichment afternoons as a core part of the curriculum, providing all pupils with access to a broad range of experiences beyond the classroom. Activities have included violin and recorder lessons, archery, fencing, tag rugby, forest school-inspired learning, and participation in eco initiatives such as Eco Warriors. These sessions have been met with positive feedback from pupils, staff, and parents, who recognise the value of these opportunities in supporting personal development, confidence, and engagement. Enrichment afternoons have become a celebrated feature of the school week and will continue to be a key part of the curriculum offer moving forward.

In addition, some pupils have been supported through Pupil Premium funding to access after-school clubs and activities, helping to remove financial barriers to participation. The school is committed to expanding and improving this offer in the coming year to ensure even more pupils can benefit from a rich and inclusive enrichment programme.

To achieve an attendance rate of 97% or above

Although the school has not yet reached the target of 97% attendance, a notable improvement has been made over the past year. Several individual success stories demonstrate significant progress in addressing persistent lateness and absence, with targeted interventions and consistent support leading to positive outcomes for those pupils. Achieving high attendance continues to require a considerable amount of staff input to support families and monitor patterns of absence. This focus will remain a priority, with continued efforts to improve attendance and ensure all pupils have the opportunity to succeed through regular school participation.

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

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Please see information regarding our Enrichment Afternoons.