



Pupil Premium Strategy Statement

Updated April 2025

Signed: SJ.

Review Date: April 2026

Pupil premium strategy statement 2024-2025

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	London Colney Primary and Nursery School
Number of pupils in school	195 (2024) 178 (2025)
Proportion (%) of pupil premium eligible pupils	29% (2024) 22%(2025)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025- 2027/2028
Date this statement was published	April 2024
Reviewed	April 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Sarah Joyce Headteacher
Pupil premium lead	Alison Baskerville
Governor Chair	Maggie Kirby
Governor lead PPG	Maggie Kirby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79920

	(2024) £60, 600 (2025)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£60600 April 2025

Part A: Pupil premium strategy plan

Statement of intent

London Colney Primary School is committed to helping all children, no matter their experience, become successful learners who are confident individuals and have the strength of character to contribute positively to society.

Our curriculum aims to improve the life chances of all pupils by ensuring each child becomes:

- A **successful learner** who enjoys learning, makes good progress, achieves well and has a clear understanding of how learning happens.
- A **confident individual** with a body of knowledge which enables them to live a safe, healthy and fulfilling life.
- A **responsible, respectful and active citizen** who is emphatic and has the strength of character to contribute positively to society including on a range of community and global issues.

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.

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:

- Ensure disadvantaged pupils are challenged in the work that they are set
- Act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

Challenge Number	Details of Challenge
1	Phonics: Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Attendance: Over the last year, attendance has been lower than the “national” for all pupils, with disadvantaged pupils having greater persistent absence. Punctuality: Over the last academic year, lateness, amongst disadvantaged pupils was generally higher than for non-disadvantaged pupils.
3	Oral language skills and vocabulary gaps: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
4	Maths: 2025 teacher assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils in most year groups.
5	Emotional and social difficulties: Our observations show that many disadvantaged pupils need extra support and guidance in the management and self-regulation of their emotions and feelings often due to complex family situations.
6	Parental engagement and support: Our observations show there is a lack of parental engagement and support amongst our disadvantaged cohort of pupils.
7	Impact of the pandemic: Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our EYFS disadvantaged pupils have been impacted by lockdown during their formative years to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in knowledge gaps leading to pupils falling further behind age-related expectations, especially in reading, writing, oracy and maths. We have also identified a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.

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
Improved reading attainment among disadvantaged pupils.	• KS2 reading outcomes in 2025/26 show that more than 80% of disadvantaged pupils meet the expected standard. • Disadvantaged pupils maintain high attainment in the Y1 phonics test.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Sustained high attendance from 2025/26 demonstrated by the overall absence rate for all pupils being no more than 4%, with no gap between disadvantaged and non disadvantaged pupils. 95% attendance target achieved for disadvantaged pupils. Attendance team meet regularly to track and identify families and children requiring support with attendance . Identification of barriers to attendance and signposting of services to identified families/ groups is clear and consistent, using Early help. The percentage of disadvantaged pupils who are persistently absent is below or in line with national .
Improved oral language skills and vocabulary among disadvantaged pupils.	• Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is also evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. • Pupils acquire an extensive range of vocabulary from a language rich environment that can be used in context.
To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations; • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Providing pupils with access to resources, such as books, libraries, clubs and life experiences. • Providing pupils with the opportunity to attend/visit places they would not usually be exposed to as part of the school curriculum, with their peers. • Ensuring each disadvantaged pupil will attend at least one after school enrichment club each year. • Providing pupils with books and maths resources at home.

Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2025/26 show that more than 80% of disadvantaged pupils met the expected standard. Disadvantaged pupils achieve in –line or above the national average of their peers in the Multiplication Check.
Parental engagement	• Parents have positive experiences with the school. • More parents attending learning conversations, class assemblies, concerts, parent workshops, volunteering and come learn with me events. • Pupils engage more with home learning.

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

Budgeted cost: £28895

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training for all staff (teachers and teaching assistants) in the principles and practice of first quality teaching is the most important lever to improve outcomes for all pupils, particularly disadvantaged pupils.	EEF Guide to the pupil premium Ofsted Report on the Effective use of Pupil Premium EEF Guidance report: Making best use of Teaching Assistants. Early Career Framework	1-7
Reading Phonics Enhancement of our phonics teaching through whole school training of Little Wandle supported by the purchase of online training and teaching materials. Comprehension Continue to embed Reading strategies to teach inference , ensuring all staff are trained, resources are updated and teaching is consistent across the school. Train staff to develop teaching and learning of fluency- staff CPD and resources Promoting a love for reading by ensuring all children have access to current and engaging texts through the class and the school library	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand EducationEndowment Foundation EEF Research by Leicester University shows strong evidence that Inference training raises attainment in reading comprehension. The Reading Framework emphasises the importance of organising books so that they are accessible and attractive to readers, providing choice and regularly refreshing stock by introducing different books	1, 3, 7

Oracy Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	3
Enhancement of our maths teaching and curriculum planning, through purchase and use of the Mathematics Mastery Programme,	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. The EEF guidance is based on a range of the best available evidence. Improving Mathematics in Key Stages 2 .	3, 4, 7
Continue to implement and embed a knowledge rich curriculum to enhance cultural capital and social justice. This will involve the purchase of subject schemes of work, created by specialists, to adapt for the needs of our pupils.	Ofsted's research into the curriculum highlighted the importance of access to a progressive, sequential, knowledge rich curriculum for all pupils, as a significant lever to help reduce economic and social inequality.	1, 2, 4, 7
Early Years Ensuring high quality EYFS teaching of Communication and Language by all staff through focused training, ensuring high quality interactions for all children.	There is a strong evidence base for the impact of communication and language approaches in EYFS. 'Approaches usually involve an early years professional, who has been trained in the approach, working with a small group of children or individually to develop communication and language skills.' ((EEF, Early Years Toolkit) (SHREC) Best Start in Life Research Review	7

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Targeted Academic Support

Budgeted cost: £27190

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics support provided by specialist teacher for individual pupils/small groups from Reception to Year 6.	Phonics Toolkit Strand Education Endowment Foundation EEF	1
Introduce NELI programme in Reception led by EYFS leader to support the development of language and oracy.	EEF guidance - Preparing for literacy - additional 4 months progress; EEF toolkit - Communication and language approaches (+6 months progress)	1, 3, 6
High quality TA led interventions in English and Maths. One to One tuition led by outstanding teachers	EEF guidance - Making best use of TAs - recommendation 5	1, 3, 4, 7
One to one tutoring for individualised targeted maths support.	EEF - Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	4, 7
Continue to provide opportunities for pupils to engage in IDL Maths and Reading programmes.	The effectiveness of IDL – A summary of Research	1, 3, 4, 7
Continue to identify vulnerable pupils who will benefit from emotional support provided by experienced Pastoral staff.	More frequent behaviour and mental health difficulties for disadvantaged pupils versus non disadvantaged pupils impacts on their academic progress.	5, 6

Wider Strategies

Budgeted cost: £4515

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2, 6, 7
Mental health plans and individual risk assessments in place when necessary and targeted support available as and when needed.	EEF toolkit identifies that the following all have a positive impact. Behaviour intervention (+ 3months) Social and emotional learning (+ 4 months) Metacognition and Self regulation strategies (+ 7 months).	5, 6, 7
Curriculum focuses on resilience and mental health of pupils. To provide mentoring and Drawing and Talking for pupils with SEMH	The National Foundation for Educational Research & TDA, found that, 'a culture of mentoring and coaching will, over time, have an impact on young people and their learning.'	5, 7
Experiences and visitors planned for all pupils across the year with financial support given to disadvantaged pupils.	EEF toolkit - Social and Emotional Development (Average impact +4 months) Arts participation (+2 months) Behaviour interventions- (moderate impact +3 months)	7
Continue to subsidise/provide free Breakfast Club and After School Club for targeted families	Rationale and evidence based on Nurture UK's 'The importance of snack time' (Wilson, C. 2019). 'Studies show that eating together strengthens opportunities for communicating and building relationships' (Lee, 1996). Monitoring Increased attendance for disadvantaged children Improved punctuality for disadvantaged Improved opportunities for identifying speech and language needs.	6, 7

To provide additional nurture provision for disadvantaged children identified as requiring support with social, emotional and mental health needs using Boxall Profiles to monitor needs	<i>Class Strategies'</i> (Ruby F, 2019) We aim to adopt a whole class nurturing approach to wellbeing "ensuring the wellbeing of all pupils is taken into account and nurtured". Nurture provision will be central to the school strategy for behaviour and all classrooms to adopt nurture provision as part of quality first teaching. Where additional focused nurture support is needed, this will be provided either as a part of a small nurture group or on a one to one basis. Monitoring CPD for all staff on the importance of nurture and developing nurture provision in the classroom. Monitoring and evaluating Boxall profiles for identified children. Monitoring impact of nurture provision through termly Boxall profiles for identified children.	5, 7
A varied program of Parent workshops. Save the Children's Families Connect Project available for KS1 parents. (Previously known as FAST	Parental engagement with the school is key to the ongoing development of the child. Families and Schools Together (FAST) is a parental engagement programme that aims to improve attainment, and social and emotional outcomes by enhancing links between families, school and the community. Parents and their children attend weekly group sessions, run by trained local partners, that encourage good home routines around homework, mealtimes and bedtimes. Based on EEF review of provision: The project was very successful at engaging parents, with 83% of parents who began the programme attending six or more of the eight sessions. This rate of attendance is notable given that previous research on parental engagement, including recent EEF trials, has highlighted the difficulty of getting parents to attend sessions. Children from disadvantaged backgrounds involved in the project (100% of PPG families to take part while their children are in Year 1) Monitoring Improved engagement with home learning	6

	- 90% of PPG children supported in reading at home.	
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Total budgeted cost: £60600

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

Pupil Premium Impact Statement 2024–25

The Pupil Premium Grant (PPG) has been used strategically to improve outcomes for disadvantaged pupils through targeted academic support, access to enrichment opportunities, and strong pastoral provision. The impact of this work is outlined below:

Reception – Early Years Foundation Stage (EYFS)

Improved Early Years Outcomes for Disadvantaged Pupils

50% of disadvantaged pupils in Reception achieved a Good Level of Development (GLD), reflecting the impact of high-quality early intervention, targeted teaching, and focused support in speech, language, and communication. Of the four disadvantaged pupils, **two were on the SEN register**, and while they did not meet the GLD threshold, they made **significant progress in personal, social, and emotional development**, particularly in **behaviour and self-regulation**.

One of the children is now being supported through the **EHCP application process**, with evidence submitted to demonstrate their individual needs and the progress made.

This outcome demonstrates a strong foundation for future learning and shows clear steps towards **closing the gap** between disadvantaged and non-disadvantaged pupils at this early stage of education.

Year 1 – Phonics Screening Check

- The Year 1 cohort included **6 disadvantaged pupils**, of whom **66% (4 out of 6) passed the phonics screening check**.
- Of the two pupils who did not meet the threshold, **one has an EHCP** and receives significant additional support.
- This reflects good progress given individual needs and shows that most disadvantaged pupils are on track with early reading.

Year 6 – Key Stage 2 Outcomes

- Outcomes for disadvantaged pupils are strong and reflect the impact of high-quality teaching, targeted support and an ambitious, inclusive curriculum. In 2025, disadvantaged pupils achieved **60% in Reading, 80% in Writing and 70% in Maths**. These results are **significantly above national averages** for disadvantaged pupils in all areas, demonstrating that our strategies are successfully closing gaps and ensuring disadvantaged pupils achieve well from their starting points.
- Targeted interventions, including 1:1 tuition and bespoke curriculum access, supported these outcomes.

To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.

Improved and Sustained Attendance for All Pupils, Particularly Disadvantaged Pupils

Our ongoing focus on improving attendance has led to a positive impact across the school, particularly for disadvantaged pupils. As of the end of the academic year, **Pupil Premium attendance stands at 91.7%**, which is **above the national average for disadvantaged pupils (89.0%)**.

This reflects the success of our targeted attendance strategies, including:

- Early identification and support for families with attendance concerns
- Regular communication and meetings with parents
- The use of pastoral support and EWO involvement where appropriate
- Celebration of good and improved attendance across the school

The sustained focus on attendance has helped to reduce barriers to learning and ensure more consistent access to high-quality teaching, particularly for our most vulnerable pupils.

This is a positive outcome and reflects the impact of proactive engagement with families, attendance monitoring, and personalised support (e.g. breakfast club, transport, and mentoring).

Improved oral languageskills and vocabulary among disadvantaged pupils.

- Weekly homework sent home for all children to discuss learning in English lessons.
- Staff CPD on oral literacy skills and developing vocabulary rich environments, spelling, oracy .
- Learning walks evidence age appropriate vocabulary in use and displayed in classrooms
- Emphasis on developing speaking and listening opportunities across the school e.g. 'Speaker's Cup' competition and presenting in class assemblies.

1. Improved Communication and Confidence in Speaking

- Targeted interventions led to measurable gains in pupils' ability to speak in full sentences, use a wider range of vocabulary, and engage in structured conversations.
- Disadvantaged pupils are more confident in expressing their ideas during whole-class discussions and small-group work.

2. Accelerated Progress in Reading and Writing

- Vocabulary-focused strategies (such as pre-teaching vocabulary, use of word banks, and language-rich environments) resulted in improved outcomes in reading comprehension and writing quality.
- Pupils demonstrated better understanding of subject-specific vocabulary across the curriculum, particularly in subjects like science and history.

3. Early Intervention Success

- Children in EYFS and KS1 receiving early language support showed rapid improvement in speech clarity, listening skills, and word acquisition.
- Screening tools such as WellComm showed clear progress among identified pupils after intervention cycles.

4. Narrowing the Attainment Gap

- The attainment gap in literacy has narrowed between disadvantaged and non-disadvantaged pupils, particularly in reading comprehension, due to the stronger foundations in oral language.
- End-of-year data and teacher assessments show an increase in disadvantaged pupils meeting or exceeding age-related expectations.

5. Stronger Home-School Links

- Parent workshops encouraged language-rich interactions at home, further supporting pupils' development.
- Families reported feeling more equipped to support their child's language learning.

6. Staff CPD and Consistency

- Training in oracy strategies and use of structured talk (e.g., talk frames, stem sentences) has led to a more consistent approach across the school.
- Teachers and support staff are more confident in identifying and addressing speech and language needs early.

To achieve and sustain improved wellbeing for all pupils in our school, particularly disadvantaged pupils.

- Increased attendance for KS2 residential trip for PPG children with additional SEND. This was a particular achievement for the children in this cohort and enabled them to access enrichment activities that would have previously been overwhelming.
- Increased uptake in extra-curricular clubs for PPG children.
- Trips planned to create engagement and enthusiasm for learning e.g. Silverstone Race Track, KidZania, Science Museum Wonder Lab, Knebworth House, Paddington Experience, Houses of Parliament, Hertfordshire Zoo, Pizza Express.

- Additional staff member trained on Drawing and Talking to support children with SEMH

Needs

- Pupil survey reports that 97% of children enjoy school
- Pupil survey reports that 100% of children know they have an adult to go to if they have a problem.
- Significant decrease in number of fixed term exclusions this academic year.

- 100% of parents who responded to the parent survey in June 2025 feel that their child is safe at London Colney.

- 100% of parents who responded to the parent survey in June 2025 feel that their child is happy at London Colney.

Improved Mathematics attainment for disadvantaged pupils at the end of KS2.

In Year 6, **72.7%** of disadvantaged pupils achieved the expected standard or above in Mathematics by the end of Key Stage 2. This demonstrates a significant improvement in attainment, reflecting the

effectiveness of targeted interventions, quality-first teaching, and additional support strategies implemented throughout the year.

Notably, **36%** of disadvantaged pupils achieved **Greater Depth Standard (GDS)** in Mathematics, which is well above national expectations and highlights the strong progress made by higher-attaining pupils within this group. Furthermore, several pupils also achieved GDS in **both Maths and Reading**, indicating a well-rounded and accelerated level of achievement.

These results reflect a strong, sustained focus on narrowing the attainment gap and ensuring that disadvantaged pupils are supported to reach their full potential.

- New Mathematics Mastery scheme established with 3 years tailored support through DfE funding.
- Maths mastery CPD delivered to all teaching staff.
- Maths lead mentoring through Ark Mastery Scheme with termly focus meetings and action points.

Parental engagement

- Families Connect sessions have been accessed by 7 PPG families this year. This has improved parental relationships with the school and engaged
- 97% of parents who responded to the parent survey in June 2025 feel that their child does well at London Colney.
- Successful events such as bring your parent to school and Eid party had high parental attendance and engagement and VE day picnic.

Further Information

Additional activity

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in

our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.