Pupil Premium Strategy Statement

Updated April 2026

Signed: SJ.

Review Date: April 2027

Pupil premium strategy statement 2026-2027

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) 156 (2026)
Proportion (%) of pupil premium eligible pupils	29% (2024) 22%(2025) 28% (2026)
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 Reviewed	September 25 April 26
Date on which it will be reviewed	April 2027
Statement authorised by	Sarah Joyce Headteacher
Pupil premium lead	Alison Baskerville
Governor Chair Governor lead PPG	Maggie Kirby Maggie Kirby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79920 (2024) £60, 600 (2025) £69750 (2026)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	**£69750** **(April 2026)**

Part A: Pupil premium strategy plan

Statement of intent

London Colney Primary School is committed to helping all children, no matter their experience, become successfullearners 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. Disadvantaged pupils face challenges in phonics due to lower starting points in language, limited exposure to reading at home, gaps in phonological awareness and retention, and reduced opportunities for consistent practice.
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. Disadvantaged pupils often have underdeveloped oral language skills due to limited vocabulary exposure and fewer opportunities for high-quality talk, impacting their ability to access learning and communicate effectively.
4	**Maths:** 2025 teacher assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils in most year groups. 2023 50% of disadvantaged pupils were working at or above the maths standard. Disadvantaged pupils face barriers in mathematics due to lower starting points in number sense, limited mathematical vocabulary, reduced opportunities for practice, and gaps in fluency and confidence, which impact problem-solving and reasoning skills.
5	**Wellbeing and Personal Development:** Our assessments, including wellbeing checks, observations and discussions with pupils and families, have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. We have noted that many disadvantaged pupils do not have access to the corpus of knowledge, experiences and opportunities that build their cultural capital and which should be the entitlement of every child – a knowledge which will help close gaps and raise attainment across the whole curriculum.
6	**Parental engagement and support:** Parental engagement for disadvantaged pupils can be limited due to barriers such as time constraints, confidence in supporting learning, and reduced access to resources, impacting the reinforcement of learning at home.

7 8	**Reading** – Disadvantaged pupils face barriers in reading due to limited vocabulary exposure, reduced reading opportunities at home, gaps in phonics and comprehension skills, and lower confidence, all of which impact fluency and attainment. In 2023 37.5% of disadvantaged pupils were working at or above the reading standard. In 2025 60% of disadvantaged children were working at or above the reading standard. This is 2.3% lower than National . **Early Years:** On entry baseline assessments for disadvantaged pupils, it shows low starting points in many areas of the EYFS Framework, with lower communication and language skills.

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
Supporting disadvantaged children to make accelerated progress in phonics and reading, towards end of year expectations; reducing the gap between disadvantaged and non disadvantaged children in all year groups	• End of KS2 reading outcomes show that disadvantaged pupils achieve in-line or above the national average of their peers, at both the expected and higher standard • Disadvantaged pupils maintain high attainment in the Y1 phonics test, and Y2 phonics retakes.
To achieve and sustain improved attendance for allpupils, particularly disadvantaged pupils.	Sustained high attendance by: 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 languageskills 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 inlessons, book scrutiny and ongoing formative assessment. • Pupils acquire an extensive range of vocabulary from a language rich environment and through teaching and learning approaches that can be used in context.

To achieve and sustain improved wellbeing for allpupils in our school, particularly disadvantagedpupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys andteacher observations; • a significant increase in participation in enrichment activities,particularly among disadvantaged pupils. • Providing pupils with access to resources, such as books, libraries, clubsand life experiences. • Providing pupils with the opportunity to attend/visit places they wouldnot usually be exposed to as part of the school curriculum, with their peers. • Ensuring each disadvantaged pupil will attend at least one after schoolenrichment club each year. • Providing pupils with books and maths resources at home.
Improved maths attainment for disadvantaged pupils at theend of KS2.	KS2 maths outcomes show that disadvantaged pupils achieve in – line or above the national average of their peers at both expected or above national standard.
Parental engagement	• Parents have positive experiences with the school. • More parents attending learning conversations, class assemblies, concerts, parent workshops, volunteering and come learn with meevents. • Pupils engage more with home learning.
To develop early language and vocabulary acquisition as well as motor skills to improve attainment for disadvantaged pupils at the end of EYFS.	GLD for disadvantaged pupils at the end of Reception is in line with national and local averages. • Communication and Language assessment for the GLD shows a reduced disadvantage gap. • Impact of high-quality oracy teaching and carefully planned interventions shows rapid progress for identified disadvantaged pupils.

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: £23725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading **<u>Phonics</u>** **Enhancement of our phonics teaching through whole school training of Little Wandle supported by the purchase of online training and teaching materials.** **<u>Comprehension</u>** **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. <u>The Reading Framework</u> 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

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
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 **Communication and language approaches | EEF** **High_quality_interactions_in_the_Early_Years_–_The_'ShREC'_approach.pdf** **EEF-Effective-Professional-Development-Guidance-Report.pdf** **Best start in life: a research review for early years - GOV.UK**	**8**

Targeted Academic Support

Budgeted cost: £41510

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.	High quality structured interventions can support pupils who are struggling with literacy. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1
Regular 1:1 reading with targeted children	We have found that one-to-one reading support improves children's confidence and enjoyment they gain from reading and supports fluency for children who have less support reading at home.	1,3 ,7
One to one tutoring for individualisedtargeted maths support. **One to One tuition led by outstanding teachers** **Fully fund and provide school-led tutoring for targeted pupils-after school interventions, led by qualified teachers.**	EEF - Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF Small group tuition | EEF	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

Wider Strategies

Budgeted cost: £4515

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer / designated member of SLT oversee attendance and work with Attendance Improvement Officer to improve school attendance by working with families providing advice and support. **Training and release time for staff to develop and implement new procedures.**	There is some evidence of promise for several strategies including parental engagement approaches and responsive interventions that target the individual causes of low attendance EEF_Parental_Engagement_Guidance_Report.pdf	2, 6,
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,
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
Subsidised extra-curricular activities and trips, to ensure that all our children can access the full range of opportunities offered to enhance the curriculum, including: **• Subsidised places at after school clubs;** **• Subsidised trips including external trips, workshops;** **• Subsidised clubs**	Participation in extracurricular arts and sports have a range of wider benefits. There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance (EEF, Teaching & Learning Toolkit).Children gain hugely from these experiences, including learning to be independent, bonding with their classmates, taking risks, making decisions. EEF/ Sutton Trust research on Cultural Capital.	5

Continue to subsidise/provide breakfast. **Free Breakfast Club and After School Club for targeted families**	Providing breakfast for pupils in receipt of Pupil Premium Grant (PPG) is rooted in both research and best practice around nurture and readiness to learn. According to *Nurture UK's* guidance, *'The Importance of Snack Time'* (Wilson, 2019), shared eating experiences create valuable opportunities for social interaction, language development, and emotional security. Breakfast provision supports this by offering a calm, structured start to the day where children can engage positively with peers and adults. Research also highlights the importance of shared mealtimes. As noted by Lee (1996), *'studies show that eating together strengthens opportunities for communicating and building relationships.'* This is particularly important for disadvantaged pupils, who may benefit from additional structured opportunities to develop communication and social skills. In addition, access to breakfast ensures pupils are ready to learn, improving concentration, behaviour, and overall engagement in lessons. Monitoring and Intended Impact • Increased attendance for disadvantaged pupils • Improved punctuality for disadvantaged pupils • Enhanced opportunities to identify speech and language needs through informal interaction • Improved readiness to learn at the start of the school day • Strengthened relationships between pupils and staf	2,3,5
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	*Class Strategies'* (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. <u>Monitoring</u> CPD for all staff on the importance of nurture and developing nurture provision in the	5

	classroom. Monitoring and evaluating Boxall profiles for identified children. Monitoring impact of nurture provision through termly Boxall profiles for identified children.	
A varied program of Parent workshops. Save the Children's Families Connect Project available for EYFS / KS1 parents.	The *Families Connect* programme, developed by the Save the Children, is an evidence-based intervention designed to strengthen parental engagement and improve outcomes for disadvantaged pupils. Research shows that when parents are supported to engage in their child's learning, there is a significant positive impact on children's attainment, confidence, and wellbeing. The programme focuses on building parents' skills in supporting early literacy, communication, and social-emotional development, which are key barriers often faced by pupils eligible for Pupil Premium. In addition, *Families Connect* supports stronger relationships between school and home, helping parents feel more confident and empowered in supporting their child's education. This aligns with evidence from the Education Endowment Foundation, which highlights that parental engagement can lead to an average of +4 months' additional progress. Therefore, implementing this programme is a targeted and effective strategy to support disadvantaged families and improve pupil outcomes.	6

Total budgeted cost: £69750

Part B: Review of outcomes in the previous academic year

Pupil Premium Strategy Outcomes

Pupil Premium Impact Statement 2025-2026

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)

PPG Analysis (EYFS GLD)

Early Years Foundation Stage (2026)

In 2026, there were **6 disadvantaged pupils** eligible for assessment in the Early Years.

- **Good Level of Development (GLD):** 66.7% of disadvantaged pupils achieved a Good Level of Development. This is significantly higher than the English national average for this group (54.7%) and the St Albans average (41.8%).
- **Communication and Language:** 83.3% achieved the expected standard.
- **Personal, Social and Emotional Development:** 83.3% achieved the expected standard.
- **Literacy:** 66.7% achieved the expected standard.
- **Mathematics:** 66.7% achieved the expected standard.

Of the two PPG pupils who did not achieve GLD, one is currently undergoing an Education, Health and Care Needs Assessment (EHCNA), reflecting significant additional needs. The second pupil narrowly missed GLD, achieving all Early Learning Goals except those in Literacy and Mathematics.

These individual circumstances account for the difference in outcomes more than any pattern of underachievement within the PPG group. The majority of PPG pupils achieved GLD, demonstrating that the support and provision in place have been effective in enabling disadvantaged pupils to access the curriculum and make good progress.

Year 1 – Phonics Screening Check

Impact

- The Year 1 cohort included three disadvantaged pupils, all of whom successfully passed the Phonics Screening Check, resulting in a 100% pass rate. This demonstrates the positive impact of targeted early reading interventions, high-quality phonics teaching and additional support funded through the Pupil Premium grant.
- Given the individual needs of these pupils, this outcome represents strong progress and indicates that disadvantaged pupils are developing the essential phonics knowledge and decoding skills required to become confident readers. The success of this cohort shows that the school's approach to early reading is

helping to reduce attainment gaps and ensure disadvantaged pupils are well-prepared for the next stage of their education.

Pupil Premium Impact Statement – Year 6 Key Stage 2 Outcomes

There were seven pupils eligible for Pupil Premium within the Year 6 cohort.

Key Stage 2 Attainment (2026)

In 2026, **7 disadvantaged pupils** were eligible for Key Stage 2 assessment.

- **Reading, Writing, and Maths (Combined):** 71.4% achieved the expected standard, significantly outperforming the national average for disadvantaged pupils (48.2%). Additionally, 14.3% reached the higher standard.
- **Reading:** 71.4% achieved the expected standard, with 57.1% reaching a higher standard.
- **Writing (Teacher Assessment):** 85.7% achieved the expected standard, with 28.6% working at Greater Depth.
- **Mathematics:** 71.4% achieved the expected standard, and 28.6% reached a higher standard.
- **Grammar, Punctuation and Spelling (GPS):** 85.7% achieved the expected standard, with 57.1% reaching a higher standard.

The two disadvantaged pupils who did not achieve the Expected Standard were both on the SEND register and had identified additional learning needs. Although they did not reach the expected attainment threshold, both pupils made good progress from their individual starting points through personalised learning programmes, adaptive teaching, regular assessment, targeted interventions and 1:1 tuition.

Impact of Pupil Premium Funding

High-quality first teaching supported by adaptive practice.

Targeted small-group and 1:1 tuition accelerated progress for disadvantaged pupils.

Personalised intervention programmes enabled pupils with SEND to make good progress from their individual starting points.

Frequent assessment ensured interventions were responsive and closely matched pupils' needs.

Disadvantaged pupils were supported to access the full curriculum and achieve outcomes that reflected their potential.

New Mathematics Mastery scheme established with three years of tailored support through DfE funding.

Mathematics Mastery CPD delivered to all teaching staff to strengthen subject knowledge and pedagogy.

Maths Lead mentoring through the Ark Mathematics Mastery programme, including termly focus meetings, coaching and agreed action points to drive continuous improvement.

Improved and Sustained Attendance for All Pupils, Particularly Disadvantaged Pupils

Attendance – Impact 2025–2026

Improving attendance continues to be a key priority for the school, recognising the importance of regular attendance in supporting pupils' academic achievement, wellbeing and engagement in learning.

At the end of the academic year, attendance for disadvantaged pupils was 91%, slightly below the national disadvantaged primary attendance figure of approximately 92.3%. While attendance remains an area for improvement, the school has continued to implement a range of targeted strategies to identify and address barriers to regular attendance.

Key actions implemented:

- Early identification of pupils and families experiencing attendance difficulties through regular monitoring and review.
- Regular communication with parents and carers, including attendance meetings and individualised support.
- Close collaboration between the Attendance Officer, pastoral team and external agencies where appropriate.
- Recognition and celebration of good and improved attendance to promote positive attendance habits.
- Personalised support, including access to breakfast club, transport assistance, mentoring, pastoral interventions and support from the school dog, to promote positive engagement and remove barriers to attendance.

Impact

The school's proactive approach has strengthened relationships with families and enabled earlier identification of attendance concerns. Regular monitoring and targeted support have provided opportunities to address individual barriers, particularly for disadvantaged pupils with additional needs.

The provision of breakfast club and wider pastoral support has helped create a positive and supportive start to the school day, encouraging punctuality, emotional wellbeing and readiness to learn.

Although overall disadvantaged attendance remains below the national figure, the school has established consistent systems for monitoring attendance, engaging families and providing personalised support. These approaches provide a strong foundation for further improvement.

Next Steps

Attendance will remain a key priority, with a continued focus on reducing persistent absence among disadvantaged pupils, particularly those with SEND or complex family circumstances. The school will strengthen individual attendance and continue to work closely with families and external agencies, and monitor the impact of targeted support.

Our aim is to increase disadvantaged attendance to at least 93% in the first instance, working towards the school's longer-term target of 95%, while reducing persistent absence and narrowing the attendance gap between disadvantaged and non-disadvantaged pupils.

Improving Oral Language Skills and Vocabulary

Developing pupils' oral language, communication and vocabulary remains a whole-school priority, with a particular focus on improving outcomes for disadvantaged pupils. Through the consistent implementation of our SHREC approach in EYFS (Share, Help, Repeat, Explain, Challenge), pupils are explicitly taught to communicate effectively, deepen their understanding through structured talk and develop confidence in expressing their ideas across the curriculum.

Key Actions

- Consistent implementation of the SHREC approach across all classrooms to develop high-quality classroom dialogue and vocabulary acquisition.
- Whole-staff CPD focused on oracy, vocabulary development, spelling and creating vocabulary-rich teaching and learning approaches and specific learning environment strategies.
- Learning walks demonstrate that ambitious, age-appropriate vocabulary is explicitly taught, displayed and consistently used by pupils across the curriculum.

- A strong emphasis on speaking and listening opportunities through class discussions, collaborative learning, presentations, performances, assemblies and participation in pupil-led assemblies and the annual Speaker's Cup competition.
- Early identification and targeted support for pupils with speech, language and communication needs through personalised intervention programmes.

Impact

Improved Communication and Confidence

- Disadvantaged pupils demonstrate increased confidence when contributing during whole-class teaching, partner talk and group discussions.
- Pupils are increasingly able to articulate their thinking using full sentences, appropriate subject-specific vocabulary and well-reasoned explanations.
- The SHREC approach has embedded a consistent culture of high-quality classroom talk, enabling pupils to justify their ideas, challenge one another respectfully and deepen their understanding.

Accelerated Progress in Reading and Writing

- Explicit vocabulary instruction and language-rich teaching have contributed to improved reading comprehension and higher-quality writing across the curriculum.
- Pupils show greater understanding and accurate application of ambitious vocabulary in English and foundation subjects.

Successful Early Intervention

- Pupils receiving targeted speech and language support have made good progress in communication, listening and vocabulary development.
- Early identification and intervention have enabled pupils to access learning more successfully and participate confidently in classroom activities.

Reducing Disadvantage

- The focus on oracy and vocabulary has contributed to improved literacy outcomes for disadvantaged pupils, with more pupils achieving age-related expectations and Greater Depth in Reading and SPaG.
- Improved communication skills have enabled disadvantaged pupils to access the wider curriculum more effectively and participate fully in learning**.**

Staff Expertise and Consistency

- Professional development has strengthened teachers' confidence in delivering high-quality oracy teaching and identifying speech and language needs at an early stage.
- Consistent implementation of SHREC and agreed classroom strategies ensures pupils experience a coherent approach to developing communication skills throughout the school.

Overall, investment in high-quality oracy provision has had a positive impact on pupils' confidence, vocabulary development, literacy outcomes and readiness to learn. The continued implementation of the assessment and teaching of progression in spoken language, the SHREC approach, alongside opportunities such as the Speech Cup and Pupil led assemblies, ensures that communication and language remain central to the school's curriculum and continue to improve outcomes for disadvantaged pupils.

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Enrichment and Wider Opportunities

Providing rich, memorable experiences beyond the classroom remains a key priority in removing barriers to learning and broadening the aspirations of disadvantaged pupils. Pupil Premium funding has enabled pupils to participate in a wide range of educational visits, residential experiences and

curriculum enrichment opportunities, ensuring that financial disadvantage is not a barrier to participation.

Provision

- Whole-school **Paddington** curriculum project, including a visit to the **Paddington Experience**.
- **PGL residential** offered annually to both **Year 5 and Year 6**, developing resilience, teamwork, independence and confidence.
- **Hertfordshire Zoo** visit linked to reading, vocabulary development and curriculum enrichment.
- **Natural History Museum** visit to enrich science learning, develop curiosity and extend pupils' understanding of the natural world.
- **Knebworth House** visit to support history, outdoor learning and adventurous team-building experiences.
- **Aldenham Country Park**, supporting outdoor learning, environmental education and wellbeing.
- Theatre performances and visiting theatre companies within school to enhance pupils' cultural capital and appreciation of the arts.
- Local educational visits within **London Colney**, exploring local history, geography and the local community.
- Regular visits to **St Albans**, including the **Verulamium Museum** and surrounding historical sites, to deepen pupils' understanding of local and Roman history.
- Visitors and speakers representing a range of **faiths and religions**, promoting diversity, inclusion, respect and understanding of different cultures and beliefs.

Impact

- Increased participation of disadvantaged pupils in educational visits, enrichment activities and residential experiences has broadened cultural capital and raised aspirations.
- The **PGL residential** saw increased attendance from Pupil Premium pupils, including those with additional SEND. This was a significant achievement for this cohort, enabling pupils to successfully access experiences that they had previously found overwhelming while developing resilience, independence and confidence.
- Financial support ensured that all disadvantaged pupils were able to participate fully in curriculum visits, enrichment activities and residential experiences alongside their peers.
- Increased participation in extra-curricular clubs has improved pupils' confidence, engagement and sense of belonging within the school community.
- Educational visits have enhanced engagement across the curriculum by providing meaningful real-life contexts for learning, particularly in reading, history, geography and science.
- Visits to museums, historical sites and outdoor learning environments have strengthened pupils' understanding of the curriculum while developing curiosity, critical thinking and a love of learning.
- Encounters with visitors from different faiths and backgrounds have developed pupils' respect, tolerance and appreciation of diversity, supporting the school's promotion of British Values and personal development.
- Pupil voice demonstrates that enrichment opportunities have increased enjoyment of learning, improved motivation and encouraged pupils to take pride in their achievements.
- Overall, Pupil Premium funding has ensured equitable access to a broad, ambitious and enriching curriculum, enabling disadvantaged pupils to participate fully in experiences that develop confidence, independence, resilience, cultural awareness and aspirations for the future.

To Achieve and Sustain Improved Wellbeing for All Pupils in Our School, Particularly Disadvantaged Pupils

The school's investment in pastoral support, enrichment opportunities and targeted wellbeing provision has had a significant positive impact on the wellbeing, confidence and engagement of disadvantaged pupils.

Key developments this year included:

- An additional member of staff successfully trained in Drawing and Talking Therapy, increasing the school's capacity to provide timely therapeutic support for pupils with social, emotional and mental

health (SEMH) needs.

- **Wellbeing and Personal Development**
- Pupil Premium funding has enabled the school to provide a comprehensive package of pastoral support, ensuring that disadvantaged pupils receive timely intervention to meet their social, emotional and mental health (SEMH) needs.
- The school has a trained mental First Aider
- Provision has included personalised **mental health plans**, individual risk assessments where appropriate, targeted mentoring, **Drawing and Talking** therapeutic support, and additional nurture provision for disadvantaged pupils. **Boxall Profiles** have been used to identify pupils' SEMH needs, monitor progress and evaluate the impact of interventions, ensuring support is tailored to individual needs.
- The school's curriculum continues to place a strong emphasis on resilience, emotional wellbeing and positive mental health, equipping pupils with strategies to manage challenges, build healthy relationships and develop emotional resilience.

Impact

- Pupils receiving targeted pastoral support have demonstrated improved emotional regulation, resilience and readiness to learn.
- Drawing and Talking and mentoring have enabled identified pupils to develop greater confidence, manage emotions more effectively and engage more positively in learning.
- Regular use of **Boxall Profiles** has shown measurable progress in pupils' social and emotional development, enabling support to be adapted as needs change.
- There has been a **significant reduction in fixed-term exclusions** compared with the previous academic years, demonstrating the positive impact of early intervention and targeted SEMH support.
- **97% of pupils** reported that they enjoy school, while **100%** reported that they know there is a trusted adult they can speak to if they have a worry or concern.
- **100% of parents** who responded to the June 2026 parent survey agreed that their child is **safe** and **happy** at London Colney Primary School, reflecting the effectiveness of the school's nurturing and inclusive approach.
- Increased participation in enrichment opportunities, clubs and residential experiences has further strengthened pupils' confidence, independence, resilience and sense of belonging.
- Overall, the school's investment in pastoral care and targeted SEMH provision has had a significant positive impact on disadvantaged pupils' wellbeing, engagement and personal development. Pupils feel safe, supported and valued, enabling them to access learning successfully and achieve their full potential.

Overall, Pupil Premium funding has had a demonstrable impact on pupils' wellbeing, personal development and engagement. Disadvantaged pupils feel safe, valued and supported, enabling them to attend regularly, participate fully in school life and achieve both academically and personally.

Parental engagement

- Families Connect was successfully implemented to strengthen parental engagement, with 4 out of 7 Pupil Premium families participating in the programme. Families Connect is an evidence-based programme developed by Save the Children that equips parents with practical strategies to support their child's communication, language, literacy and emotional development at home. Through collaborative sessions and shared learning activities, the programme has strengthened home-school relationships, increased parents' confidence in supporting learning, and encouraged greater parental involvement in their

children's education.

- Feedback from participating families has been highly positive, with parents reporting that they feel better equipped to support learning at home and more connected to the school community.
- 97% of parents who responded to the June 2026 parent survey agreed that their child does well at London Colney Primary School, demonstrating parents' confidence in the quality of education, care and support their children receive.
- Successful events such as Bring Your Parent to School, curriculum workshops, learning exhibitions, open classrooms and celebration events attracted high levels of parental participation and provided valuable opportunities for families to engage with their children's learning and celebrate their achievements.

Overall, our investment in parental engagement has strengthened partnerships with disadvantaged families, improved communication between home and school, and increased parents' confidence in supporting their children's learning and wellbeing. These stronger relationships continue to contribute positively to pupils' attendance, engagement, progress and personal development**.**

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.