



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	257
Proportion (%) of pupil premium eligible pupils	5.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2029
Date this statement was published	October 26 2026
Date on which it will be reviewed	November 2029
Statement authorised by	Michael Craig
Pupil premium lead	Rachel Frampton
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,600
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	£24,600

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 and observations indicate that the wellbeing of many of our disadvantaged pupils is a barrier to their learning. Pupils struggle with resilience, independence and emotional regulation.
2	Observations across the school have shown that some pupils are passive in learning. Pupils lack resilience, motivation and independence, including the ability to think independently and access tools to support their own progression.
3	Some disadvantaged pupils have limited opportunities to access a breadth of enrichment experiences beyond the classroom. As a result, some pupils have reduced cultural capital and fewer opportunities to develop confidence, aspirations, talents and interests. Participation in residential visits, extra-curricular clubs, music tuition and wider enrichment activities is not consistently high among disadvantaged pupils, potentially limiting their personal development, wellbeing and readiness for future learning and life experiences.
4	Less pupils meeting ARE in core subjects – internal and external (where available) assessments indicate lower attainment amongst disadvantaged pupils across core subjects.

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 demonstrate improved emotional wellbeing, enabling them to engage more effectively in learning and school life. Pupils show increased resilience when faced with challenge, setbacks and new learning, leading to greater perseverance and improved outcomes. Disadvantaged pupils develop greater independence and self-confidence, enabling them to take increasing responsibility for their learning and personal development.	• Teacher observations and pastoral records show improved resilience, independence and emotional regulation among disadvantaged pupils. • A reduction in behaviour incidents involving disadvantaged pupils. • Improved attendance and persistent absence rates for disadvantaged pupils. • Pupil voice indicates that disadvantaged pupils feel happy, safe and supported in school. • Increased participation in learning, enrichment activities and wider school life. • Pupils demonstrate greater confidence in tackling challenges independently and seeking support appropriately when needed.

Pupils are able to regulate their emotions more effectively, resulting in improved behaviour, relationships and readiness to learn. Attendance and engagement in learning improve for disadvantaged pupils as barriers linked to wellbeing are reduced. Pupils feel safe, supported and valued within school and can access appropriate support when needed. Staff are equipped to identify and respond effectively to pupils' wellbeing needs, ensuring timely interventions and support. Disadvantaged pupils are better able to access the curriculum and make good progress because social, emotional and mental health needs are addressed effectively.	
Disadvantaged pupils demonstrate greater resilience and perseverance when faced with challenge, enabling them to engage more successfully in learning. Pupils develop increased motivation and a positive attitude towards learning, resulting in higher levels of participation and engagement in lessons. Disadvantaged pupils become more independent learners who can think for themselves, make decisions about their learning and take ownership of their progress. Pupils confidently use a range of strategies, resources and learning tools to support their understanding and overcome barriers to learning. Disadvantaged pupils actively contribute to lessons, show curiosity and are willing to take risks in their learning. Improved levels of independence, resilience and motivation contribute to stronger progress and attainment across the curriculum.	• Lesson observations show disadvantaged pupils actively participating in learning and demonstrating greater independence. • Pupils regularly use classroom resources, feedback and learning tools without relying heavily on adult support. • Teacher assessments indicate improved resilience and willingness to tackle challenging tasks. • Pupils demonstrate increased confidence in explaining their thinking and problem-solving independently. • Pupil voice shows that pupils feel motivated, confident and able to support their own learning. • Disadvantaged pupils make good progress across the curriculum from their individual starting points.

Pupils develop effective learning behaviours that prepare them for future stages of education and lifelong learning.	
Disadvantaged pupils will have equitable access to a wide range of enrichment opportunities, including educational visits, residential experiences, extra-curricular clubs, music tuition and sporting activities. Participation rates for disadvantaged pupils in enrichment activities will increase and be in line with, or exceed, those of their peers. Disadvantaged pupils will develop greater cultural capital through exposure to a broader range of experiences, enabling them to better understand the wider world and their place within it. Pupils will demonstrate increased confidence, aspiration and self-esteem as a result of engaging in a range of enrichment opportunities. Disadvantaged pupils will develop new talents, interests and skills that support their personal development, wellbeing and future aspirations. All pupils, regardless of background, will benefit from memorable experiences that enhance their personal growth, strengthen relationships and contribute positively to their engagement in school life and learning.	• A higher proportion of disadvantaged pupils participate in extra-curricular clubs, educational visits, residential experiences, music tuition and sporting activities. • Disadvantaged pupils access the same breadth of enrichment opportunities as their peers. • Pupil voice demonstrates increased confidence, aspiration and awareness of opportunities beyond their immediate experiences. • Pupils can discuss and reflect on a wider range of cultural, sporting, creative and educational experiences. • Participation in enrichment opportunities contributes positively to pupils' wellbeing, engagement and attitudes to learning. • Financial barriers do not prevent disadvantaged pupils from accessing key enrichment opportunities.
Disadvantaged pupils will achieve outcomes in reading, writing and mathematics that are at least in line with national expectations and increasingly in line with their peers. Attainment gaps between disadvantaged pupils and non-disadvantaged pupils in core subjects will diminish over time. Disadvantaged pupils will make strong progress from their starting points across reading, writing and mathematics.	• The proportion of disadvantaged pupils achieving Age-Related Expectations (ARE) in reading, writing and mathematics increases year on year. • The attainment gap between disadvantaged and non-disadvantaged pupils narrows in each core subject. • Internal assessment data demonstrates strong progress for disadvantaged pupils across all year groups.

Pupils will develop the knowledge, skills and understanding required to be successful across the curriculum and in the next stage of their education. Early identification and targeted support will enable disadvantaged pupils to address gaps in learning promptly and effectively. High-quality teaching and carefully targeted interventions will improve outcomes for disadvantaged pupils, particularly those who are lower attaining.	• End of Key Stage outcomes show improved attainment for disadvantaged pupils in reading, writing and mathematics. • Targeted pupils successfully meet individual learning targets and intervention outcomes. • Pupils are confident in applying core literacy and numeracy skills across the wider curriculum.
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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: £8,703 – 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	2 and 4
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 www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding successfully .	2 and 4
Continuing Professional Development (CPD) / Empowerment for teachers and TAs across school - All staff engagement in CPD to support Quality First Teaching • INSET for all staff – Positive • Regard Training through LA funding & provision • ECT training ongoing • Sensory Lead training for identified staff & shared with all teaching staff • EBSA awareness to be rolled out to all staff to promote attendance Termly pupil progress meetings with teachers to discuss progress & attainment – PP pupils a priority in these meetings. Key leaders & SLT then meet to discuss impact of teaching, learning & interventions and next steps • Proactive team around the child meetings for staff working with identified pupils with SENCO & headteacher	EEF: Supporting high quality teaching is pivotal in improving children's outcomes – high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/news/eef-blog-three-themes-for-professional-development-mechanisms-for-change	2 and 4

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

Budgeted cost: £915

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.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219627/DFE-RR247-BCRP13.pdf	4
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.	Read Write Inc. Phonics and Fresh Start EEF (educationendowmentfoundation.org.uk)	4

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

Budgeted cost: £16,782 (RF SENCO day = £16,082; Ed visits cont = approx. £500; included music lessons = approx. £200)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for SENCO to support families with high need SEN and Pupil Premium children. 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.	https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/social-and-emotional-learning https://sandbox.educationendowmentfoundation.org.uk/educationevidence/teaching-learningtoolkit/parental-engagement	1
All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. This	Provision of a range of initiatives to extend children's experiences see www.gov.uk/publications/the-pupilpremium-how-schools-are-spendingthefunding-successfully . Education Endowment Trust Toolkit 3 8	3

will be achieved through funding for each year group to plan enriching experiences and activities, after school club funding for pupil premium children and a reduced rate residential for PP children Music tuition offered to pupil premium children to develop their love and appreciation of music.		
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Total budgeted cost: £24,600

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.

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. Attendance for 2025/26 was 94% which was above the National average for disadvantaged but significantly below our school average.

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. During 2025-2026, TA's were given explicit training on the 5 a day principles to support their roles in school.

Writing continues to be a high priority within our school. The Literacy leader is providing ongoing CPD for staff.

Reading, Writing and Maths 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. In 2025/26, 89.3% passed the screening check and 92% of Year 2's had passed following the re-sit.

Results for 2025 KS2 tests and TA results			
Cohort	Achieved Expected	Not Achieved Expected	Working Below
37 Pupils	Standard	Standard	Standard Of The Test
Reading	78% (27% at HS)	22%	0
Reading PP	57%	43%	0
Maths	70% (27% at HS)	16%	0
Maths PP	29%	71%	0
Writing (TA)	23	7	0
Writing PP	0%	100%	0

Results for 2026 KS2 tests and TA results			
Cohort	Achieved Expected Standard	Not Achieved Expected Standard	Working Below Standard Of The Test
34 Pupils			
Reading	68% (21% at HS)	29%	3%
Reading PP	Small cohort	Small cohort	Small cohort
Maths	65% (26% at HS)	32%	3%
Maths PP	Small cohort	Small cohort	Small cohort
Writing (TA)	68% (24% at HS)	32%	0%
Writing PP	Small cohort	Small cohort	Small cohort

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. 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:

- Improve attainment in writing across the school.
- Improve attainment in maths across the school.
- Implement and embed OPAL play across the school.
- Introduce the FIDS approach to develop student voice across school.
- Upskill TA to improve outcomes for SEND pupils.
- To embed unconditional positive regards throughout school using our St Herbert's Way.
- 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

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
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Decider Skills	Barnardos

Service pupil premium funding (optional)

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

Measure	Details
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 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 or at greater depth age related expectations across all subjects.