



# Pupil premium strategy statement – St Herbert’s C of E Primary and Nursery School

This statement details our school’s use of pupil 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 effect that last year’s spending of pupil premium had within our school.

## School overview

Detail	Data
School name	St Herbert’s CE Primary and Nursery School
Number of pupils in school	262
Proportion (%) of pupil premium eligible pupils	5.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	November 2028
Statement authorised by	Michael Craig
Pupil premium lead	Rachel Frampton
Governor / Trustee lead	Emma Bain

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,285
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£28,285

## Part A: Pupil premium strategy plan

### Statement of intent

All members of staff, governors and teaching assistants accept responsibility for pupils who are disadvantaged/pupils who are vulnerable/pupils who are eligible for pupil premium and are committed to meeting their pastoral, social and academic needs within the school environment. St Herbert's CE Primary and Nursery School is committed to diminishing the differences in all subjects between these pupils and pupils who are classed as not vulnerable or disadvantaged. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have 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.

The Senior Leadership Team regularly analyses the impact of the provisions and the development of the children who are eligible for the Pupil Premium. Nursery children are not funded with the Pupil Premium, so senior leaders also try to identify children in our Nursery setting who will be eligible for Pupil Premium funding once they move into the main school and ensure that they achieve their best and any differences are diminished.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Facilitate all pupils' access to education and the curriculum
- Enable all children, regardless of their financial situation, to reach their potential
- Fund additional support and intervention programmes for groups and individuals.
- Supports children to take up additional opportunities, such as residential visits and musical instrument tuition.

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, which could be due to peer relationships, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. Eight from the fifteen disadvantaged children currently require additional support with social and emotional needs.
2	Pupil Premium pupils often face barriers in writing, including limited vocabulary, reduced confidence, and fewer opportunities for extended writing outside school. To address this, we will provide targeted small-group interventions focusing on sentence fluency and vocabulary enrichment, alongside high-quality feedback to support progress. Engaging stimuli such as rich texts and visual prompts will be used to inspire writing and build cultural capital, while families will receive resources to encourage practice at home. Success will be measured through improved writing outcomes, increased use of ambitious language, and greater confidence demonstrated in pupil voice and classroom participation.
3	Many Pupil Premium learners struggle with rapid recall of number facts and efficient calculation strategies, which can limit their overall mathematical attainment. Our approach will focus on strengthening core fluency through short, daily practice sessions, interactive activities using concrete resources, and regular opportunities for verbal reasoning in maths discussions. We will also provide targeted support for misconceptions and share practical tools with families to encourage consistent practice at home. Impact will be seen in pupils' improved confidence, quicker and more accurate mental calculations, and sustained progress in end-of-term assessments.
4	Some Pupil Premium pupils enter school with limited vocabulary and reduced confidence in speaking, which can affect learning across all areas. To address this, we will enhance continuous provision by creating purposeful play opportunities that promote dialogue, questioning, and role-play. Adults will actively model rich language, introduce new vocabulary in context, and encourage collaborative talk during play scenarios. Provision will include open-ended resources to spark imagination and problem-solving, while families will receive guidance on supporting language development at home. Impact will be evident through improved oral language skills, greater engagement in conversation, and observations showing increased use of ambitious vocabulary.
5	Disadvantaged pupils may face barriers to learning linked to low self-esteem, limited resilience, and a lack of positive relationships, which can impact engagement and attainment. Our challenge is to embed a culture of unconditional positive regard, ensuring every pupil feels valued, respected, and supported regardless of background or behaviour. Staff will receive training in relational approaches, consistent language, and restorative practices to foster trust and belonging. We will create safe, inclusive environments where pupils experience positive interactions daily, alongside targeted mentoring and emotional literacy support. Success will be measured through

	improved pupil well-being, stronger relationships, and increased engagement in learning.
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## 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
Disadvantaged pupils will develop improved social and emotional skills, enabling them to build positive peer relationships, access enrichment opportunities, and engage more fully in learning. This will reduce the need for additional interventions and support overall attainment.	<ul style="list-style-type: none"> <li>• <b>Reduction in Referrals:</b> Teacher referrals for social and emotional support decrease over the academic year.</li> <li>• <b>Improved Well-being:</b> Pupil voice surveys and family discussions indicate increased confidence, resilience, and positive peer interactions.</li> <li>• <b>Access to Enrichment:</b> All disadvantaged pupils participate in at least one enrichment activity each term.</li> <li>• <b>Classroom Engagement:</b> Observations show improved focus, collaboration, and reduced incidents of conflict among disadvantaged pupils.</li> <li>• <b>Attainment Impact:</b> Termly assessments demonstrate progress in core subjects for pupils previously identified with social and emotional needs.</li> </ul>
Disadvantaged pupils will develop greater confidence and competence in writing through improved vocabulary, sentence fluency, and opportunities for extended writing. This will lead to higher-quality written work and increased engagement in writing tasks across the curriculum.	<ul style="list-style-type: none"> <li>• <b>Writing Outcomes:</b> Termly assessments show measurable improvement in writing attainment for Pupil Premium pupils.</li> <li>• <b>Vocabulary Use:</b> Pupils demonstrate increased use of ambitious and varied vocabulary in independent writing.</li> <li>• <b>Confidence &amp; Engagement:</b> Pupil voice surveys and classroom observations indicate greater confidence and willingness to write at length.</li> <li>• <b>Quality of Work:</b> Books and writing samples show improved sentence structure, coherence, and creativity.</li> <li>• <b>Home Engagement:</b> Evidence of family involvement through completion of home writing activities and feedback from parents.</li> </ul>
Disadvantaged pupils will develop strong mathematical fluency, including rapid recall of number facts and efficient calculation strategies, enabling them to access the wider maths curriculum with confidence and accuracy	<ul style="list-style-type: none"> <li>• <b>Fluency Improvement:</b> Termly assessments show accelerated progress in mental calculation and number fact recall for Pupil Premium pupils.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Confidence in Maths:</b> Pupil voice and classroom observations indicate increased confidence and engagement during maths lessons.</li> <li>• <b>Accuracy &amp; Speed:</b> Pupils demonstrate quicker and more accurate responses in daily fluency tasks and retrieval activities.</li> <li>• <b>Misconception Reduction:</b> Fewer errors and misconceptions identified in formative assessments and teacher feedback.</li> <li>• <b>Home Engagement:</b> Evidence of family involvement through completion of home fluency activities and feedback from parents.</li> </ul>
<p>Disadvantaged pupils will develop stronger oral language skills and confidence in speaking through purposeful play and enriched continuous provision. This will support vocabulary growth, collaborative talk, and improved communication across all areas of learning.</p>	<ul style="list-style-type: none"> <li>• <b>Vocabulary Development:</b> Observations and pupil work show increased use of ambitious and contextually appropriate vocabulary during play and structured activities.</li> <li>• <b>Confidence in Speaking:</b> Pupil voice and teacher assessments indicate greater willingness to engage in dialogue, questioning, and role-play.</li> <li>• <b>Quality of Interaction:</b> Adults report improved collaborative talk and problemsolving during play scenarios.</li> <li>• <b>Home Engagement:</b> Families demonstrate involvement through feedback and evidence of language-rich play activities at home.</li> <li>• <b>Impact on Learning:</b> Progress in communication and language strands (EYFS) or speaking and listening objectives (KS1/2) is evident in termly assessments.</li> </ul>
<p>Disadvantaged pupils will experience a strong sense of belonging and value within the school community, leading to improved self-esteem, resilience, and positive relationships. This will enhance engagement in learning and reduce barriers linked to emotional well-being.</p>	<ul style="list-style-type: none"> <li>• <b>Pupil Voice:</b> Surveys and discussions show pupils feel respected, supported, and safe in school.</li> <li>• <b>Behaviour Data:</b> Reduction in negative behaviour incidents and increased positive behaviour points for disadvantaged pupils.</li> <li>• <b>Staff Practice:</b> Observations and learning walks demonstrate consistent use of relational language and restorative approaches.</li> </ul>

	<ul style="list-style-type: none"><li>• <b>Well-being Indicators:</b> Pastoral records and emotional literacy assessments show improved resilience and emotional regulation.</li><li>• <b>Engagement in Learning:</b> Increased participation and focus in lessons,</li></ul>
	evidenced through teacher observations and progress data.

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £11,138 – TA support and supply costs for cover

Activity	Evidence that supports this approach	Challenge number(s) addressed
Scaffolding development and CPD for all staff to maximise independent learning for all pupils. Supporting staff to make best use of teaching assistants.	Supporting best use of teaching assistants by adopting the principles and recommendations made by the EEF: Making the best use of Teaching Assistants Guidance Report	1,2,3,4 and 5
Allocation of funds for writing and maths initiatives, subscriptions and high quality texts for EYFS, KS1 and KS2.	Quality /at least good teaching in all classes every day <a href="http://www.gov.uk/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding successfully.</a>	2 and 3
Subject leaders create and carry out action plans which have a positive impact on their subjects so that all children, particularly disadvantaged children, have access to a high quality curriculum in all subjects.	<a href="https://d2tic4wvo1iusb.cloudfront.net/eefguidancereports/implementation/EEFImplementation-RecommendationsPoster.pdf?v=1635355218">https://d2tic4wvo1iusb.cloudfront.net/eefguidancereports/implementation/EEFImplementation-RecommendationsPoster.pdf?v=1635355218</a> – EEF – a school’s guide to implementation. Learning to Lead Becoming an Effective Head of Department. Mark Brundrett, Ian Terrell	2 and 3

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

Budgeted cost: £915 (TA for 1 hr per week across year for Rec Reader)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Language screening in reception to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Language screener to identify children entering school with language skills lower than the expected standard.	<a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219627/DFE-RR247-BCRP13.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219627/DFE-RR247-BCRP13.pdf</a>	2
RWINC Fresh Start for Years 5 and 6 'Talk for Reading' approach to improve 4 key comprehension strategies (predict, clarify, question, summarise). 3x 20 mins weekly. RWINC tutoring with lowest 20% of pupils.	<a href="http://educationendowmentfoundation.org.uk">Read Write Inc. Phonics and Fresh Start   EEF (educationendowmentfoundation.org.uk)</a>	2

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

Budgeted cost: £15,532 (RF SENCO day = £12,163; Ed visits cont = approx. £500; included music lessons = approx. £200)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Release time for SENCO to support families with high need SEN and Pupil Premium children.</p> <p>SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning. - Vulnerable children to be highlighted and supported through Nurture sessions.</p>	<p><a href="https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/social-and-emotional-learning">https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/social-and-emotional-learning</a> <a href="https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/parental-engagement">https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teachinglearningtoolkit/parental-engagement</a></p>	<p>1 and 5</p>
<p>All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. This will be achieved through funding for each year group to plan enriching experiences and activities, after school club funding for pupil premium</p>	<p>Provision of a range of initiatives to extend children’s experiences see <a href="http://www.gov.uk/publications/the-pupilpremium-howschools-are-spendingthefunding-successfully">www.gov.uk/publications/the-pupilpremium-howschools-are-spendingthefunding-successfully</a>. Education Endowment Trust Toolkit 38</p>	<p>1 and 5</p>
<p>children and a reduced rate residential for PP children</p> <p>Music tuition offered to pupil premium children to develop their love and appreciation of music.</p>		

**Total budgeted cost: £28,285**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

Impact is measured through regular discussion with targeted pupils and their parents, through pupil progress meetings in school and through teacher assessment. Provision may not always have an immediate impact but should be evident when measured over time.

This details the impact that our pupil premium activity had on pupils in the 2022 to 2025 academic year.

#### Summary from 2022-23



#### Steps Progress Between Terms Y2, Y3, Y4, Y5, Y6 - Pupil Premium (20 pupils)

30 November 2023  
Sum2 21-22 to Sum2 22-23

	No.	%	Average of Displayed Subjects			Reading			Writing			Mathematics		
			Sum2 21-22	Sum2 22-23	Progress	Sum2 21-22	Sum2 22-23	Progress	Sum2 21-22	Sum2 22-23	Progress	Sum2 21-22	Sum2 22-23	Progress
All Pupils	20	100.0	48.4	54.4	6.0	49.1	54.6	5.5	48.4	54.1	5.7	49.0	55.8	6.8
Males	14	70.0	49.9	55.8	5.9	50.8	56.2	5.4	49.1	54.3	5.2	50.0	56.8	6.8
Females	6	30.0	43.8	50.4	6.6	44.0	50.0	6.0	46.6	53.4	6.8	46.6	53.4	6.8
FSM	18	90.0	48.0	54.0	6.0	48.6	54.2	5.6	48.1	53.9	5.8	48.5	55.3	6.8
Not FSM	2	10.0	55.0	60.3	5.3	56.0	61.0	5.0	52.0	57.0	5.0	57.0	63.0	6.0
Pupil Premium	20	100.0	48.4	54.4	6.0	49.1	54.6	5.5	48.4	54.1	5.7	49.0	55.8	6.8
Not Pupil Premium	0	0												
SEN Support	7	35.0	52.2	57.6	5.4	52.7	57.4	4.7	51.7	56.1	4.4	52.1	59.3	7.2
Education, health and care plan	1	5.0	35.0	40.7	5.7	34.0	41.0	7.0	34.0	39.0	5.0	37.0	42.0	5.0
Not SEN	12	60.0	46.8	53.3	6.5	47.8	53.9	6.1	47.3	54.1	6.8	47.9	54.6	6.7

Steps progress for disadvantaged for 2022-23.

Steps progress for all children from Y2-Y6 for 2022-23. We would expect pupils to make an average of 6 steps progress. This highlights that the average across all three subjects is 6 steps progress, however Maths shows stronger results than reading and writing.

#### Summary from 2023-24



#### Steps Progress Between Terms Y2, Y3, Y4, Y5, Y6 - All Pupils (185 pupils)

10 December 2024  
Sum2 22-23 to Sum2 23-24

	No.	%	Average of Displayed Subjects			Reading			Writing			Mathematics		
			Sum2 22-23	Sum2 23-24	Progress	Sum2 22-23	Sum2 23-24	Progress	Sum2 22-23	Sum2 23-24	Progress	Sum2 22-23	Sum2 23-24	Progress
All Pupils	185	100.0	48.3	54.0	5.7	48.5	54.3	5.8	47.6	53.5	5.9	48.6	54.3	5.7
Males	90	48.6	48.1	53.7	5.6	48.4	53.8	5.4	47.2	52.7	5.5	48.9	54.6	5.7
Females	95	51.4	48.4	54.3	5.9	48.7	54.7	6.0	48.0	54.2	6.2	48.4	54.1	5.7
FSM	14	7.6	48.7	54.4	5.7	48.7	54.7	6.0	47.8	53.7	5.9	49.5	54.8	5.3
Not FSM	171	92.4	48.2	54.0	5.8	48.5	54.2	5.7	47.6	53.5	5.9	48.5	54.3	5.8
Pupil Premium	15	8.1	48.7	54.4	5.7	48.7	54.7	6.0	47.8	53.7	5.9	49.5	54.8	5.3
Not Pupil Premium	170	91.9	48.2	54.0	5.8	48.5	54.2	5.7	47.6	53.5	5.9	48.5	54.3	5.8
SEN Support	12	6.5	49.1	54.9	5.8	48.1	54.6	6.5	47.1	53.5	6.4	52.0	56.6	4.6
Education, health and care plan	6	3.2	41.5	45.3	3.8	42.0	45.6	3.6	40.0	43.4	3.4	42.4	47.0	4.6
Not SEN	167	90.3	48.5	54.3	5.8	48.9	54.6	5.7	48.0	53.9	5.9	48.6	54.4	5.8

Steps progress for disadvantaged for 2023-24

Steps progress for all children from Y2-Y6 for 2023-24. We would expect pupils to make an average of 6 steps progress. This highlights that the average across all three subjects is close to 6 steps progress. However reading shows stronger results than maths and writing.

Attendance data for 2023-24 shows that Pupil Premium attendance was 94.41%, which was above National statistics. However, there is still a 1% gap with the school figure of 95.31%, which we will continue to narrow. Attendance for 2024/25 for Pupil Premium was 96.5% which is excellent and above National figures and nearly in line with the rest of the school.

During 2021 – 22, we ran a dinner time nurture group to support children’s social and emotional needs. Children at the end reported that they felt this supported their needs. We have ‘Happy to be me’ and ‘Decider Skills’ groups running in school during the 2023 – 24 academic year and any disadvantaged children will be prioritised. During 2024-2025 we will be training our teaching assistants in ‘Drawing and Talking’, which will then be implemented across the school. ‘Decider Skills’ will also be a whole school approach rather than focused groups.

Oracy continues to be a high priority within our school. The Literacy leader is providing ongoing CPD for staff. The school has recently implemented the CUSP curriculum for Geography, History and Science, which has well established oracy teaching built within the scheme to develop children’s understanding of language.

Reading and Writing continue to be a high priority for our disadvantaged pupils. These are targeted through ongoing RWINC teaching and interventions, when necessary. Progress for RWINC shows that 88% of all children pass the phonics screening check and 97% of all children who re-took the test in Year 2 have passed.

<b>Results for 2025 KS2 tests and TA results</b>			
Cohort 37 Pupils	Achieved Expected Standard	Not Achieved Expected Standard	Working Below Standard Of The Test
Reading	25	5	0
Reading PP	4	1	2
Maths	24	6	0
Maths PP	2	5	0
Writing (TA)	23	7	0
Writing PP	7	5	2

In addition to ensure that pupil premium children can access educational visits, we have provided supplements to costs for visits. We have families who struggle with transport to enable the children to attend school on time and regularly. We have provided additional support by organising and financing the cost of private taxis to eliminate barriers to children accessing school. In addition, we have paid for families to attend breakfast and afterschool clubs to support their social development and access to a range of differing clubs and activities.

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

- To improve the curriculum sequencing and implementation of the writing curriculum.
- Improve maths outcomes by developing fluency.
- To embed unconditional positive regards throughout school using our St Herbert's Way.
- To further develop oracy skills in Early Years and Keys Stage 1 through the use of Continuous and Enhanced Provision.
- To ensure early identification of SEND needs especially for those children who are disadvantaged.
- 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.

## Externally provided programmes

Measure	Details
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How did you spend your service pupil premium allocation last academic year?	Eligible pupils benefit from funding received by their class teachers and the experiences these provide for them. Eligible pupils
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*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:*

	provided with Pupil Premium Mentor who meet and support them.
What was the impact of that spending on service pupil premium eligible pupils?	Eligible pupils made expected progress from their previous summer and previous key stage results. Eligible pupils are working at Age related expectations across all subjects.