

Part B: Review of the previous academic year (Year -3-of 3 year strategy)

Date July 2025

	Intended outcome	Activity	Impact
1	Improve reading skills and comprehension of disadvantaged pupils.	<p>Use of whole school synthetic phonics programme and reading books that are ‘closely matched’ to children’s ability. Focussed phonic support for small intervention groups across the year</p> <p>In line with most recent DfE guidance there has been a whole school focus celebrating outstanding children’s literature. Overhaul of books available to children Y2- Y6. Power of Reading resource in use this academic year and made available to all children. Learning walks from English subject lead and pupil voice activity have resulted in positive impact for pupils reading a wider range of quality literature for pleasure.</p> <p>Monitor the outcomes of disadvantaged pupils using a range of assessment tools.</p> <p>Embed assessment procedures to capture small step progress of children eligible for Pupil Premium who have additional needs. (Individual Support Plans).</p> <p>Targeted Support Plans (TSP’s) for small groups for children working toward expectations across the school, providing consistent format in tracking progress, using endpoint documents.</p> <p>Earlier implementation of LW phonics to Nursery – introduce Phase 2 when children are ready.</p> <p>Whole school commitment to ‘Life in all its Fullness’, to deliver a broad and balanced curriculum providing enrichment opportunities for all children and ensure that</p>	<p>Y1 phonics screening .2025 -100% of pupils eligible for PPG achieved the threshold. This maintains the standard from last year</p> <p>Data for reading attainment at the end of KS2 shows that the percentage of children eligible for PPG who reached expected standard is 77% , and of this 66% were at Greater Depth</p> <p>Data at the end of academic year showing the percentage of children eligible for PPG across the school that have made progress in reading at expected rate or above is 96%</p> <p>Of the total number of pupils eligible for the Pupil Premium Grant,58% are either on the SEN register or are being monitored for SEND.</p> <p>100% of pupils in Nursery are at expected levels for reading, this is a rise from last academic year.</p>

		<p>every child may take advantage of experiences open to them. These include school visits, workshops, residential trips, school photos etc</p>	<p>90% of pupils eligible for PPG attended school residential, the remaining (1 child) chose not to attend. 100% of pupils eligible for PPG have attended school trips, workshops, sporting competitions etc</p> <p>Targeted lesson study approach to be used to raise standards in phonics, grammar and arithmetic. Weekly timetabled sessions so that subject leaders can share and model expertise across the school. The impact of this is greater confidence in staff,</p>
2	Improve metacognitive skills of pupils	<p>Metacognition CPD for all teaching and support staff</p> <p>CPD focussed on different methods of helping children know more and remember more through spaced retrieval practice strategies which help improve learning.</p> <p>Children further understand the curriculum expectations with effective use of skills wheels and knowledge organisers which highlight key learning and vocabulary. Examples of these can now be found on the school website under the 'Curriculum' tab.</p> <p>Children have been encouraged to 'remember more' through a range of engaging activities and fluency exercises such as quizzes, use of songs and pictures to help them retain their learning.</p>	<p>Strategies have been embedded as part of classroom practice eg Maths fluency sessions ('Last lesson, last week, last term')</p> <p>Staff use of curriculum end point documents to ensure that children can work on gaps in learning.</p> <p>Children use knowledge organisers and skills wheels as part of their classroom learning ensuring that key concepts, skills and vocabulary are developed over the course of the topics.</p> <p>Observations suggest that children reflect upon their learning using learning characters. (Subject monitoring collecting of pupil voice about learning)</p> <p>Leaders continue to consider 'pupil voice' when making school wide decisions. Subject leaders include pupil voice as part of their ongoing monitoring and our Pupil Parliament continue to play an active role in decision making across the school.</p> <p>Wellbeing working party to be established from stakeholders across the school including from Pupil Parliament</p>
3	Early identification of additional needs and appropriate targeted intervention implemented to promote pupils' learning skills and enable them to get the very	September INSET – Assessment for Learning (AfL) for teachers to share good practice	AfL techniques to be developed across the school using the lesson study approach

		<p>‘Play improves the cognitive, physical, social, and emotional well-being of children and young people. Through play, children learn about the world and themselves.’</p> <p>Development of the opportunities for our children during their play and lunchtimes.</p> <p>Different play zones have been set up in the playground to encourage not only ball games, but also small and large scale construction, big board games Play leader implemented within Y6</p> <p>Mental Health Lead (also responsible for PPG strategy across school), has written a new Pupil and Staff Mental Health and Wellbeing Policy, capturing all the opportunities and support available to members of our school community</p> <p>Through a series of assemblies and using Roots to Roses Growth Mindset as focus for resilience in learning through assemblies and PHSE Lessons.</p> <p>Our school ELSAs (Emotional Literacy Support Assistants) continue to support children across the school socially</p>	<p>Format enables staff to identify gaps and target interventions to children’s learning</p> <p>As a result, we have seen a rise in progress made in reading and writing for these children.</p> <p>Interventions are progressive and consistent format in line with end point documents provides next step for children’s learning</p> <p>Children of all ages respond well and collaboratively to our new playground markings and resources.</p> <p>Continued development for outside play opportunities for the children such as the sandpit have to encouraged sharing/collaboration/language skills</p> <p>Outside play opportunities developed for all children including new sand pit at the bottom of the field.</p> <p>Outside learning space developed for Key Stage 1 to reinforce formal learning through play and exploration.</p> <p>80% of our Y6 children eligible for PPG have taken on leadership roles as Play leaders this academic year</p> <p>Carry out staff and pupil resilience questionnaires to measure success</p> <p>5 children eligible for PPG have participated in ELSA nurture groups this academic year</p>
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4	Attendance in line with non-disadvantaged peers	<p>Headteacher and Inclusion Co-ordinator to closely monitor attendance of disadvantaged pupils and work with families to improve attendance in line with non-disadvantaged peers.</p> <ul style="list-style-type: none"> • Ongoing monitoring of pupil absence • Working closely with parents/carers when pupil absence is causing concern (over 5%) to minimise persistent absence (over 10%) • Working with the HCC attendance team where absence is causing concern. • Continue at least fortnightly formal recording of persistent absence to report to HCC. <p>Review St Andrew's Attendance and Punctuality policy</p> <p>Attendance monitored and noted on CPOMS every half term as part of our regular CPOMS audits. Strategies to improve attendance Continue to work closely with families at risk of persistent absence.</p> <p>Discussion at parent forum and at Parent Teacher Consultations</p>	<p>Average whole school attendance this academic year is 95.05% this is higher than the previous academic year.</p> <p>Of the 28 children eligible for PPG, annual attendance as follows@</p> <p>16 children an above 95%</p> <p>4children between 90% and 94.9 %</p> <p>8 children just below 90%)</p> <p>This is an improvement in the number of children attending well. School continues to monitor attendance particularly in our EYFS cohort (5 out of the 8 children are in Nursery or Reception) and this will be a particular focus for next year.</p> <p>A recent push on lateness has seen the number of children arriving after 8.55am decrease, but this will</p>

		<p>Benefits of maintaining high attendance celebrated on weekly newsletter.</p> <p>School has signed up to the government attendance portal where we will share our attendance data and will be able to compare it with other schools locally and nationally.</p> <p>School continues to work closely with our families of children who are, or are at risk of becoming persistently absent (attendance at less than 90%).</p>	<p>need to be an ongoing focus to ensure parents understand the importance of their children being present for the whole school day.</p>
5	<p>Further improve links with families to encourage partnership for children's learning.</p>	<p>Regular Come and See Days inviting parents to come and work with their children in school and share in activities .</p> <p>Parent information sessions to inform and empower parents and carers to the 'Little Wandle' way.</p> <p>Regular parent reading volunteers to listen to children working toward expectations to read at least twice weekly.</p> <p>Introduction of 'Secret Reader' in EYFS</p> <p>Termly monitoring from Inclusion co-ordinator of progress of children eligible for PPG and assessment of impact of activity on outcomes.</p> <p>Review of targeted support interventions at termly Parent Teacher Consultation evenings with parents highlighting ways to support children's learning at home.</p> <p>Homework policy which has been shared with parents during Meet the Teacher meetings, newsletters, Parent Teacher Consultations</p> <p>Develop an effective partnership between the school and parents in pursuing the aims of the school.</p> <p>Enable children to improve basic skills of English and maths through repetitive practice.</p>	<p>Parents are provided with ideas to support children's learning at home through discussion at Parent Teacher consultations. Homework to focus on number/bonds times tables – parents sent links and tips.</p> <p>Increase in number of parent volunteers to support children's reading. Increase in opportunities to develop children's reading fluency</p> <p>Targeted parent support to ensure focus children and any falling behind in spellings, number bonds or phonics are well supported at home as well as school. Established and well used both at home and school. Discussion at parent forum indicates that parents feel positive about this</p> <p>Parents have clear guidance as to expectations for homework to help encourage partnership for pupil's learning.</p> <p>Parent forum held every half term and parents views have been actioned, for example updates on newsletter in progress toward school priorities as identified on SIP</p>

		<p>To encourage children, as they get older, to develop the confidence and self-discipline needed to study on their own, and to prepare them for the requirements of secondary school</p> <p>Use of Roots to Roses Growth Mindset as focus for resilience in learning through assemblies and PHSE Lessons.</p>	<p>Working Party for Behaviours for Learning policy encouraging parents to participate</p> <p>Sharing progress toward targets identified in School Improvement Plan with parents in termly email.</p>
6	Increase opportunities to signpost families to support agencies as required	<p>The INCo and Headteacher's positive relationships with families means they can signpost families to support as necessary and/or carry out a Families First Assessment, with regular Team Around the Family meetings.</p> <p>Inclusion Co-ordinator), has attended Senior Mental Health Lead training and now working toward Healthy Minds award this year.</p> <p>Maintained number of ELSAs (Emotional Literacy Support Assistants) in school, supporting children across the school, whose social or emotional needs are a barrier to their learning and/or development.</p>	<p>Agencies that have supported children eligible for PPG this academic year include Future Living, Step 2, Children's Services, Rivers Family Outreach , Amwell View Family Outreach. School Nurse Service, Angels</p> <p>Food bank vouchers issued as requested.</p> <p>Communication of events and courses through Newsletter notices and information on website including Herts SEND Local Offer. DSPL3 parent information sessions.</p>

Externally provided programmes

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

Programme	Provider
Mini Police	Hertfordshire Constabulary

Next steps

Adaptive teaching practices are used to engage and support all learners, with a particular focus on those who are disadvantaged and/or vulnerable. Across the curriculum: Year 1 of 2

To continue to reduce the number of children who have or are in danger of having persistent absence from school, especially those from our EYFS.

Continue to develop CPD of our class teachers to share excellent practice across the school (lesson studies).

Further utilise maths manipulatives to support pupils understanding and fluency.

Writing – use of Pathways resources to improve outcomes in writing across the school.

Development of our Behaviour for Learning Policy and Behaviour curriculum to ensure school can provide the conditions for learning behaviours to develop by ensuring pupils can access the curriculum, engage with lesson content and participate in their learning.