



Horn's Mill Primary School

Pupil Premium Strategy



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 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.

Planned Expenditure	
Academic Year	2020-2021
The headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	

Quality of Teaching for All and Targeted Support					
Desired Outcome	Chosen Action/Approach	The evidence and rationale for this choice	How we will ensure it is implemented well	Staff Lead	Review Date
Children eligible for PP's attainment is in line with, or improving towards that of other pupils nationally with the same starting points.	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.	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.	The implementation, development and monitoring of these approaches are detailed in the maths action plan.	AL	Termly through pupil progress.
Children eligible for PP make progress in line with other	Maths resources to be replenished and updated where needed, so that children have access and				

<p>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>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>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>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. 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>Progress in benchmarking scores will be reviewed on a termly basis.</p> <p>Monitoring of the teaching of reading</p> <p>The reading environment will be a focus during classroom monitoring.</p>	KJ	Termly through benchmarking and pupil progress
<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. This provision will 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>The impact of this support will be evidenced by Pupil Progress. This will be monitored by SLT termly as part of Pupil Progress Meetings.</p>	SW / EH	Termly
<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</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</p>	<p>Interventions will be planned by class teacher and monitored by SLT and SENDCo.</p>	<p>Team 6 Team</p> <p>Team 4 Team</p>	Termly

	needs are high, extra TA resources will be spent. 2 Teaching Assistants will support this cohort.	will be provided by the whole team.			
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>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>	This support will be regularly discussed and reviewed to ensure that it is having maximum impact.	SW/EH	On-going
	A member of staff to maintain her training in Emotional Literacy Support. Increased working hours to specifically to lead ELSA interventions.	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.	VF to attend supervision under Ed Psych. EH and VF to have Supervision meetings half termly.	VF/EH	On-going and through Pupil Progress meetings.
Attendance rates increase for children eligible for PP.	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.	Weekly analysis of records will ensure this is having maximum impact.	SW/JF	
Total Budget Cost				£55,110	

Review of Expenditure

Academic Year | 2019-2020

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>Continued staff training and development in the teaching of mathematics, led by subject lead and three lots of maths training led by First4Maths for each class teacher, focused on ensuring National Curriculum objectives are taught effectively whilst coverage being improved over the year.</p> <p>Maths resources to be replenished and updated, 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 staff 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>A number of staff received training from F4M during the academic year. They were supported with planning, resources and lesson ideas.</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>We have implemented a daily 'Check It' challenge in maths that provides pupils with a daily challenge that covers previously taught concepts. The aim of this daily activity is to embed previously taught concepts and also provides teachers with an opportunity to address misconceptions.</p> <p>As a result of lockdown, our maths data is limited for the academic year 2019-2020. Therefore we are not in a position at this point to make comparisons with data until we have completed our NFER tests which are due to happen wb 28.9.20. This data will then provide us with a baseline post lockdown.</p> <p>Maths resources were collected and centralised in the hall last year. A number of pieces of old maths equipment were replaced with new resources. Alongside this, staff also received maths resources in their classrooms that they could use for each lesson. This equipment is used in lessons to support our CPA model of teaching mathematics.</p>

<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>Whole school focus on reading for pleasure to and the enjoyment of reading to continue. This will be particularly focused on children who do not have the same access to books and reading at home.</p> <p>Whole-school training 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>High quality texts to be sourced and available to children.</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>Pupil voice was collected and children were reading more at home since the home learning had shifted to a focus in reading. In Team 6, there was a noted improvement in stamina and reading speed.</p> <p>The daily reading teaching that was taking place in Teams 5 and 6 was having a noticeable improvement on reading assessment scores in Team 6. This approach to whole class reading has now been expanded across all of KS2.</p> <p>In lower KS2, progress seemed to slow down once children had completed RSR as identified in Reading assessment tests - therefore, a new benchmarking system has been implemented and reading books that are appropriate for the age and stage of development for readers in lower KS2.</p>
<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. This provision will 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 2019-20 the deployment of TAs across the school was regularly reassessed and changed made where necessary to maximise the benefit to children and learning.</p> <p>Adults were used to support the teaching in classes where abilities are very mixed. This allowed children with PP to have focused sessions in a smaller group, tailored to their specific learning need. Progress was noted in Team 6, as children were beginning to have assessments in preparation for SATs and scores were improving in Reading and Maths. Due to Covid19, no official data is available.</p>
<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 29% of the children are entitled to PP and attainment is low overall, and TA resources will be spent.2.5 teaching assistants will support this class.</p> <p>For another cohort in UKS2, where 36% 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>Due to COVID19 we were unable to collect data. At Pupil Progress in January the children in Y6 with PP were making the expected progress, with one pupil making accelerated progress in reading and writing. 2 children with deteriorating attendance were not making the expected progress.</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. Paul Dix materials to be delivered once again 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 child, was regularly demonstrating a high level of unwanted behaviours and was struggling to form any attachments in his class. 1-1 support was swiftly put in place but after reassessment the child required a consistent adult. TA's were redeployed and after 6 weeks the child was happy to come to school and was beginning to complete learning at his own level. An additional adult was then able to complete both learning and social and emotional intervention for the rest of the cohort.</p> <p>One child, who was struggling to manage his behaviour, was also making strides of improvement due to the level of support and intervention in Y2.</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>Finally, to ensure that the return to school for our most vulnerable pupils accommodates emotional wellbeing needs, we have redesigned and refurbished nurture facilities. The Garden Room now includes sensory stimulation and quiet space for emotional wellbeing intervention. The Learning Hub has also been created as a breakout space that can be used to accommodate learners who need space to work outside the classroom or in small groups. These facilities are cleaned and maintained in line with our safety risk assessments.</p>
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