# Pupil premium strategy statement – Horn’s Mill Primary School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school | 209 |
| Proportion (%) of pupil premium eligible pupils | 16% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 1 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | Autumn 2023 |
| Statement authorised by | Sharon Wyatt |
| Pupil premium lead | Emily Hughes |
| Governor / Trustee lead |  |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £52 630 |
| Recovery premium funding allocation this academic year | £2755 |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)*  *\*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.* | £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* | £55,385 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Horn’s Mill Primary School we believe that all children need to be given the opportunities to reach their potential and achieve well regardless of their individual circumstances.  We want all our children to have high aspirations; our school motto is, ‘Believe, Inspire, Flourish’. Supporting all children to achieve, personally and academically, is what we aim to do across all areas of school life. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve these goals.  Our strategy focuses on high-quality teaching and learning and improving areas where disadvantaged pupils are noted to need the most support, as identified by our assessments and observations. The research suggests that quality first teaching approach has the greatest impact, as it will benefit all pupils in our school. However, the focus here will be to ensure that disadvantaged pupils make the intended progress, including accelerated progress, towards closing any gaps in comparison to their non-disadvantaged peers.  This strategy links closely with our current school development priorities and our work on the recovery curriculum, including the effective use of recovery premium funding |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Teacher assessment identified that attainment in writing is largely below or well below for children eligible for Pupil Premium funding. |
| 2 | In upper KS2, there is a group of disadvantaged children within mid and high prior attainment who are not currently on track to make expected progress in maths. |
| 3 | Social and emotional issues affect a large proportion of our children who qualify for pupil premium and this has an impact upon their progress |
| 4 | Attendance rates for some children who are eligible for PP are low. Currently, 26% of our children eligible for PP are also members of the GRT community, and due to their legal right to travel, may have low attendance. |

## 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.

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| Intended outcome | Success criteria |
| 1. Improved writing attainment and progress for disadvantaged children. | Attainment matches or is improving towards national figures, where it is not currently. |
| 1. Improved math attainment and progress for disadvantaged children. | Children eligible for PP have a progress score in line with national at the end of Key Stage 2, or which matches/is improving towards that of other children. |
| 1. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils | Increased wellbeing for pupils, as evidenced through pupil voice, observations, and parental surveys.  A decrease in the frequency that SEMH impacts on children’s learning.  Observations and assessments show an increased engagement with learning and increased participation in enrichment activities  All children are given the opportunities to attend residential visits, learning visits and after-school clubs that enrich their learning experiences. |
| 1. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils | Increased attendance for all pupils to move towards national expectations, and to meet national over time.  Lower percentages of persistent absence for all children. |

## 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: £19,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Mighty Writer resource purchased for EYFS, Y1 and Y2 for a consistent approach. Hooks and adaptations to be made to accommodate the mat. Additional resource set to be purchased for KS2 intervention | Research shows that the quality of children’s spoken language directly impacts on their writing ability. Mighty Writer enables children to ‘talk’ their writing before writing it | 1. |
| Maths No Problem to be purchased for the whole school, including training package, to provide a thorough platform for teaching maths at a mastery level. | It was identified that in UKS2 children were struggling to access problems. Arithmetic was strong but a gap was evident in children’s ability to tackle a problem in maths. | 2 |
| Specialist art teacher to deliver high quality art and DT lessons throughout school. | Art provides an alternative medium for children to express and communicate | 3 |
| Teacher release time to support enrichment of the curriculum to be provided by a qualified teacher | To ensure high standards and expectations of staff, their well-being should be considered and time given to plan for the enrichment tasks. High quality provision and consistency for the children. | 1,2,3 |

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

Budgeted cost: £*30,000*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| All pupils, including those with PP to make expected progress across their learning*.* | Upon analysis, Year 4 and Year 6 classes have the highest proportion of “disadvantaged” children. Well used additional adult support is widely recognised as an effective resource to positively impact the children’s learning.  Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help pupils overcome barriers to learning and ‘catch-up’ with their peers.  [EEF: Teaching Assistant Interventions](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions?utm_source=/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions&utm_medium=search&utm_campaign=site_search&search_term=intervention)  [EEF: Making the Best use of Teaching Assistants](https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf) | 1 and 2 |
| A member of staff to maintain her training in Emotional Literacy Support. Maintain her increased working hours to specifically to lead ELSA interventions.  Inclusion manager to maintain time to provide support and intervention for identified pupils and families | The ELSA interventions led last year by the Pastoral Team were effective for those children involved. We now need to continue this practise and support. | 3 |

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

Budgeted cost: £7000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| ROCK KIDZ day to promote important life lessons through music. This will be designed to boost self-esteem, health and wellbeing in a fun and accessible way to the children, | The Rock Kidz experience is designed to promote mental strength and inspire the children and was recommended to the headteacher network. | 1,2,3,4 |
| Specific and detailed systems for tracking children’s attendance to continue. | The mobility of some of our cohort means that this level of detail is needed in order to keep track of this.  The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  DfE’s [Improving School Attendance](https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities) | 4 |
| Teachers and TAs to deliver clubs until 4pm across the week. Clubs to target specific pupils from the vulnerable and disadvantaged register | Uptake of invited clubs was trialled in 2021-22 and staff felt it was purposeful and impactful on individuals | 3, 4 |

**Total budgeted cost: £** *56,000*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| Outcomes 2021-2022  Outcome 1  **Children eligible for PP’s attainment is in line with, or improving towards that of other pupils nationally with the same starting points.**  **Children eligible for PP make progress in line with other children with the same starting points.**  **High PAG children eligible for PP who are not currently on track to make expected progress, make accelerated progress in order to meet their targets**  Lessons Learned  Maths data is strong across the school. Maths expected standard is in line with national in KS1 and just below in KS2. (With context considered in KS2 – this rises to in line with National)  Leaders have researched and identified a solution to our identified need of children finding problem solving a challenge.  Outcome 2  **Children eligible for PP attain as well as other pupils nationally with the same starting points.**  **Children eligible for PP make as much progress as other children with the same starting points.**  Lessons Learned  Reading takes priority across the curriculum.  Since the last inspection, subject knowledge and subsequently, the quality of reading teaching and assessment has improved, especially in KS2. This is evidenced by internal and external data which has reading in line with national at the end of KS1 and KS2.  The reading curriculum is carefully planned to support learning in other curriculum subjects.  Quality, appropriate texts are available to children for in school and at home.  Children are read to every day across the school at least once.  Leaders have observed that the vast majority of children’s word count per minute has increased across the school.  The teaching of phonics remains strong.  Outcome 3  **Children eligible for PP attain as well as other pupils nationally with the same starting points.**  **Children eligible for PP make as much progress as other children with the same starting points.**  Lessons Learned  Due to another year with disruption from the pandemic, the progress was not as much as predicted across the board.  Progress was considered on an individual level at pupil progress meeting and leaders have identified the actions above (in new PP strategy)  Outcome 4  **Children eligible for PP at the EoKS2 attain as well as other pupils nationally at the with the same starting points.**  Lessons Learned  The “catch up” curriculum was impacted by further COVID disruptions in 2021-2022. However, all the children in Cohort 1 made expected progress from their starting points across the year.  In Cohort 2, the progress rates were lower - mainly due to external barriers.(For context- 2 of these children are part of CiN, 1 GRT and 1 with close family bereavement).  Outcome 5  **Mental Health and behaviour for learning of a small group of children in KS2 continues to improve so that it becomes less of a barrier to learning and their self-esteem is raised.**  Lessons Learned  Individual case studies suggest that the impact of the additional TA time to provide nurture has been an effective and impactful way to support this focus area. The social, emotional and behavioural needs of the children are now planned for, in consultation with ELSA lead and SENCO when necessary to best support the majority of identified children. However, maintaining a qualified ELSA and protecting the time for this intervention work will need to remain to continue this level of positive effect.  Outcome 6  **Attendance rates increase for children eligible for PP.**  Lessons Learned  It is difficult to measure attendance without some impact of COVID affecting the data. 2021 attendance was 92% (96.7% with GRT removed). End of Autumn Term 2021, attendance was 92% (95.6% with GRT removed). Spring term saw a drop to 90% (93.8% with GRT removed) and this has remained constant for the Summer term. Persistent absence in 2021 was 20.68% and in summer 2022 stands at 29.5%. FAVSP schools have identified this as a common problem across the schools and a joint policy and procedure is to be implemented in Sept 2022. Significant to this figure is the amount of term-time holidays. This is an increase from previous years due to Covid cancellations and rearranged holidays. School attendance officer continues to monitor and manage our school attendance very well with particular focus on ensuring the safeguarding of our GRT community. Many rewards and incentives are in place to encourage good attendance. |

## Externally provided programmes

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

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| Programme | Provider |
| RWI Phonics | Read, Write Inc. |
| TT Rockstars | Times Table Rockstars |
| Maths No Problem | Maths – No Problem |