Pupil premium strategy statement – North Herts Education Support Centre

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	North Herts Education Support Centre
Number of pupils in school	24
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	01 September 2025
Date on which it will be reviewed	01 September 2028
Statement authorised by	Mr D Nearney
Pupil premium lead	Mr D Lewis
Governor / Trustee lead	Mrs L Miles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,500
Pupil premium funding carried forward from previous years	£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	£11,500

Part A: Pupil premium strategy plan

Statement of intent

The North Herts Education Support Centre has high aspirations for all students, irrespective of their background or the challenges they face. Our intention is that all students achieve across a broad and balanced curriculum. We are also committed to providing opportunities beyond the curriculum to enrich a young person's educational experience and develop their cultural capital and personal development.

In our Centre we leave nothing to chance, having high aspirations for all students regardless of their disadvantaged status. We recognise the challenges faced by vulnerable students, including those who have a social worker, young carers, EAL and SEN. The challenges, such as attendance, mental health and wellbeing will be further explored in this document and contribute to the development of our Pupil Premium strategic plan. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are financially disadvantaged or not.

High quality first teaching is at the heart of our approach. We aim to recruit, retain and train teachers who are subject experts and have a deep understanding of how to deliver teaching and learning to support the needs of all learners, particularly those with additional needs or who are disadvantaged, often requiring the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time benefits the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs. As such, you will see in our strategy that we recognise the broader needs of young people. This includes the additional challenges disadvantaged students may face in relation to mental health and wellbeing, meeting students' material needs (such as equipment for school, uniform, opportunities to engage in the curriculum, etc), awareness of future pathways and careers and strengthening parental engagement. In our Centre we intend to remove potential barriers to ensure all students have high aspirations, a strong school belonging and excellent outcomes regardless of their challenging start in life. The challenges are varied and there is no "one size fits all."

Challenges

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

Challenge number	Detail of challenge
1	Equality for all students, implementing and allowing them to access quality teaching
2	Missing cultural capital experiences
3	Gaps in knowledge due to missed school/ poor attendance
4	Ensuring all students have positive mental well-being to allow them to make maximum progress across all subjects
5	Low literacy and numeracy scores on entry

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
Outcomes of pupil premium students allow them to go on their career progression (next steps) to FE, apprenticeships or employment.	Destinations data and all disadvantaged students are able to access high quality work experience and careers mentoring.
Attendance for pupil premium is on par with the rest of the school.	Attendance data.
Positive mental well-being to allow students to make maximum progress across all subjects.	Pupil premium students with poor mental health are targeted for support.
Students with low reading comprehension are targeted so they can comprehend subject specific texts with challenging terminology.	Subject data, ERIC data and reading age data.
Reduce gaps in learning for pupil premium students to be on par with the rest of the school.	Analysis of progress data where students with gaps are identified for 1:1 support.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that there is good classroom experience for all students, including pupil premium students INSET to staff addressing disadvantage in the classroom. CPD opportunities for all staff.	The best available evidence indicates that excellent teaching is the most important lever schools have to improve pupil attainment. Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.	1,2,3
The National College Subscription for up to date CPD	*https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/send* https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes	1,2,3
Ensure that all disadvantaged students are given relevant cultural capital allowing them to access the whole curriculum The Centre Cultural Passport	Cultural capital is the accumulation of knowledge, skills, behaviours and experiences that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence. Cultural capital represents the knowledge and competence. Cultural capital represents the key ingredients that a student will draw upon to be successful in society, their career and the world of work. *https://teacherofsci.com/cultural-capital-ineducation/*	1, 2, 3,4

Ensure recruitment of high-quality support staff	A Teaching Assistant ensure high quality of support in classrooms. High quality 1:1 tutoring by this member of staff.	1,3,5

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

Budgeted cost: £11,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure that there is a whole Centre focus on positive mental health and well-being so students are able to make progress Working with the NHS on a pilot scheme assessing Mental Health in Schools Ensure students benefit from a trained Mental Health professional and Mental Health First Aiders.	Children and young people are more likely to have poor mental health if they experience some form of adversity, such as living in poverty, parental separation or financial crisis, where there is a problem with the way their family functions or whose parents already have poor mental health. *https://www.local.gov.uk/about/campaigns/bright-futures/bright-futures-camhs/child-and-adolescent-mental-health-and* Mental Health Lead identified students with poor mental health and as a trained professional, she is working on a 1:1 basis with students through the Drawing & Talking Programme. Less mental health and wellbeing concerns impact learning.	3,4
A whole Centre approach to improve reading comprehension	Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text. Although the main focus is on reading, comprehension strategies have been successfully used.	3,5

Our ERIC (Everyone Reads In the Centre) Programme runs daily in the Centre 'That Reading Thing' programme	Reading aloud is valuable insofar as it improves students' reading fluency, which is strongly associated with comprehension. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/news/eef-blog-whole-class-reading	1,3,5

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

Budgeted cost: £18,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance/ admin support to complete call and support families to raise attendance/ punctuality.	We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes: • general approaches which encourage parents/carers to support their children with, for example good attendance and behaviour; • the involvement of parents in their children's learning activities by inviting them to half-termly awards ceremonies.	1,2,3,4,5
Mentors to support children who are having difficulty accessing learning through behavioural issues, to support their management of their own behaviour.	Social and Emotional Learning – interventions which target social and emotional learning seek to improve student's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include: specialised programmes which are targeted at students with particular social or emotional needs.	1,3,4

Targeting students with Trauma We have an ongoing programme with External Agencies that looks at Cognitive Behavioural Therapy	According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills. https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/metacognition https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/behaviour	3,4,5

Total budgeted cost: £35,100

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

As a Centre, we are very proud, and it is encouraging to see that our disadvantaged students are in line with the other students within the Centre.

The focuses that we identified for our pupil premium strategy in 2024-2025 are still very relevant and having reviewed we have decided to maintain them.

We continue to focus on the classroom experience of all students, and we are very aware that this experience has a greater impact on disadvantaged students. With 'That Reading Thing' which, in conjunction with our well-being programme, we aim to continue developing classroom practice across the school and to continue to improve the classroom experience for all students.

We continue to work on closing any gaps from the pandemic but are confident from our external and internal data that departments have been able to identify any gaps and have developed their curriculums to appropriately cover any knowledge that was missed.

Trauma-informed practice continues to be a focus for the whole Centre but specifically for disadvantaged students. We have developed a training programme to ensure all staff are trained allowing those students in need of specific support can access it. We are also very proud of our extracurricular program. There are a high number of disadvantaged students attending Art, Cooking, Construction, and Sport clubs.

Extended writing is an additional focus for our Centre, which we want to develop during the 2025-2026 academic year.

We will, again, review our strategy next academic year.

Externally provided programmes

Therapy Workshops	Art
Life Mentoring	Tune into ASD Ltd
Self-esteem Boxing Programme	GRIT
Literacy Programme	That Reading Thing
Horse Riding	RDA, Graveley, Hertfordshire
Growing Resilience in Teens	GRIT