

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

Detail	Data
Number of pupils in school	206
Proportion (%) of pupil premium eligible pupils	13.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plan)	2023, 2024, 2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2025 (with additional annual light touch reviews)
Statement authorised by	Sharon Wyatt
Pupil premium lead	Emily Hughes
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year 2023-24	£61 445
Anticipated Pupil Premium funding 2024-2025	£52 630 (expected to decrease from 2023)
Anticipated Pupil Premium funding 2024-2025	£52 630
Recovery premium funding allocation this academic year 2023-24	£6,090
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>).	£0

Part A: Pupil premium strategy plan

Statement of intent

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, 'Nurture, 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.

This strategy sets out the planned expenditure for the next 3 years.

30 pupils on pupil premium, 12 are GRT. (40%) Nearly half of our pupil premium are GRT.

Challenges

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

Challenge number	Detail of challenge
1	If you remove the GRT children from our pupil premium group, this cohort's attainment is inline nationally for reading and maths but below national in writing. For this reason, we identify the attainment of progress of children's writing as an area of focus.
2	Most children eligible for PP make expected progress in reading and maths across the school. 32% of these children made more than expected progress in reading. Whilst 50% of children eligible for PP made expected progress and 21% made more than expected progress in maths, 29% of our cohort eligible for pupil premium did not make expected progress.
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. Behaviour and attitudes of all children is rated as at least good, in our School Self Evaluation. However, there remains a great deal of resource and focus on maintaining this and providing all children with opportunities and access to an enriched engaging curriculum regardless of socio-economic, SEND or financial barriers.
4	Whilst our children eligible for pupil premium who are not GRT have attendance that is in line or better than all other pupils, the attendance of our GRT pupils who are eligible for pupil premium is an area for development.

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
1. Improved writing attainment and progress for disadvantaged children.	Attainment matches or is improving towards national figures, where it is not currently.
2. 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, which matches or is

	improving towards that of other children.
3. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Increased wellbeing for pupils, as evidenced through pupil voice, observations, and parental surveys.</p> <p>A decrease in the frequency that SEMH impacts on children's learning.</p> <p>Observations and assessments show an increased engagement with learning and increased participation in enrichment activities</p> <p>All children are given the opportunities to attend residential visits, learning visits and after-school clubs that enrich their learning experiences.</p>
4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Increased attendance for all pupils to move towards national expectations, and to meet national over time.</p> <p>Lower percentages of persistent absence for all children.</p>

This details how we intend to spend our pupil premium (and recovery premium) funding **over a period of 3 years** to address the challenges listed above.

Quality of Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
English Hub training (Reading for Fluency) – release for staff training	<p>DfE endorsed English Hub promotes the relationship between reading and writing.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	1.

<p>Increased SLT time to support English across the school</p>	<p>High-quality Subject Leader Development and Subject Training is essential to follow EEF principles and to ensure Subject Leaders are driving improvements in their subjects. This will impact attainment and progress across the curriculum as a whole.</p> <p>EEF: Leadership</p>	<p>1.</p>
<p>Embedding the introduction of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Embed Read, Write, Inc. including purchasing yearly training and updating teaching materials</p> <p>Work as partner school with the English Hub to further improve phonics teaching and to provide CPD for staff. Release time for Subject Leader to assess the children, coach staff and lead RWI effectively.</p> <p>Read Write Inc Spelling for Y2 and KS2</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)</p> <p>EEF Phonics</p> <p>£950</p>	<p>1</p>

<p>Resource for the Primary Teaching for Mastering Number – release maths lead for leadership monitoring and to provide support to colleagues+ apparatus</p>	<p>EEF Maths Mastery</p> <p>Mastering Number NCETM</p>	<p>2.</p>
<p>Maths No Problem workbooks and resources (reinvested)</p> <p>IPad – Notability App</p>	<p>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.</p> <p>£5000</p> <p>NCETM 5 Big Ideas</p>	<p>2</p>
<p>Specialist art teacher to deliver high quality art and DT lessons throughout school.</p>	<p>Art provides an alternative medium for children to express and communicate</p>	<p>3</p>
<p>Teacher release time to support enrichment of the curriculum to be provided by a qualified teacher</p>	<p>To ensure high standards and expectations of staff, their well-being should be considered and time given to plan for the enrichment tasks</p>	<p>1,2,3</p>

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All pupils, including those with PP to make expected progress across their learning.</p>	<p>Upon analysis, Year 4, Year 5 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.</p> <p>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.</p> <p>EEF: Teaching Assistant Interventions EEF: Making the Best use of Teaching Assistants</p>	<p>1 and 2</p>
<p>Two members of staff to maintain training in Emotional Literacy Support. Maintain her increased working hours to specifically to lead ELSA interventions.</p> <p>Inclusion manager to maintain time to provide support and intervention for identified pupils and families</p>	<p>EEF Social and Emotional Learning + 4 months EEF Self- Regulation +7 months</p> <p>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.</p> <p>https://www.elsanetwork.org/elsa-network/other-research/</p> <p>ELSA</p>	<p>3,4</p>
<p>High level of trained support staff to enable targeted quality teaching for children during maths and English lessons.</p>	<p>EEF: Making the Best use of Teaching Assistants</p>	<p>1, 2, 3</p>

TAs supporting including in wider curriculum lessons.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>At least partly subsidised opportunities for those identified as pupil premium to access</p> <ul style="list-style-type: none"> -increased enrichment of curriculum and wider learning opportunities through visitors to school, trips and visits -Pantomime at school 	<p>In school questionnaires, children and families tell us that the children particularly enjoy residential visits and trips. Horn's Mill are committed to providing enriching and engaging experiences throughout their time at school to widen opportunities and enjoyment for all.</p>	1,2,3,4
<p>Specific and detailed systems for tracking children's attendance to continue.</p> <p>Named school Attendance Officer with <u>allocated time</u> to monitor and provide targeted plans to improved attendance for identified families</p>	<p>The mobility of some of our cohort means that this level of detail is needed in order to keep track of this.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DfE's Improving School Attendance</p>	4
<p>Teachers and TAs to deliver clubs until 4pm across the week. Clubs to target specific pupils from the vulnerable and disadvantaged register</p>	<p>Uptake of invited clubs was trialled in 2021-22 and staff felt it was purposeful and impactful on individuals. We remain vigilant in targeting our pupil premium cohort for after school clubs.</p> <p>NHS Cheshire Young Carers</p>	3, 4

<p>- Cost of outdoor providers subsidised for disadvantaged families</p> <p>Over 50% of the children who attend Young Carers club are also eligible for Pupil Premium. Additional to local clubs, Young Carers have a club based at Horn's Mill school. There is 1 member of school staff allocated and paid to help to manage this and provide appropriate levels of supervision.</p>	<p>House of Commons Library</p> <p>Child Poverty Action Group</p>	
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Total budgeted cost: £67, 535

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.

Programme	Provider
RWI Phonics	Read, Write Inc.
TT Rockstars	Times Table Rockstars
Maths No Problem	Maths – No Problem
My Happy Mind	Our Way Of Working