



Pupil Premium Strategy Statement

Reviewed December 2025

Watford Field School Infant and Nursery

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

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2026
Statement authorised by	B. Martino
Pupil premium lead	B. Martino
Governor / Trustee lead	K. Barton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£27,730
EYPP	£3492

Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£31,222

Part A: Pupil premium strategy plan

Statement of intent

Demographics and Context

Watford Field School Infant and Nursery is a community school in central Watford. Watford has a population of approximately 131,326 people. It is situated in Hertfordshire but on the edge of Greater London. It has motorway and train links to London. Although sometimes classed as London, Watford residents do not share the same benefits of living in London, like free transport for under 16 or free meals for all primary aged children.

Our school consists of approximately 240 children ranging from age 3-7. We are a 2 form entry school with approximately 60 children in each year group. Our nursery has provision which caters for children accessing both the 15-hour and 30-hour funded entitlement. Children within the Nursery are organised into three classes. We are non-selective and an inclusive school. We have children with all ranges of abilities, languages, beliefs and backgrounds that attend our school.

The percentage of children who are eligible for free school meals is below National average at approximately 15% compare to England at 25%.

The school is above national average who has English as an additional language, which is 52% and England is 21%.

Our Policy for Pupil Premium Funding:

- Quality first teaching is our top priority to ensure that all learners' needs are met and that they receive a high standard education
- High standards of provision is planned and delivered to vulnerable and disadvantage children
- Not all children who are socially disadvantage are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any child or groups of children the school has identified as being socially disadvantaged
- Pupil Premium funding will be allocated following a needs analysis which will identify priority groups or individual required support
- The school will follow the Education Endowment Foundation model of a tiered approach to identifying priorities and spending the funding
- The tiered approach aligns with the DFE strategy template, so our school can be confident that the school's approach to improvements meets the needs of our children and fulfils the expectations of the Pupil Premium strategy document

1. High quality teaching

At our school, our approach is to 'keep up' not 'catch up'. Therefore we will ensure that an effective qualified teacher is in front of every class, and that every teacher is supported to keep improving. This is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. Our pedagogical approach in teaching is taken from Rosenshine's Principals in Instruction using strategies such as 'I do, we do, they do', worked examples, scaffolded learning and retrieval of knowledge. As a school, we are a true believer in ensuring all staff receive up-to-date training on pedagogy and cognitive science. The staff receive training in these strategies and they are used throughout all subjects. The effectiveness of these strategies are monitored through learning walks, observations, appraisals and assessments.

2. Targeted academic support

Teachers and teaching assistants will provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum. This is an essential ingredient of an effective pupil premium strategy. This will mainly be in phonics and if a child has not made expected progress. They will then receive phonics tuition which is delivered in a 1:1 situation, until the child has made progress.

3. Wider strategies

Wider strategies relate to the most significant non-academic challenges to success in school, including attendance, behaviour, and social and emotional support, which also may negatively impact upon academic attainment.

Disadvantage Children and Barriers to Learning

Children that attend our school, whom are from disadvantage backgrounds, may face complex family situations which puts extra pressures on their home life and them as learners. Barriers to their learning could encompass stresses and worries of no stability of funds to pay for bills or food, which in turn creates social pressures. These impact on the family's self-esteems, self-worth, confidence and mental health and wellbeing. With these added stresses in the family home, this might lead to less support for the child at home, less communication, less drive or ambition and less perseverance when things become challenging. As a school we are committed to supporting children from vulnerable or disadvantage background holistically to ensure that they are feeling safe and secure in order to learn.

We believe that children's wellbeing is pinnacle to their learning. Our school analyses each individual child and take, not only an academic approach, but holistic one too in order to break down barriers so that good progress is made and attainment is raised in

their learning. This may include funding a club outside of school, funding Relax Kids to support them to regulate their emotions or funding a family support worker in order to help families with extra pressures at home.

It is clear from our baselines in Nursery and Reception, that children start school with low Communication and Language, Literacy and Maths skills. The school recognise that in these areas children will need to be tracked and monitored to ensure they make expected to accelerated progress.

Through regular formative assessment and termly summative assessment it is evident that Communication and Language, Literacy and Maths are the areas in which there are still gaps. However, due to robust monitoring and tracking these gaps are beginning to narrow especially in the Early Years. The gap is larger at greater depth. The school has a long term plan to ensure these gaps are addressed through high quality first teaching.

Ultimate Objectives:

- To ensure the school narrow the gaps between disadvantage and non-disadvantaged learners compared to national and internal data and sustain this
- Experiences for children and for them to be equipped with strong foundations to take their learning further, to have lifelong ambition, good vocabulary and understanding and social support
- To ensure their learning is not at a disadvantage because of their family's economic circumstances
- To not feel any difference or disadvantaged due to circumstances beyond their control
- High quality planned teaching to ensure all children have experiences to enhance their learning

Achieving these objectives

Our approach will be responsive to challenges and individual needs, through formative and diagnostic assessments, not assumptions about the impact of being disadvantaged. The approaches we have adopted complement each other to help children excel. To ensure they are effective we will:

- ensure disadvantaged children are supported and challenged in their learning
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged children's' outcomes and raise expectations of what they can achieve

Through completing a holistic pupil profile in order to identify the needs of the learner, all staff will respond to the individual needs through assessment for learning. Staff will not make assumptions on children's experiences, knowledge and understanding. All staff will take the responsibility for all disadvantaged children's outcomes.

Our strategy takes a holistic approach to the learners. Well-being is a key priority in order to break down barriers. Through our support with Relax Kids, the drama therapist and the family support worker and Zones of Regulation, children know that they are listened to, feel safe and cared for. This will support their minds to be in a better place to learn. Also, through investing in Quality First Teaching, we are ensuring that all children receive a high quality of education.

From knowing our children we will continually review and enhance our curriculum to ensure all children have experiences to draw upon their learning. By ensuring that planned experiences are embedded into the curriculum we feel that this will impact on the children's communication and language skills. This will help raise attainment in their comprehension and writing skills. RWI, Training for Talk for Writing and Essential Maths training will be attended by all staff which will also ensure consistent understanding and teaching of using oracy and repetitiveness to impact on learning.

All staff will understand the purpose, importance and strategies for interventions and to act early to intervene to ensure there is progress being made. This first point of call for an intervention will be in the lesson when a misconception has been identified. If a child is 'stuck' and not making progress then and a bespoke, short intervention will be devised and delivered to ensure that child gets 'back on track'.

- All staff will ensure that attendance is a priority and to ensure that lost learning is being mitigated through addressing this with parents. Parents will be informed the importance of attending school and the impact on learning.

Challenges

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

Challenge number	Detail of challenge
1	92% of children's baseline in communication and language is below age related expectations when they start Nursery. 75% of children's baseline in communication and language is below age related expectations when they start Reception Through observations and meetings with parents, it is evident there are gaps in communication and language and this is more prevalent in disadvantage children. This impacts on social and communication skills, self-esteem, the ability to for friendships and on reading and writing.
2	Maths concepts and the complex language around them can be a barrier for most children. Maths results, as a trend, tend to show that disadvantage children attaining expected is lower than non-disadvantage children. Understanding of mathematical language is a key indicator for this discrepancy.
3	Fluency of Maths – Children have not had enough time to practise number facts for all numbers up to 20 in KS1, therefore developing inefficient strategies for mental calculations when calculating 2-digit and 2 –digit numbers mentally. Children's inability to recall these facts impact their confidence in maths. This is more prevalent in children from disadvantage backgrounds.
4	Attendance and Punctuality. Approximately 40% of children in receipt of Pupil Premium have an attendance below 90%. 25% of children in receipt of Pupil Premium are regularly late for school. This has an impact on their learning especially phonics as these are carried out daily. Some parents struggle with a routine of bedtime and then getting up on time to get to school.
5	Regulation and self-esteem. Through ongoing observations and discussions with staff, children struggle to self-affirm, recognise their skills and achievements. Children find it challenging to identify their feelings and how to act upon which in turn can impact on their learning.
6	Children are not reading enough books – there is a lack of love for reading. From feedback from parents, they struggle to get their children to read. Reading homework is a battle and that is the only reading they will do. Children are more drawn to their devices.

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
<p>Improve vocabulary, communication and language and increase the expected level from entry to GLD</p>	<p>Vocabulary, communication and language will have significantly improved for all children especially for those from a disadvantage background.</p> <p>Subject leaders will carry out Pupil Book Study and validate assessment for GLD, with Reception children to ensure they are ready for the National Curriculum</p> <p>Interactions with EYFS staff will be</p>
<p>Improved communication and language skills across KS1</p>	<p>Children will be confident at articulating their thoughts and ideas related to subject specific topics using taught vocabulary.</p> <p>Children will be able to respond appropriately when being asked their opinions and thoughts.</p>
<p>The language to describe maths concepts will be understood and used by all children.</p> <p>Attainment in Maths will increase by the end of reception and KS1.</p>	<p>Children from Nursery will be introduced to the key vocabulary and language for Maths.</p> <p>Reception children will be better prepared to access the curriculum.</p> <p>KS1 children will have deeper understanding of maths language and be able to solve problems.</p>
<p>Children's recall and fluency in early mental maths calculations will increase – maths attainment by the end of Reception and KS1 will increase.</p>	<p>Through the Essential maths subscription, training and resources will be used by staff to enhance the teaching of Fluency sessions. Children have opportunities and time to practise skills taught. Monitoring of this area will be embedded.</p>
<p>Improved attendance and punctuality for all children, focussing on children from disadvantaged backgrounds.</p>	<p>A broad and balanced progressive curriculum.</p> <p>Consistent quality first teaching using the Rosenshine Principles in Action,</p> <p>Parents working with the school to improve attendance and punctuality</p> <p>The attendance gap to between disadvantage and non-disadvantage to reduce</p> <p>(letters to parents about the rules of attendance – meeting with parents- family support worker – drama therapy –</p>
<p>Children will have a bank of strategies to use to help regulate emotions to access learning</p>	<p>Embedding the monitoring the Leuven Scores more effectively.</p> <p>Scores will be analysed</p> <p>Pupil voice carried out on those scoring low</p> <p>Trained staff available to support children in drawing and talking, Protective Behaviours and ELSA.</p>

Children will be 'ready to learn' in order to access the curriculum and their learning.	<p>Staff will have the knowledge and understanding on how to support children with regulating their emotion ensuring they are ready to learn.</p> <p>Children will have the strategies to regulate their emotions</p> <p>Children will have opportunities and support from all staff to help them to be ready to learn</p> <p>The Curriculum and the Early Years environment will encompass opportunities and experiences for children to participate in.</p>
Improved reading for enjoyment and sharing of books	<p>Children will be willing to read their books and won't be a struggle for parents.</p> <p>Children will engage with fiction and non-fiction books and share them with their peers.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,222

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Fluency Embed fluency sessions across KS1</i>	<p>Essential Maths Scheme -Maths Advisors to support with training and resources for fluency teaching and the importance of allowing children to practise and embed their learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	2 and 3
<i>Developing mathematical language</i>	<p>Maths TLA to work with KS1 teachers to develop sessions to use mathematical language and concepts to enhance critical thinking.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	1, 2 and 3
<i>Early Years Advisory sessions</i>	<p>Cultivating environments that encourage and support children to develop their language, literacy and mathematical knowledge and understanding through play.</p>	1, 2, 3, 4, 5 and 6

<p><i>on Environment in Reception</i></p>	<p>https://educationendowmentfoundation.org.uk/early-years/toolkit/play-based-learning#:~:text=The%20variation%20in%20outcomes%20across,knowledge%20and%20understanding%20through%20play.</p>	
<p><i>Staff training lead by EYFS lead using the EEF SHREC approach in improving interactions with adults</i></p>	<p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/communication-and-language</p> <p>Using evidence-informed strategies to develop everyday practice Improving the quality of early education matters: it's positive for every child, and especially important for socio-economically disadvantaged children.</p> <p>Research evidence tells us that high-quality early education is one of the best ways to ensure that children can thrive and succeed in school and beyond, regardless of their background.</p>	<p>1 and 5</p>
<p><i>Foundation stage assessment validation focussing on vocabulary and language</i></p>	<p>Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1 and 5</p>
<p><i>Positive Regards, training for staff understanding adaptive behaviour changes on behalf of the adult will support the behaviour of the children.</i></p>	<p>This is a therapeutic approach with restorative practice so that the child understands they have made a wrong choice but has not been made to feel shame. Staff will have strategies on how to adapt their approach for children who find managing their behaviour challenging.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-managing-behaviour-the-challenge-of-consistency</p>	<p>1, 4 and 5</p>
<p><i>RWI training portal to be used by all staff to support the love of reading</i></p>	<p>English lead to elevate the status of the library in the school. Children will go weekly and have a story read to them. English lead will also run workshops for parents to support the love of reading at school and at home.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 4, 5 and 6</p>
<p><i>Subject leaders will have release time to monitor the teaching of subject specific language and vocabulary</i></p>	<p>Subject leaders will carry out Pupil Books Study for their subjects to monitor the teaching of language and vocabulary. Subject leaders will over-see the planning to ensure there are opportunities for practise and retrieval.</p> <p>https://educationendowmentfoundation.org.uk/reading-house/vocabulary https://educationendowmentfoundation.org.uk/news/eef-blog-anchoring-curriculum-knowledge-using-metacognitive-strategies</p>	

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

Budgeted cost: £ 5,000 (funded by school)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continue to deploy Teaching assistants to carry out the Wellcom intervention</i>	<p>Wellcom is a programme that supports language development. It supports teacher in understanding the level that the children are able to comprehend and respond. This impacts on planning the environment and experiences.</p> <p>https://educationendowmentfoundation.org.uk/measures-database/wellcomm-the-complete-speech-language-tool-kit</p>	1, 2 , 4 5 and 6
<i>Continue to train and deploy teaching assistants to carry out the NELI programme for communication and language in Reception</i>	<p>Each impact evaluation has consistently shown that the children who received the programme made additional progress in their oral language skills.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/huffield-early-language-intervention-neli</p>	1,2, 4 , 5 and 6
<i>Train and deploy teaching assistants to implement fast track phonics across Reception and KS1</i>	<p>Teaching assistants have access to ongoing training to the Phonics Programme RWI. They are able to deliver high quality structured interventions to children who are not making progress on the main programme.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	1, 4, 5 and 6
<i>Fund training for support staff in Drawing and Talking, ELSA, Protective Behaviours to implement interventions for those children who cannot regulate or cannot access</i>	<p>Improving Social and Emotional Learning in Primary Schools reviews the best available research to offer school leaders six practical recommendations to support good SEL for all children. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.</p>	1, 4 and 5

<i>their learning due to Well-being.</i>	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	
--	---	--

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

Budgeted cost: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Drama Therapist Relax Kids Therapeutic Thinking Approach	<p>There is very strong evidence that when children feel in a secure and safe place in their well-being they are ready to learn. We can aid children the tools to know what it is like to feel safe and not feel safe and what to do about it. We can give strategies to children to know what to do if something is bothering them creating a barrier to their learning. Although not every problem can be solved it is important the children know and understand that we recognise and value their barriers and help children overcome or address them to ensure their learning is not impacted on.</p> <p>There is also strong evidence that if teacher's knowledge, understanding and attitudes of barriers such as ACEs and attachment disorders, that they are able to ensure their teaching and pedagogy is adapted to meet these learner's needs.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition?utm_source=/education-evidence/guidance-reports/metacognition&utm_medium=search&utm_campaign=site_search&search_term=self%20regu</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies</p> <p>https://www.zonesofregulation.com/learn-more-about-the-zones.html</p> <p>https://www.hertfordshire.gov.uk/microsites/virtual-school/policies-and-guidance.aspx?searchInput=attachment%20&page=1&resultsPerPage=10&view=list</p>	1, 4 and 5
<i>Family support worker</i>	<p>To support families with school avoiders and with home routines in order to increase their child's attendance and punctuality.</p> <p>Support family with any other issues.</p> <p>https://www.hertfordshire.gov.uk/microsites/virtual-school/policies-and-guidance.aspx?searchInput=attachment%20&page=1&resultsPerPage=10&view=list</p>	1, 4 and 5

	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/self-regulation-strategies https://www.zonesofregulation.com/learn-more-about-the-zones.html	
<i>Breakfast Club</i> <i>Extra curricular activities</i> <i>School Trips</i> <i>Experience days</i> <i>Milk</i> <i>Uniform</i>	<p>There is strong evidence to suggest if children attend breakfast club, and have had a good nutritional breakfast with a range of activities to be involved with this will impact on their learning.</p> <p>https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</p> <p>Also the use of breakfast clubs for those children from disadvantage backgrounds where routine is a barrier, this also helps with attendance and punctuality</p>	1, 4 and 5

Total budgeted cost: £36,222

Part B: Review of the previous academic year

Outcomes for Disadvantaged Pupils

Analysis of Pupil Premium

Narrowing the Gap

2024 -2025

Early Years 2024 – 2025 End of Year Data

58 children in Reception

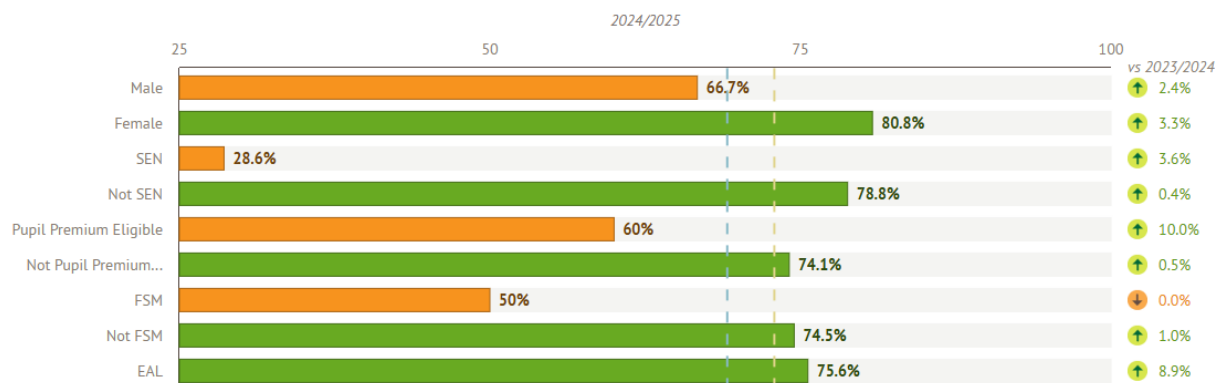
Reception GLD

4 children are PP - 1 is new to English and 1 is SEND

1 has had support from Family support worker

1 has had support with Protective Behaviours

All had Wellcomm and fast track phonics



Student Group	2022/2023	2023/2024	2024/2025	Change since 2023/2024
Male	62.1%	64.3%	66.7%	▲ 2.4%
Female	80%	77.4%	80.8%	▲ 3.3%
SEN	20%	25%	28.6%	▲ 3.6%
Not SEN	75.9%	78.4%	78.8%	▲ 0.4%
Pupil Premium Eligible	71.4%	50%	60%	▲ 10.0%
Not Pupil Premium Eligible	71.2%	73.6%	74.1%	▲ 0.5%
FSM	71.4%	50%	50%	— 0.0%
Not FSM	71.2%	73.6%	74.5%	▲ 1.0%
EAL	75.7%	66.7%	75.6%	▲ 8.9%

The school recognises that the gap is significant and is working closely with SLT to adapt planning and provision in order to narrow the gaps. Some children have significant needs and vulnerabilities in which the school is supporting families through early interventions.

Reception

PP (4)	CL	PSED	PD	R	W	M	UW	EA
Below	1 (25%)	1 (25%)	0	2 (50%)	2 (50%)	2 (50%)	2 (50%)	0
EXP and above	3 (75%)	3 (75%)	4 (100%)	2 (50%)	2 (50%)	2 (50%)	2 (50%)	4 (100%)

Non-Dis 54	CL	PSED	PD	R	W	M	UW	EA
Below	8 15%	5 9%	5 9%	11 20.1%	14 26%	10 19%	9 17%	7 13%

EXP and above	46 (85%)	49 (91%)	49 (91%)	43 (79.6%)	40 (74%)	44 (81%)	45 (83%)	47 (87%)
---------------	----------	----------	----------	------------	----------	----------	----------	----------

Although there is an increase of children working at age related expectation compared to previous years, SLT recognise that there is still a gap between disadvantage and non-disadvantage. Early intervention of phonics has had a positive impact in narrowing the gap. In writing there is an overall decline across all groups – handwriting and other foundational skills will be reviewed to identify the barriers for writing. Pupil Premium Profiles will be continued into KS1 to identify the gaps and planning will be adapted and delivered within first quality teaching.

Maths fluency sessions will be delivered more regularly in Year 1 next year to narrow the gap in Maths.

Year 1

59 children in the cohort

7 Disadvantage children

52 non-disadvantage

Non Disadvantage 52

52	PRE	WTS	EXS	GDS	EXS and above
Reading	0	6 (11.5%)	13 (25%)	33 (63.5%)	43 (88.5%)
Writing	1 (1.9%)	16 (30.7%)	23 (44.2%)	12 (23.1%)	35 (67.3%)
Maths	1 (1.9%)	8 (15.4%)	24 (46.2%)	19 (36.5%)	43 (82.7%)

Disadvantage 8

	PRE	WTS	EXS	GDS	EXS and above
Reading	0	1 (12.5%)	4 (50%)	3 (37.5%)	7 (87.5%)
Writing	0	3 (37.5%)	4 (50%)	1 (12.5%)	5 (62.5%)
Maths	0	1 (12.5%)	5 (62.5%)	2 (25%)	7 (87.5%)

The gap is narrowing. All staff track the disadvantage children closely and make according adaptations to meet their needs. Writing is an area of development across all groups of children. English lead will be tracking all disadvantage children to ensure barriers are addressed with writing.

Phonics Screening Year 1

	<u>Below the expected standard</u>	<u>Met the expected standard</u>
Disadvantage 8	1 (12.5%)	7 (87.5%)
Non-disadvantage 52	7 (13.5%)	45 (86.5%)

The gap is narrowed this year. The English lead tracks all disadvantage children and ensure that teachers are accountable for adapting and intervening through first quality teaching and fast track phonics sessions to help children keep up. 1 child did not make the expected standard - this child has hearing loss and had hearing aids only in Spring this year.

Year 2

Non-Disadvantage 54/59

	PRE	WTS	EXS	GDS	Total EXS and GDS
Reading	1 (1.9%)	3 (5.5%)	24 (44.4%)	26 (48.1%)	50 (92.59%)
Writing	1 (1.9%)	5 (9.3%)	32 (59.3%)	16 (29.6%)	48 (88.9%)
Maths	0	7 (13%)	30 (55.6%)	17 (31.5%)	47 (87%)

Disadvantage 5/59

	PRE	WTS	EXS	GDS	Total EXS and GDS
Reading	0	2 (40%)	2 (40%)	1 (20%)	3 (60%)
Writing	0	3	1	1	2 (40%)
Maths	0	1	3	1	4 (80%)

The gap has not narrowed but maths has improved overall. CPD in reading and writing will continue to support teachers with first quality teaching. Talk for writing will continue – all staff will review their strategies – English will track and support.

Externally provided programmes

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

Programme	Provider
PE development	Get Set 4 PE
Maths	Herts For Learning Essential Maths
PHSE	Jigsaw
Reading	RWI – Ruth Miskin
Writing	Talk for Writing - Pie Corbett
Music	Charanga
Mindfulness and self-regulation	Relax Kids
EYFS language development	NELi
EYFS language development	Wellcomm
Computing	NCC – Teach Computing and Project Evolve

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

N/A

The impact of that spending on service pupil premium eligible pupils