



Horn's Mill Primary School



Pupil Premium Strategy 2020-21 (Reviewed)

Summary Information			
Academic Year	2020 - 2021	Total PP Budget	£55,110
Total Number of Pupils	195	Number of Pupils Eligible for PP (currently on roll)	34
Date of this strategy	October 2020	Date for next internal review of this strategy	October 2021

End of year data from 2020 and 2021 unavailable due to COVID19, therefore 2019 is included for reference.

End of Key Stage 2 July 2019			
Progress	Pupils Eligible for PP (9 pupils)	Pupils Not Eligible for PP (21 pupils)	All Pupils (30 pupils)
Progress Score: Reading	-4.5	-2.2	-3
Progress Score: Writing	-3.2	-1.2	-1.9
Progress Score: Maths	-3.5	-3.8	-3.7
Attainment			
% of pupils achieving at least the expected standard in Reading	44%	57%	53% (national 73%)
% of pupils achieving at least the expected standard in Writing	56%	72%	67% (national 78%)
% of pupils achieving at least the expected standard in Maths	67%	62%	63% (national 79%)

Current Attainment: End of Key Stage 1 July 2019			
	Pupils Eligible for PP (5 pupils)	Pupils Not Eligible for PP (25 Pupils)	All Pupils (30 pupils)
% of pupils achieving at least the expected standard in Reading	60%	72%	70% (national 76%)
% of pupils achieving at least the expected standard in Writing	40%	52%	50% (national 70%)
% of pupils achieving at least the expected standard in Maths	60%	60%	60% (National 76%)

Barriers to Future Attainment (Pupils Eligible for PP)	
In-School Barriers	
Mental health of certain children entitled to PP, particularly in KS2 is a barrier to learning, leading to poor behaviour for learning and a lack of resilience in the face of challenge.	
In upper KS2, there is a group of disadvantaged children within mid prior attainment who are not currently on track to make expected progress in reading and writing.	
In upper KS2, there is a group of disadvantaged children within high prior attainment who are not currently on track to make expected progress in maths.	
The children eligible for PP have made less progress than other children at the end of KS2, especially in reading and writing. This is to a point, cohort related and specific actions have been put in place particularly in upper KS2.	
External Barriers	
Attendance rates for some children who are eligible for PP are low. 33% 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.	
Desired Outcomes	Success Criteria
Improved outcomes for Children eligible for PP in terms of attainment.	Attainment matches or is improving towards national figures, where it is not currently.
Improved outcomes for Children eligible for PP in terms of progress.	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.
The vast majority of children entitled for PP have good behaviour for learning, and access their learning effectively in class.	The vast majority of children understand how their brains work in times of stress and have strategies to cope and calm themselves so that they return to a state which is conducive to learning.
Attendance rates increase for children eligible for PP.	Reduce the number of absences for children eligible for PP and in particular for certain families.

Review of Expenditure

Academic Year

2020-2021

Quality of Teaching for All and Targeted Support

Desired Outcome	Chosen Action/Approach	The evidence and rationale for this choice	Lessons Learned
<p>Children eligible for PP's attainment is in line with, or improving towards that of other pupils nationally with the same starting points.</p> <p>Children eligible for PP make progress in line with other children with the same starting points.</p> <p>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.</p>	<p>Maths coordinator to continue to attend training to ensure leadership of this curriculum area remains effective. In addition, to ensure that the previous staff development and training (First4Maths) is consolidated.</p> <p>Maths resources to be replenished and updated where needed, so that children have access and are taught to use concrete, pictorial and abstract models effectively.</p> <p>In line with the maths action plan, there will be a focus on ensuring that PP children with high prior attainment achieve their potential and if there is a barrier to this, this is identified and children supported in overcoming it.</p>	<p>High quality maths co-ordinator training and continued development of subject knowledge will benefit all children across the school as well as enabling better outcomes for children eligible for PP.</p> <p>Highly effective teaching for the high PAG children - ie teaching children to reason and problem solve effectively is a whole school priority which will enable better outcomes for all high PAG children, including those eligible for PP</p>	<p>Due to lockdown, the government released new guidelines to support the teaching of mathematics in primary schools and to ensure that pupils do not fall behind. Any maths training that has happened post lockdown therefore has been predominantly focussed on ensuring staff are aware of these new guidelines and that staff are equipped with the knowledge and understanding to teach our pupils so that they make rapid progress and cover missed learning from the previous year.</p> <p>As a result of the impact of the national pandemic, the children's attainment has been monitored through NFER tests across the school year.</p> <p>During home learning the White Rose Hub was used across classes to ensure consistency in quality and pitch of home learning. School purchased SEESAW as an online learning portal that ensured teachers could track, mark and feedback to children at home.</p> <p>In pupil progress meetings the following was reported. From Autumn to Summer the "disadvantaged" children who had made at least expected progress were:</p> <p>T1 - 2 out of 3 T2 - 2 out of 2 T3 - 3 out of 4</p>

		<p>T4 - 6 out of 7 T5 - 2 out of 7 T6 - 5 out of 5</p> <p>Context can be provided upon request for those who did not make expected progress.</p> <p>Monitoring of math's books highlighted that children were confident accessing fluency questions. Teaching and delivery was consistent in books across all classes after monitoring. Children were especially confident tackling fluency questions. Problem solving and reasoning was identified as an area of focus from monitoring of books and training and subsequent actions have been planned in for the next academic year to address this and support teaching staff.</p> <p>The teaching of times tables was identified as an area to develop in school after this academic year. A new system of times tables will be developed next academic year using <i>INSIGHT</i> to support the teaching and monitoring of times tables across Team 2-6 so that children know their times tables and corresponding division facts.</p> <p>During home learning, we have also purchased the White Rose Hub Premium resources to support the teaching of maths in school and provide staff with additional resources to support teaching pupils both in school and also those isolating at home.</p> <p>Maths resources were collected and checked before being put back in the hall. A number of pieces of old maths equipment were replaced with new resources (Diennes etc).</p>
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<p>Children eligible for PP attain as well as other pupils nationally with the same starting points.</p> <p>Children eligible for PP make as much progress as other children with the same starting points.</p>	<p>Benchmarking for children across Key Stage 2 to ensure that the assessment of reading fluency and for comprehension remains from Key Stage 1.</p> <p>Reading books with the appropriate challenge to be available in LKS2 initially (hopefully extended to UKS2).</p> <p>Quality texts for all. This will particularly benefit children who do not have the same access to books and reading at home.</p> <p>Whole class reading sessions to be taught across KS2. Training and exemplar materials to be provided by subject lead and Year 6 teacher to ensure that all class teachers understand the demand of the Year 6 reading paper and what their role is in preparing children for this.</p>	<p>Benchmarking assessment to be purchased and training to appropriate KS2 staff.</p> <p>High quality texts to be purchased, sorted and housed in LKS2 bay.</p> <p>Funding to contribute towards the development of the school library, guided reading texts and reading corners in each classroom.</p> <p>Adult time to be spent supporting specific children and giving them extra time to read with adults, which is often what is lacking.</p>	<p>Across KS2, the teaching of Reading is strong, as observed in lessons. Lessons are well planned and progressive, leading children to further develop their fluency and comprehension skills.</p> <p>The implementation of the new fluency benchmarking system has enabled teachers and SLT to identify the progression in fluency across KS2, which in previous years was a barrier to them accessing age appropriate texts at the end of KS2. Children not making expected progress are easily identifiable and interventions put in place.</p> <p>Fluency is now explicitly taught as observed in sessions and noted in Reading planning monitoring. Teachers have access to fluency teaching activities to support with this.</p>
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<p>Children eligible for PP attain as well as other pupils nationally with the same starting points.</p> <p>Children eligible for PP make as much progress as other children with the same starting points.</p>	<p>1:1 or small group support for identified children who are eligible for PP.</p> <p>This provision will be provided by Teaching Assistants (organised by class teachers) across the school.</p>	<p>Providing specific targeted support to identified children will enable them to 'catch up' with their peers, raise confidence and increase enthusiasm for learning.</p>	<p>During 2020-21 the deployment of TAs across the school was restricted due to advice regarding protecting children and adults in school from COVID19.</p> <p>To support a NQT the Reception and Year 1 bubble was merged to provide consistency and to maximise the benefit to children and learning. Furthermore, RSR groups were re-introduced as quickly as restrictions allowed, to ensure that early phonics teaching provision was maximised.</p> <p>"Catch Up Clubs" were run by adults within year group bubbles to focus upon those children who had been identified as requiring a boost in core subjects. Children eligible for PP were targeted where possible.</p>
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<p>Children eligible for PP at the EoKS2 attain as well as other pupils nationally at the with the same starting points.</p> <p>Children eligible for PP at the EoKS2 make as much progress as other children with the same starting points.</p>	<p>For a specific cohort at the EoKS2, where 32% of the children are entitled to PP and attainment is widely spread. 1 of the children with PP also has some SEN funding and an EHCP. 2 teaching assistants are deployed to support this class.</p> <p>For another cohort in KS2, where 23% of the cohort are eligible for PP and social emotional needs are high, extra TA resources will be spent. 2 Teaching Assistants will support this cohort.</p>	<p>Providing specific targeted support to identified children will enable them to 'catch up' with their peers and meet their potential at the EoKS2.</p> <p>Several of these children require social and emotional support tin addition to learning support, which will be provided by the whole team.</p>	<p>National Key Stage 2 data was not published 2020-21.</p> <p>The reported teacher assessment data for the "specific cohort" (32% of pupil premium) showed that in reading, writing and maths children made at least expected progress. The only exception being those GRT children who attended poorly throughout the year / came off roll. This was a huge achievement in a turbulent year and bearing in mind the considerable needs of some of these learners.</p>
<p>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.</p>	<p>Additional TA time to be spent supporting and discussing issues as they arise with specific children to help them understand their feelings and appropriate actions. For a small group of children, this support is essential in order for them to access learning.</p> <p>Additional staff training to be accessed and implemented with these target children in mind. Emotional Literacy materials to be delivered to whole staff on INSET day, in order for this work to be further developed.</p>	<p>This strategy has been highly effective for these and other cohorts in the past.</p> <p>These children may require this additional support in order to access their learning in the right frame of mind.</p> <p>Accessing further training will up-skill our staff, keep their training current and enable us to further support those children who have trouble regulating their emotions.</p>	<p>In order to access learning the TA allocation for emotional wellbeing and readiness to learn was essential. Due to COVID19 this has been reported in case studies.</p> <p>One cohort in KS2 included several children with increasing challenges to behaviour for learning and emotional need. Two adults were deployed into this classroom to support these children. The families and children now report that they are happy to come to school and the improvement in behaviours for learning are evident. The consistency in adults for a following year will further support this cohort and their access to learning.</p> <p>One child in upper KS2, who was displayed extremely low self-esteem, self-worth and was</p>

			<p>unable to access parts of the curriculum has made excellent progress. With increased focus on teaching positive mental health and skilled TA support, this child made better than expected progress in reading and maths.</p> <p>One child, who was demonstrating extremely challenging behaviours, has responded positively to his return to school with the additional adult and nurture provision. Again, he is now happy to come to school.</p> <p>During COVID19 school were able to staff bubbles for vulnerable and key worker children. In addition, the support via phone calls and home learning was consistent for all. Nearly 25% of our children on the Disadvantaged register had a place at school over lockdown. This provided consistency, stability and in some cases respite for some of our most vulnerable families. The response from the parents about schools management during COVID19 has been complimentary.</p>
	<p>A member of staff to maintain her training in Emotional Literacy Support. Increased working hours specifically to lead ELSA interventions.</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>The Inclusion Manager and ELSA practioner have continued to provide support to families and identified children. The limitations of mixing bubbles has meant that we have worked collaboratively with wider staff members to provide planning and advice the class adults have then lead.</p>
<p>Attendance rates increase for children eligible for PP.</p>	<p>Specific and detailed systems for tracking children's attendance to continue.</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>As 2020-21 has been another turbulent year it is difficult to rely on data.</p> <p>The percentage of attendance for the children identified as pupil premium has increased slightly from 2019-20 to 20-21. From 84% to 87%.</p>

			<p>One child (T) identified as having poor attendance. The attendance officer and inclusion manager worked together on working with the family. With support, the attendance improved to 86% during Summer term. There was a marked improvement in communication with the school and any absence was blocked and consistent with genuine illness.</p> <p>A second child and family isolated throughout Autumn and Spring. The inclusion manager and class teacher worked together on weekly work, ELSA and outreach to professionals throughout. Whilst there is still work to do, attendance in Summer term increased.</p>
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COVID Catch Up Premium Funding for the Academic year – 2020-21

Summary information					
School	Horn's Mill Primary School				
Academic Year	2020-21	Total Catch-Up Premium Expected	£15,680	Number of pupils	204
Guidance					
<p>N.B. School leaders have a more detailed version of this document that is inappropriate for the school website due to GDPR restrictions.</p> <p>Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge.</p> <p>Schools' allocations will be calculated on a per pupil basis, providing each mainstream school with a total of £80 for each pupil in year's reception through to 11.</p> <p>As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.</p>					
Use of Funds		EEF Recommendations			
<p>Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on curriculum expectations for the next academic year.</p> <p>Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.</p> <p>To support schools to make the best use of this funding, the Education Endowment Foundation (EEF) has published a coronavirus (COVID-19) support guide for schools with evidence-based approaches to catch up for all students. Schools should use this document to help them direct their additional funding in the most effective way.</p>		<p>The EEF advises the following:</p> <p>Teaching and whole school strategies</p> <ul style="list-style-type: none"> ➤ Supporting great teaching ➤ Pupil assessment and feedback ➤ Transition support <p>Targeted approaches</p> <ul style="list-style-type: none"> ➤ One to one and small group tuition ➤ Intervention programmes ➤ Extended school time <p>Wider strategies</p> <ul style="list-style-type: none"> ➤ Supporting parent and carers ➤ Access to technology ➤ Summer support 			

Identified impact of lockdown on subjects

Maths	Specific content has been missed, leading to gaps in learning and stalled sequencing of journeys. Children still have an appetite for maths and lockdown has not affected their attitudes however they are quite simply, 'behind'. Momentum for using 'TT Rockstars' as an independent learning tool has been lost. Recall of basic skills has suffered – children are not able to recall addition facts, times tables and have forgotten once taught calculation strategies.
Writing	Children haven't necessarily missed 'units' of learning in the same way as Maths, however they have lost essential practising of writing skills and the subsequent feedback and improvement strategies that school provides. Grammar and Punctuation specific knowledge has suffered, leading to lack of fluency in writing. Spelling was already an area for development and this has been further disrupted with previously learned spelling patterns now lost. The minority who have maintained writing throughout lockdown are less affected, however those who evidently didn't write much have had to work additionally hard on writing stamina and improving their motivation due to the lack of fluency in their ability to write.
Reading	Some children accessed reading during lockdown more than other subjects, but many children read nothing during the whole time. Some children borrowed reading books from school but this was a very small minority and was almost exclusively KS1 and Reception children. Children have returned to school less fluent in their reading, and comprehension skills have been specifically poor on their return. The gap between those children that read widely at home and those children who don't is now increasingly wide. Phonics learning has been affected significantly. Children missed significant learning of Set 3 sounds in the Summer Term. Much catch up intervention will be needed in order for children to access the phonics screening tests this academic year.
Non-core	There are now significant gaps in knowledge – whole units of work have not been taught meaning that children are less able to access pre-requisite knowledge when learning something new and they are less likely to make connections between concepts and themes throughout the curriculum. Children have also missed out, and continue to miss out on the curriculum experiences e.g. trips, visitors and powerful curriculum moments.
Well-Being	Children are delighted to be back in school and generally seem happy. There are a minority of children who have struggled emotionally at home, and additional support has been provided for them.

Planned expenditure - The headings below are grouped into the categories outlined in the Education Endowment Foundation's coronavirus support guide for schools)

i. Teaching and whole-school strategies

Desired outcome	Chosen approach and anticipated cost	Impact (once reviewed)	Staff lead
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<p><u>Supporting great teaching:</u></p> <p>Ensure that in the most affected classes, catch-up is provided in order to ensure early intervention and the least long term affect.</p>	<p><i>Employ experienced TA full time in Team 1 and 2 from Jan – June 2021 (focus in Year 2 initially in Spring 1 until bubbles are hopefully relaxed later in the year) to ensure catch up in phonics, basic skills in maths and writing. Teacher to plan targeted and bespoke interventions for this additional member of staff to enable maximum progress.</i></p> <p style="text-align: right;"><i>(£9,975)</i></p>	<p>Unfortunately, the lockdown and continued staff absence in Team 2 due to bereavement between Jan – June meant that this intervention had little impact.</p>	<p>ND</p>
<p><u>Teaching assessment and feedback:</u></p> <p>Teachers have a very clear understanding of what gaps in learning remain and use this to inform assessments of learning that are aligned with standardised norms, giving a greater degree in confidence and accuracy of assessments.</p>	<p><i>Purchase and implement the NFER Standardised Assessments for Year 1, 3, 4 and 5. Complete tests as required to match objectives taught and record assessments and identify gaps. Photocopying costs required for Year 2 and 6 assessment papers.</i></p> <p style="text-align: right;"><i>(estimated £600)</i></p>	<p>Tests allowed teaching staff to identify gaps on children’s return to school during the Autumn Term 2020. These were further used following children’s return in March 2021.</p>	<p>SW</p>
<ul style="list-style-type: none"> • Reading progress across the school Children’s reading progress will have improved due to ‘home reading’ books being provided for KS2 children at a more accurate level providing a more effective transition from the end of KS1 benchmarking to ‘free reading’. <p>Teachers will be able to accurately assess children’s reading levels both in school and when children return from isolation/lockdown breaks in schooling. Children will have access to reading books at an appropriate level.</p> <p>Reading at home in Reception and KS1 will be more effective due to an improved quality of reading books. The particular sound that children are learning in school will be replicated exclusively in the book that the children take home.</p>	<p><i>Big Cat readers to be purchased for KS2 children. High Interest/Low level Big Cat progress books purchased for low ability readers in KS2 (particularly the GRT community)</i></p> <p><i>Fluency Assessment purchased for children in KS2</i></p> <p><i>Read Write Inc ‘Home readers purchased for KS1 which link to ‘in school’ teaching of Ready Steady Read.</i></p> <p style="text-align: right;"><i>(£1,281)</i></p>	<p>A significant improvement in children’s access to quality texts at the right level of challenge is observed. This alongside the introduction of the fluency assessments has allowed staff to be more targeting in their teaching to improve children’s reading.</p> <p>Reading in all classes except current Y3 and 5 was the strongest out of the three subjects, with the least impact identified.</p> <p>71% of children in KS2 were at least ‘just below’ ARE in Reading at the end of Summer 2021 with 59% at ARE or above.</p> <p>Reading books are in line with the sounds now taught in school. 80% of children in attendance at school in June 2021 passed</p>	<p>KJ/AS</p>

<p>The RSR strategies that are used in school lessons can be used at home due to the supportive notes in the reading books linked to our 'in school' reading teaching.</p>		<p>the phonics screening test, despite COVID lockdowns.</p>	
<ul style="list-style-type: none"> • Maths progress across the school <p>Teachers have an improved access to resources that are linked to our curriculum and allow for differentiated planning and gap filling.</p> <p>A range of links to additional resources are available along with further challenge for more-able pupils.</p> <p>The video nature of the resources will support children who are undertaking remote learning.</p>	<p><i>Purchase of White Rose Hub Premium Subscription</i></p> <p style="text-align: right;"><i>(£120)</i></p>	<p>Teacher wellbeing is significantly improved as workload has been reduced by the use of this resource.</p>	<p>AL</p>
Budgeted cost			£11,976

ii. Small group interventions			
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead
<ul style="list-style-type: none"> • <u>1-to-1 and small group tuition</u> • <u>Intervention</u> • <u>Extended School Day</u> <p>Identified children will be taught in a bespoke way allowing for individual/small group gaps to be filled, bringing children up to a level where they can access learning with the main group.</p>	<p><i>Catch up Interventions to be implemented by TAs on a 1:1 or small group basis during the school day and also as after school "Catch Up Clubs." Children will be identified by ongoing assessments and teacher judgement.</i></p> <p style="text-align: right;"><i>(School Budget – Staff time)</i></p>	<p>Lockdowns in January affected the impact of this intervention. Catch Up clubs that took place in Summer 2021 had significantly positive impact and parent feedback was pleasing. This led to further clubs following a similar model to continue in September 2021.</p>	<p>SW</p>

<p>TAs will have an increased subject knowledge of basic grammar and punctuation for each year group, and how this can be applied to children's writing.</p>	<p><i>'Pathways to Progress' writing intervention program to be purchased from the Literacy Company</i></p> <p><i>INSET day to be used for TAs to access the training videos</i></p> <p><i>Teachers to assign individuals or groups of children to appropriate lesson plans.</i></p> <p style="text-align: right;"><i>(£1,200)</i></p> <p style="text-align: right;"><i>(School Budget – Staff time)</i></p>	<p>Staff subject knowledge (particularly support staff) has been improved significantly using this product. This has allowed TAs to teach groups of children during English lessons avoiding the need for further intervention later in the day.</p>	<p>KJ</p>
Budgeted cost			£1,200

iii. Wider Strategies			
Desired outcome	Chosen action/approach	Impact (once reviewed)	Staff lead
<ul style="list-style-type: none"> <u>Supporting parents and carers</u> <p>Children will have greater opportunities to access learning at home. Home-learning opportunities will not always require parents to engage with the activities, affording the children greater independence and increasing the likelihood that parents can sustain home-learning.</p> <p>Teaching will be able to provide learning which meets the correct learning objectives in a more-simple and accessible way for parents that would be possible with existing school writing units.</p>	<p><i>Additional online learning resources will be purchased:</i></p> <ol style="list-style-type: none"> <i>SEESAW App for online access and feedback to children</i> <i>(£889)</i> <i>Pathways to Home Learning and Poetry</i> <i>(£175)</i> 	<p>The purchase of SEESAW was hugely beneficial – especially with the additional lockdown time that occurred during January and February. Parents were overwhelmingly positive about this resource and our uptake and engagement with home learning increased significantly from the previous summer. Particularly positive was the engagement from Reception and Year 1 families who found the interactive 'video' delivery from our own staff to be very beneficial.</p>	<p>AL/JC</p> <p>JC/EH</p>

Vulnerable children will feel supported creatively to express themselves and improve focus and resilience	<i>Music lessons purchased/subsidised for identified individuals through Music4Life</i> <i>(£80)</i>	Positive response from vulnerable children and family were noted. Lesson have continued since this time.	
			Budgeted cost £1,144

			Total Budgeted Cost	£14,320
	Catch Up Funding		Catch Up Funding Allocation Total	£15,680
	Autumn Term	£4,040		
	Spring/Summer Term	£11,640		
	Remaining Budget to support ongoing catch up plans			£1,360