

Pupil Premium Strategy Statement for Flamstead Village School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Flamstead Village School
Number of pupils in school	99
Proportion (%) of pupil premium eligible pupils	13% (13 pupils)
Academic year/years that our current pupil premium strategy plan cover (3 year plans are recommended)	September 2025 -July 2028
Date this statement was published	Updated July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jacqui Walton-Jones
Pupil premium lead	Jacqui Walton-Jones
Governor / Trustee lead	Louise Russell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£19,245
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£19,245

Part A: Pupil premium strategy plan

Statement of intent



Flamstead Village School we strongly believe that every child should be provided with the support and guidance that they need to be the best that they can be.

We believe that all children should have access to the same opportunities and experiences so they can thrive academically, socially and emotionally, regardless of their background or individual circumstances.

As a small school we recognise that some needs may be met through broad strategies and sometimes needs are best met individually for pupils on a case-by-case basis.

We provide support to pupils is based on an equity model, meaning some children may need a highly personalised offer to fulfil their potential.

We also recognise that pupils in receipt of the Pupil Premium Grant (PPG) may have specific challenges which may hinder their progress and mean that they are at risk of not achieving as highly as their peers.

We understand that children and families may face different challenges at different times, and our aim is to provide the care, support and opportunities needed for every pupil to flourish. Our staff work closely with families and the local community to identify strengths and remove barriers to learning so each child can succeed.

To support our disadvantaged families, we offer wraparound care, including a Breakfast Club from 7.45am and after-school care by Flamstead Clubhouse in the village hall until 6pm.

At Flamstead Village School, we carefully consider how our funding can best support disadvantaged and vulnerable pupils. We use a range of resources to support our strategies such as assessment information, staff knowledge and educational research so we can create the greatest impact on children's learning and wellbeing.

Some barriers to learning and progress include:

- Attendance or punctuality concerns
- Complex family circumstances that prevent children from flourishing
- Limited support at home, including limited educational materials, such as books
- Difficulties through weak language and communication skills
- Low confidence or low self-esteem
- Emotional wellbeing or mental health needs
- Behavioural or safeguarding concerns

Our key aims to overcome these challenges are to:

- Ensure teaching and learning opportunities meet the needs of all pupils
- Remove barriers to learning and participation
- Raise attainment and accelerate progress for disadvantaged pupils
- Reduce the gap between disadvantaged non disadvantaged pupils
- For our children to reach age related expectations in Year 6
- Support pupils' social, emotional and mental wellbeing
- Develop confidence, resilience and independence
- Broaden experiences through clubs, trips and enrichment opportunities
- Build aspiration
- Secure strong foundations for future learning and contributing to society

We achieve this by:

- Delivering high-quality teaching and learning across the school
- Ensuring children have the resources they need to succeed in class
- Developing communication, spoken language and vocabulary through a focus on oracy skills
- Providing targeted intervention and catch-up programmes
- Offering 1:1 and small group support for phonics, reading and writing
- Providing pastoral support and specialist support
- Supporting positive behaviour through HTT staff training and tailored provision
- Helping families access extracurricular activities and trips
- Signposting families to external support services tailored to their needs

At Flamstead Village School, we nurture children to become resilient and caring individuals and help them to grow into confident and successful learners.

Challenges

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

Challenge number	Detail of challenge
1	We have identified that vulnerable pupils do not achieve as highly as their peers and in some cases, do not reach age related expectation by the end of the academic year in core curriculum areas.
2	Attainment in writing is lower than their non disadvantaged peers.
3	The punctuality and often the attendance of our disadvantaged pupils is lower than non-disadvantaged. This means that they miss more learning than their peers which can affect their learning.
4	There is less opportunity and equity for disadvantaged pupils in terms of accessing activities linked to the wider curriculum than their peers.
5	Some behaviour can be challenging, impacting the child and class.

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
Consistently high-quality teaching across all subjects and classes, ensuring pupils receive the learning experiences and support they need to achieve age-related expectations.	<ul style="list-style-type: none"> • The outcomes for disadvantaged pupils in EYFS GLD, the Year 1 Phonics Screening Check, and the Y4 MTC check will be in line with non-disadvantaged pupils. • Reading, writing and mathematics will be in line with National Averages for pupils without SEND. • Disadvantaged pupils across all year groups will achieve more from their starting points in writing. • Specific interventions data will meet the needs of individual pupils show progress from their starting points. • SEND pupils meet and exceed targets in their EHCP.

<p>Disadvantaged pupils with no additional SEND in Year 6 will meet the National Average for attainment in their SATS and pupils with SEND will attain well from their starting points.</p>	<ul style="list-style-type: none"> • There will be an increased percentage of disadvantaged pupils achieving the expected standard and in reading, writing and maths. • Senior leaders and subject leaders will monitor pupil progress through book looks, learning walks and interventions.
<p>Improved oral and language skills and vocabulary for our disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Development of an oracy strategy across the school. • This will be evident in engagement in lessons, books, writing and ongoing formative assessment.
<p>Children reading for pleasure in and out of school.</p>	<ul style="list-style-type: none"> • To develop the school library and class libraries to increase sustainable impact in reading for pleasure
<p>Improved punctuality and attendance of disadvantaged pupils</p>	<ul style="list-style-type: none"> • School will work closely with specific pupils and their families and provide support to enable them to meet attendance standards • The Attendance Policy will be reviewed. • The expertise of the LA Attendance Officers will be utilised. • The overall attendance all pupils being no lower than 95%. • The attendance gap between disadvantaged pupils and non-disadvantaged peers to be no more than 1%
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils and to ensure there is equality and equity between all pupils, so they all feel valued members of our school community.</p>	<ul style="list-style-type: none"> • Data from surveys, pupil voice and teacher observations will show increased participation. • A significant increase in all pupils, particularly disadvantaged pupils having the opportunity to take part in all extra-curricular activities, sporting events, music and trips regardless of family financial restraints. • Increased opportunities for additional activities will promote aspiration and achievement for disadvantaged pupils.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £8,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers and teaching assistants are supported through CPD in delivering high quality teaching in all classes across the school.</p> <p>OAP and Teaching approaches to ensure that there is long-term retention of knowledge and fluency in key skills</p> <p>HfL Advisor support for subject leads.</p>	<p>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. (EEF)</p> <p>High-quality teaching EEF</p>	1,2,3
<p>Class strategies to improve reading and writing and integrated into non-core lessons as well as in English.</p> <p>Successfully plan and monitor writing as a process.</p> <p>Reading comprehension strategies taught effectively in a range of contexts (EEF)</p>	<p>Strategies can be taught effectively as part of pupils' usual literacy activities, in lessons across the curriculum</p> <p>Improving Literacy in Key Stage 1 EEF</p> <p>Reading comprehension strategies EEF</p>	1,2
<p>Our Year 1 and Year 2 children in two separate groups for Maths each day. As a small school with mixed age classes, we have identified that this Key Stage has bigger difference in cognition in Maths, particularly in the Autumn term allowing for smaller group size and bespoke teaching.</p>	<p>Giving additional time and support to pupils who may have missed learning or take longer to master new knowledge and skills. (EFF)</p> <p>Mastery learning EEF</p>	1
<p>Targeting oracy across the school, particularly in the EYFS to ensure that all pupils experience scaffolding and modelling of high-quality speaking and listening activities,</p>	<p>Educators can enhance the quality of the language the child hears and uses, furthering the child's opportunity to learn. (EFF)</p> <p>EEF Communication and Language</p> <p>Oral language interventions EEF</p>	1,2

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

Budgeted cost: £6,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions and in class support. Dedicated reading support in each class for disadvantaged pupils and pupils who are not read to regularly at home, including those who fall into the lowest 20% of the readers within the class.	Some disadvantaged pupils have low prior attainment in reading and will need a range of strategies to support them. Reading comprehension strategies EEF	1
Group handwriting interventions and in class support using Ordinarily Available Provision.	Handwriting in developing pupils' writing cannot be overstated. Fluent handwriting is a significant predictor of positive writing outcomes (DfE) The writing framework	1,2
Use of WellComm assessments in EYFS to identify and support pupils with SLCN	assessment highlights the critical role mainstream educators play in the early identification and support of pupils with speech, language, and communication needs (SLCN). (DfE 2025) WellComm	1,2
To redesign and promote reading through a new library and reading packs for parental engagement in the 'National Year of Reading in 2026'.	Evidence suggests children and young people who say they enjoy reading, and read daily, in their free time continues to decline. (NLT) Reading For Pleasure Research National Literacy Trust	1,2
Specific Phonic intervention sessions for KS1 pupils and pupils in the Autumn Term in Y3.	FSM pupils can receive lightly greater benefit from phonics interventions and approaches. (EFF) Phonics EEF	1,2
Peer Tutoring in the Summer 2 term for Y6 pupils to work with younger pupils with explicit teaching support, prioritising those who are disadvantaged. Peer Tutors will have opportunity to gain confidence and	Peer-led tutoring approaches may help pupils to close gaps in their learning by offering targeted, peer-led support to consolidate within class learning, practice skills, and	1,2

independence in preparing for Secondary transition and disadvantaged pupils will have benefit from reinforced learning	identify and overcome misconceptions (EEF) Peer tutoring EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £4,275

Activity	Evidence that supports this approach	Challenge number(s) addressed
Plan effective sessions with a nature-based therapist for disadvantaged pupils to attend outdoor sessions which develop their personal, social and emotional skills and support strategies support engagement rather than dis-engagement and dysregulation.	Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores (EFF) Social and emotional learning EEF Changing Leaves	4,5
Support parents/carers of disadvantaged children with financial support for clubs' residential trips and school trips.	Evidence suggests that enrichment can improve academic performance, attitudes, behaviour and relationships with peers. Social and emotional learning EEF	3,4,5
Raise punctuality and attendance by offering breakfast club provision for disadvantaged families to help reduce lateness. Monitor attendance half termly and seek expertise advise from Herts Attendance Officers.	Observations show our pupils arriving after the start of the school day are missing core teaching and less settled Pupil attendance in schools - GOV.UK	1,4,3
Support disadvantaged pupils to access music tuition and access to the grant schemes through Herts Music Service.	Engagement is valuable and can impact on academic achievement although the value of arts participation is beyond the academic (EEF) Arts participation EEF	4
Desty support programme to be implemented. SENCo to be trained to deliver an emotional based support programme.	Pupils who have 1:1 support with SEMH are more settled and then able to access class activities Education DESTY	3,5
Dedicated person from the Mental Health Support Team to	Increase in support needed and support being sought by families,	3,5

work with pupils and parents from January 2026	particularly those who are disadvantaged Transforming Children and Young People's Mental Health Implementation Programme - May 2025	
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Total budgeted cost: £19,245

Part B: Review of outcomes in the previous academic year

As a small school with a comparatively small school roll, percentage pupil data does not always provide an accurate picture of achievement.

Our provision is always based on an individual need and the drive to provide equity for all our pupils.

Our internal assessments in 2024 –2025 shows that our disadvantaged pupils generally made good progress from their starting points however some pupils are still attaining lower academically than their peers.

2024 – 2025 Statutory Test Data for Disadvantaged pupils

- EYFS GLD - 100% (1 of 1) PPG pupils achieved GLD
- KS1 Phonics – 33% (1 of 3) PPG pupils passed. 2 pupils were SEND / EHCP
- Y4 MTC - 75% (3 of 4) PPG pupils gained 25/25. All gained over 21/25 marks
- KS2 SATs - Reading 50% (2 of 4) PPG pupils gained the expected standard
- KS2 SATs - Writing 0% (4 of 4) PPG pupils gained the expected standard
- KS2 SATs - Maths 0 % (4 of 4) PPG pupils gained the expected standard
- Of these 4 pupils two had EHCPs and one was ESBA.

Externally provided programmes

Programme	Provider
Synthetic Phonics Programme	Supersonic Phonic Friends
Times Tables Rockstars	Times Tables Rockstars
Numbots	Times Tables Rockstars
Mental Health and Wellbeing support	MyHappyMind
Herts Music Service	Herts Music Service
Nature based Therapies	Changing Leaves

Sports enrichment	Challenge Sport
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