

# Pupil premium strategy statement – Horn’s Mill Primary School **REVIEWED 2024**

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	209
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	1 Year
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

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 ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£55,385

# 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, '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.

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.
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## 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>

## 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 (Including CPD, recruitment and retention)

Budgeted cost: £19,000

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	To ensure high standards and expectations of staff, their well-being should be considered and time given to plan for the enrichment tasks.	1,2,3

provided by a qualified teacher	High quality provision and consistency for the children.	
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## Targeted academic support (Including tutoring, one-to-one support, structured interventions)

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils, including those with PP to make expected progress across their learning.	<p>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.</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><a href="#">EEF: Teaching Assistant Interventions</a>  <a href="#">EEF: Making the Best use of Teaching Assistants</a></p>	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.	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

Inclusion manager to maintain time to provide support and intervention for identified pupils and families		
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## Wider strategies (Interventions related to attendance, behaviour, wellbeing)

Budgeted cost: £7000

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 head teacher network.	1,2,3,4
Specific and detailed systems for tracking children's attendance to continue.	<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 <a href="#">Improving School Attendance</a></p>	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: £ 55,385**

## Part B: Review of the previous academic year

### Outcomes 2022-2023

#### **Outcome 1: Improved writing attainment and progress for disadvantaged children.**

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Across the school, 25% of children identified as Pupil Premium achieved the expected standard in writing.

In the end of KS2 writing assessments 29% of children identified as eligible for Pupil Premium achieved the Expected Standard. (7 pupils). There is contextual information about the remaining percentage of children who did not meet the Expected outcome in writing.

The phonics screen in Year 2 identified that 100% pupils identified as Pupil Premium reached the expected score (of those that took the phonics test.) *1 pupil.*

#### **Outcome 2: Improved math attainment and progress for disadvantaged children.**

The most positive impact so far has been the re-integration of a significant number of children into whole class learning. With our previous method of maths teaching, each teacher was teaching up to four groups of maths at different levels. With Maths No Problem, only the children with either EHCP or those who are significantly behind, need a separate lesson. Pre-teaching and targeted support using the Ready to Progress materials are allowing almost all children to participate in the full class maths lessons. Even after just one year our Y6 teacher observed that our Y6 cohort last year 'attacked' their first practise SAT paper with more confidence than ever before.

Initial assessments are showing that more children are able to demonstrate working at a greater depth in maths as they learn the skill of journaling. Through working with partner schools and the maths hub, staff are more confident in assessing children's maths ability using journaling as well as tests.

Leaders feel that more time is needed to see the full impact on whole school maths data.



In KS2 SATS, 43% of children identified as eligible for Pupil Premium achieved the Expected Standard. . (7 pupils)

Of these 7 pupils – 43% made the expected progress and 29% made better than expected progress. (Plus 1 child with significant SEND who made less than expected progress and 1 child who joined the school in Y5)

**Outcome 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**

There has been increased opportunity and uptake for Pupil Voice across the school. In addition to head pupils and school council, we have also had an increased attendance and action from Eco-Champions and Art Ambassadors.

Pupil voice has been captured by subject leaders across the school in relation to subject specialisms but also in terms of feelings of safety and wellbeing.

Across the school, Personal Development and Behaviour and Attitudes are judged as at least good by school leaders following learning walks, observations.

The uptake of children with Pupil Premium accessing learning visits and enrichment opportunities is good. There remains some potential to further explore the attendance of Romany Travellers on residential visits.

**Outcome 4: To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils**

The most recent picture of attendance for the last academic year (July 2023) is below, as well as a summary since the last inspection. National figures taken from Gov.uk

Date	Whole School Attendance	Attendance of settled pupils (Non GRT Pupils)	Persistent Absence - Less than 90%	
			All Pupils	Settled Pupils
			<b>Autumn Term 22-23 National - 24.2%</b>	
	<b>Pre Pandemic National – 95%+</b>			
	<b>Autumn Term 22-23 National - 92.5%</b>			

	Autumn Term 21-22 National - 93.1%			
March 2020	92.55%	95.73%	23.90%	8.45%
July 2021	91.4%	93.44%	30.88%	18.04%
July 2022	91.4%	94.7%	23.5%	9.9%

Overall this shows an improving picture of attendance until the pandemic. Picture at the end of last year shows an improvement since the end of 2021.

Attendance of children with SEND and those eligible for pupil premium (without the GRT group) is in line or better than whole school data.

## 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