Pupil premium strategy statement: Horton Mill Community Primary School

Pupil Premium Definition

At Horton Mill Community Primary School, we believe that all our children have an equal entitlement, and should have an equal opportunity to:
- Access high quality teaching and learning
- Develop imagination and creativity to become life-long learners
- Acquire deep knowledge and a variety of skills and attributes

The school receives funding from the Government to support it in trying to meet this aspiration. This is known as the Pupil Premium. Pupil Premium is additional funding, from the government, provided to schools for supporting more pupils from low income families to ensure they benefit from the same opportunities as all other children. There are three categories of children that qualify for Pupil Premium:
- Children who are eligible for free school meals (FSM)
- Looked after children
- Armed forces children

Pupil Premium funding will be strategically targeted to support the school in achieving the best possible outcomes for all our pupils. Headteachers and school Governing Bodies are held accountable for the impact of Pupil Premium funding in the following ways:
• Performance tables, which show the performance of disadvantaged children compared with their peers and other disadvantaged pupils nationally.
• Schools are to publish details online each year to show how they are using the Pupil Premium and the impact it is having on pupil's attainment and achievement.
• The Ofsted inspection framework, where inspectors focus on the attainment of pupil groups, and in particular those who are in receipt Of the Pupil Premium.

1. Summary information

School	Horton Mill Community Primary School				
Academic Year	2019/20	Total PP budget	£51,480	Date of most recent PP Review	Autumn 2019
Total number of pupils	236	Number of pupils eligible for PP	39	Date for next internal review of this strategy	Summer 2020

Academic year 2019 - 2020

2. Current Attainment (July 2019)

Year 1	Reading	Writing	Maths
Pupil Premium **(1 pupil also on SEND register)**	**67%** **(4/6)**	**50%** **(3/6)**	50% (3/6)
Non Pupil Premium	46% (11/24)	42% (10/24)	54% (13/24)
HEADLINES	% shows more PP @ ARE that NPP in Reading and Writing.		
Year 2	**Reading**	**Writing**	**Maths**
Pupil Premium **(3 pupils also on SEND register)**	60% (3/5)	40% (2/5)	20% (1/5)
Non Pupil Premium	60% (15/25)	**52%** **(13/25)**	**64%** **(16/25)**
HEADLINES	% shows more NPP @ ARE in Writing and Maths and 60% of PP pupils are also on the SEND register in this cohort.		
Year 3	**Reading**	**Writing**	**Maths**
Pupil Premium **(1 pupil also on SEND register)**	50% (2/4)	25% (1/4)	25% (1/4)
Non Pupil Premium	54% (14/26)	**46%** **(12/26)**	**50%** **(13/26)**
HEADLINES	% shows more NPP @ ARE in Writing and Maths and 25% of PP pupils are also on the SEND register in this cohort.		
Year 4	**Reading**	**Writing**	**Maths**
Pupil Premium **(3 pupils also on SEND register)**	36% (4/11)	27% (3/11)	45% (5/11)
Non Pupil Premium	**58%** **(11/19)**	**53%** **(10/19)**	**58%** **(11/10)**
HEADLINES	% shows that more NPP @ ARE across Reading, Writing and Maths and 27% of PP are also on the SEND register in this cohort.		
Year 5	**Reading**	**Writing**	**Maths**
Pupil Premium **(1 pupil also on SEND register)**	**100%** **(4/4)**	50% (2/4)	**75%** **(3/4)**
Non Pupil Premium	55% (16/29)	48% (14/29)	52% (15/29)
HEADLINES	% shows more PP @ ARE in Reading and Maths.		
Year 6	**Reading**	**Writing**	**Maths**
Pupil Premium **(1 pupil also on SEND register)**	50% (5/10)	60% (6/10)	60% (6/10)
Non Pupil Premium	52% (11/21)	60% (12/20)	**76%** **(16/21)**
HEADLINES	% shows that PP in line with NPP in Reading and Writing but NPP outperform in Maths.		

3. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers

A	The proportion of children with EAL is significantly above National at 82.3%
B	A significant proportion of children enter EYFS with very low language skills which impacts on speaking and listening, phonics, reading and writing across the school.
C	A higher proportion of PP children are on the SEND register than non-PP children (27% compared to 16%). There children have specific barriers to learning related to their special educational need.
D	Many pupils need ongoing support to develop personally, socially and emotionally.
E	In most classes, fewer pp children attained ARE in mathematics than non-pp children.

External barriers

F	Pupil attendance, although improving, is a weakness and is below the national average for 2015/16 and 2016/17 (93.8% and 94.8% respectively).
G	Many pupils do not have access to additional opportunities that are needed to provide a rounded education and many have limited life experiences.
H	Many pupils come from homes that are unable to support a positive reading culture and do not have easy access to quality books and reading environments.
I	83% of Horton Mill pupils live in the 10% most deprived areas.
J	Some parents' ability and confidence to read and write in English is significantly low. Oldham Council Ward profile information shows that 41.2% of adults living in St Mary's Ward have no qualifications (vs an Oldham average of 29.6%), meaning that many parents do not have the language skills to support pupils' learning at home.

Academic year 2019 - 2020

	4. Outcomes	
	Desired outcomes and how they will be measured	**Success criteria**
A	Embed EAL provision across the school and use a consistent, structured language approach for all INA pupils. All pupils will be regularly assessed on their levels of English proficiency to plan for their individual needs.	Children with EAL are able to fully access the school curriculum to enable them to make rapid and sustained progress. Through a bespoke package of support, any INA pupils will be confident and able to progress with their understanding and use of English.
B	Improve the rate of attainment and progress across all key stages and cohorts, ensuring that the most able pupils eligible for the grant achieve the higher standard in all subjects.	Children in receipt of the grant will make accelerated progress to enable them to attain the expected standard across reading, writing and maths. The most able pupils eligible for the grant will **all** meet the higher standard in all subjects.
C	The provision for PP children with special educational needs is sufficiently strong so that their attainment and progress is raised.	The % of pupils eligible for PP and with SEND achieving the expected standard in in line with the % for non-PP pupils. Where this is not the case, PP children are making accelerated progress and the gap is diminishing.
D	Ensure all pupils are supported and secure with their personal, social and emotional development so that they are able to achieve academic excellence.	Through bespoke interventions with learning mentors or MIND, either individually or within a small group, pupils will be emotionally literate or will be achieve well throughout the whole school curriculum.
E	Continue to enhance pedagogy through active engagement with the Maths Hub. We will develop a Mastery Approach with a focus on procedural and conceptual variation.	Teachers are confident in their approach to Maths Mastery and deliver whole class lessons. PP pupils continue to make accelerated progress in mathematics so that they are able to attain ARE or GD.
F	Attendance rates for pupils eligible for the pupil premium to be in line with the National average of 96%.	The % of persistently absent pupils who are eligible for the pupil premium is reduced. Learning mentors are supporting families of pupils eligible for the grant helping them to understand the importance of regular attendance and good punctuality.
G	All pupils have cultural enrichment opportunities through subsidised trips and experiences, music specialist teaching and tuition and visits to theatres.	High levels of pupil engagement in their learning through the provision of enrichment opportunities which them to build on their knowledge, skills and understanding across the curriculum. Social and emotional development will be high as a result of these experiences.
H	To continue to raise the profile of reading across school to contribute to raising standards and also a love for reading.	Children have access to a wide variety of high quality texts and reading resources. All classes have a stimulating and inviting 'Reading Area' where children can read for pleasure. Families regularly take their children to Oldham Library.
I	Increase the opportunity for pupils to attend residential activities and access wider opportunities to widen their 'cultural capital' and develop a growth mind-set.	Pupil's achievement will be improved by providing opportunities to expand their understanding of the world through a residential programme. Through a whole school approach to 'Building Learning Powers', children will develop a growth mind-set and will raise their aspirations.
J	Engage parents with workshops/projects to empower them to support home learning.	Parents feel empowered and are confident to speak, read and write in English. They are able to communicate effectively in English to support their child's development.

Academic year 2019 - 2020

5. Planned expenditure					
Academic year	**2019/2020**				
The three 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.					
i. Quality of teaching for all					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
(A) Continue to embed EAL provision across the school and use a consistent, structured language approach for all INA pupils. Regularly assess pupils on their levels of English proficiency to plan for their individual needs.	• Deployment of 'EAL Champions' throughout all key stages to support teaching and learning. • Use of Communication in Print as resource to support the acquisition of English vocabulary and develop sentence structures. • Use the 'Bell Foundation' assessment tool to effectively assess pupil's proficiency levels in English.	82.3% of pupils have EAL. Evidence from EEF toolkit shows that Oral Language Interventions have a moderate impact for a low cost at +5 months.	Children will be introduced to new vocabulary at the start of a topic through quality texts. These words will also be shared on a weekly basis during 'Celebration Assembly' and will be added to the 'Word Aware' wall. New words will be explored in greater depth to develop a better understanding for the children. Visual strategies such as 'Communication in Print' and the 'Speak-well Wheel' (from the EAL Champions training) will be used to support memory and develop language.	EAL champions SLT EAL governor	Termly during pupil progress meetings. Termly through inclusion meetings.
(B) Improve the rate of attainment and progress across all key stages and cohorts, ensuring that the most able pupils eligible for the grant achieve the higher standard in all subjects.	• Complete a review of barriers to pupil attainment to identify appropriate interventions. • Complete a review of interventions to monitor their effectiveness and impact on pupil progress. • Class teachers to be data driven to ensure accountability for pupil progress and attainment. • Class teachers to regularly update Class Track to demonstrate progress towards learning outcomes. • Class teachers to plan lessons to address barriers to learning.	Research undertaken by NFER states that the most successful schools in raising disadvantaged pupils' attainment were those which devolved responsibility to their staff and put effective systems in place to identify needs, select strategies, monitor progress and respond quickly.	Regular monitoring of how teachers are using Class Track to respond to the individual needs of the pupils. Work analysis to monitor how teachers are using their data sets to plan learning accordingly. Termly pupil progress & inclusion meetings to ensure accountability of all practitioners, paying particular attention to the progress and attainment of disadvantaged pupils.	SLT Pupil premium link governor	Termly during pupil progress meetings. Termly through inclusion meetings.

	• Create personalised interventions to address barriers to learning. • Monitor the progress and attainment of disadvantaged pupils during pupil progress meetings to ensure they are making accelerated progress. • Monitor the attendance of disadvantaged pupils, providing support with learning mentors if this is a barrier to learning.				
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
(C) The provision for PP children with special educational needs is sufficiently strong so that their attainment and progress is raised.	• Whole school training to be delivered during the autumn term linked to Dyslexia and Attachment Disorder. • SENCO and 1:1 LSA to access specific training linked to Autism and Total Communication during the autumn term. • HLTAs & 2 x LSAs to attend FFT Reading Intervention training. • SENCO continue to lead weekly meetings with 1:1 LSAs with a sharp focus on individual children's progress or barriers to learning. • Plan short CPD sessions to focus on joint training needs of LSAs. • SENCo continue to 'drop in' on children's learning regularly. • Teachers continue to complete provision maps for all pupils who are on the SEND register. They identify specific termly outcomes which will be reviewed during pupil progress meetings. • Pupils will receive personalised termly updates on their progress towards year group learning outcomes. • Parents will receive termly updates about the progress of their child against the year group learning outcomes.	Evidence from EEF toolkit shows that Oral Language Interventions have a moderate impact for a low cost at +5 months. Evidence from EEF toolkit shows that Reading Comprehension strategies have a high impact for a low cost at +6 months.	Regular monitoring of how teachers are using Class Track to respond to the individual needs of the pupils. Weekly work analysis to monitor how teachers are using their data sets to plan learning accordingly. Termly pupil progress & inclusion meetings to ensure accountability of all practitioners, paying particular attention to the progress and attainment of disadvantaged pupils with SEND. SLT and SLE to monitor the implementation and impact of FFT interventions.	SLT Link governor	Ongoing throughout the year and with a particular focus during Pupil Progress Meetings.

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(E) Continue to enhance pedagogy through active engagement with the Maths Hub. We will develop a Mastery Approach with a focus on procedural and conceptual variation.	• Engage with the Maths Hub to develop a clear action plan focussing on procedural and conceptual variation. • EYFS, Y4 & Y6 class teachers to attend CPD sessions through the Maths Hub. • Practitioners to observe modelled lessons through the Maths Hub to gain a deep understanding of the whole class approach to mastery. • Maths subject leader to provide whole school maths CPD alongside J Jordan from St Patrick's (Maths Hub Leader) focussing on lesson design and developing fluency outside the classroom. • Whole school refresher training on metacognition strategies to complement a mastery approach to learning.	Evidence from EEF toolkit shows that developing mastery strategies has a moderate impact and a low cost at +5 months. EEF Guidance Report on 'Improving Mathematics in Key Stages 2 & 3' endorses many of the components of teaching for mastery. Evidence from EEF toolkit shows that metacognition and self-regulation approaches has a high impact and a very low cost at +7 months.	Regular monitoring through learning walks, lesson observations, discussions with pupils and 'book looks' to ensure that pupils are regularly using manipulatives and representations to enhance their mathematical understanding and reasoning skills Discussions with pupils to see how they have developed and are able to choose a wide variety of mathematical strategies. Drop-ins to observe levels of independence and learning attitudes. Are pupils able to explain their thinking to themselves and others?	Maths Subject Leader J Jordan (Maths Hub)	Ongoing throughout the year and with a particular focus during Pupil Progress Meetings & monitoring activities.
(H) To continue to raise the profile of reading across school to contribute to raising standards and also a love for reading.	• Engage with the Literacy Hub to complete an audit of reading books to receive match funding for phonically decodable books and books for Y5 & Y6. • Each class to have an exciting reading area containing a range of high quality books. • Purchase and implement 'Storytime Phonics' in EYFS &KS1. • Engage parents and families more fully in their children's reading development through a range of activities, workshops and training. • Ensure continuity and progression in the teaching of reading and comprehension across the school. • Ensure access to high quality books and resources across the school. • Regular visits to the school and Oldham Libraries. • Take part in National Literacy Trust schemes, World Book Day, etc. • DEAR throughout the school. • Invite real-life authors into school, e.g. Sophie Anderson & MT Sanders.	Evidence from EEF toolkit shows that developing reading comprehension strategies has a high impact and a very low cost at +6 months.	Discussions with pupils and their families to ascertain if the children are developing a love for reading. Monitoring of the children's Reading Journals to see how they are regularly reading a wide variety books independently outside of school. Monitor the number of school visits to Oldham Library.	English Subject Leader & SLT	Ongoing throughout the year and with a particular focus during Pupil Progress Meetings & monitoring activities.

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Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
(I) Increase the opportunity for pupils to attend residential activities and access wider opportunities to widen their 'cultural capital' and develop a growth mind-set.	• Allocate class budgets on a termly basis to incorporate opportunities to plan school visits. • Ensure that a range of 'real life' experiences are regularly timetabled for all classes. • Provide 'real life' experiences to support the 'Learning Challenge' curriculum through 'WOWs'. • Identify a group of targeted pupils to access wider opportunities alongside the learning mentors. • Provide experiences that enable children to develop an understanding of their place in the world. • Provide a range of residential activities across Key Stage 1 and Key Stage 2.	Evidence from EEF toolkit shows that outdoor adventure learning has a moderate impact and a moderate cost at +4 months. Evidence from EEF toolkit shows that developing self-regulation and meta-cognition has a high impact for a low cost at +7 months.	Review termly medium term plans and class budgets to ensure that class teachers are regularly planning 'real life' experiences to support the 'Learning Challenge' curriculum. Liaise with the learning mentors to plan visits and termly opportunities with targeted pupils.	SLT	On a termly basis.

				Total budgeted cost	£29,500

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
(D) Ensure all pupils are supported and secure with their personal, social and emotional development so that they are able to achieve academic excellence.	• Teachers to assess pupils' emotional literacy termly to identify specific barriers. • Pupils will complete their own 'Emotional Literacy' questionnaire to understand where and how they will receive support. • Pupils receive bespoke individual or group support with a learning mentor or with MIND. • All classes to develop 'mindfulness' strategies within their daily practice to support emotional development.	Evidence from EEF toolkit shows that social and emotional learning has a moderate impact and a moderate cost at +4 months.	Termly monitoring of progress will be measured through the completion of teacher and pupil questionnaires using the 'Emotional Literacy' toolkit. Termly intervention reviews to measure the impact of bespoke emotional literacy provision on pupils' personal, social and emotional development.	SLT Learning Mentors	Termly

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(F) Attendance rates for pupils eligible for the pupil premium to be in line with the National average of 96%.	• School administrator to make daily contact with families to reduce persistent absenteeism and lateness. • Pastoral team to support families with home visits and family learning activities. • Breakfast Club provision available from 8.00 supported by LSAs.	DFE 'Improving attendance at school' report (2012) highlighted the need for communicating clear expectations for parents and sanctioning, where appropriate.	Monitored by school administrator, headteacher and LA attendance officer on a half termly basis. Key priority within the school improvement plan and regularly reported to governors as part of the 'Headteacher Report to Governors'.	School administrator Headteacher LA attendance officer	Daily contact with families of absent pupils Half termly monitoring of attendance
(J) Engage parents with workshops/projects to empower them to support home learning.	• EYFS Phase Leader & EYFS Parent Governors to attend 'REAL Parent Workshop' training. • Provide 4 x weekly 'REAL Parent Workshops' to support families with practical activities to complete at home with their children. • Target specific children and families in EYFS to engage in a REAL project. • Parents to attend weekly reading sessions in EYFS. • Learning Mentors to lead weekly WOW (well-being of women) sessions to engage and empower families. • Hold half termly 'Meet the Teacher' sessions for parents to participate in learning activities alongside their children. • Offer Literacy sessions through 'Fatima Women's Association'.	Evidence from EEF toolkit shows that parental involvement has a moderate impact and a moderate cost at +3 months.	Monitor attendance at REAL Parent Workshops & weekly EYFS reading sessions. Monitor attendance at WOW sessions and meet with Learning Mentors half termly to discuss themes and outcomes. Monitor attendance at half termly 'Meet the Teacher' sessions. Monitor the attendance at Literacy sessions through Fatima Women's Association.	EYFS Phase Leader Learning Mentors	Monitor each half term.
				Total budgeted cost	£19,000

Desired Outcome	Specific Spending Cost	Intended impact	Outcomes				
(A) Embed EAL provision across the school and use a consistent, structured language approach for all INA pupils. All pupils will be regularly assessed on their levels of English proficiency to plan for their individual needs.	**Cost of training provided through the Harmony Trust.**	Children with EAL are able to fully access the school curriculum to enable them to make rapid and sustained progress. Through a bespoke package of support, any INA pupils will be confident and able to progress with their understanding and use of English.	Below is the difference between the % of pupils meeting ARE as a whole school. _(see table below)_				

Below is the difference between the % of pupils meeting ARE as a whole school.

	Reading	Writing	Maths	Combined
2018 - 2019	Non-EAL +13.9%	Non-EAL +11.5%	Non-EAL +2.4%	Non-EAL +19%
2017 - 2018	Non-EAL +16.1%	Non-EAL +19.4%	Non-EAL +22.6%	Non-EAL +26.2%
Difference	Reduced by 2.2%	Reduced by 7.9%	Reduced by 20.2%	Reduced by 7.2%

Although the % of Non-EAL pupils meeting ARE is lower than EAL pupils, the gap has reduced across reading and writing and has significantly reduced in maths.

Desired Outcome	Specific Spending Cost	Intended impact	Outcomes
(B) Improve the rate of attainment and progress across all key stages and cohorts, ensuring that the most able pupils eligible for the grant achieve the higher standard in all subjects.		Children in receipt of the grant will make accelerated progress to enable them to attain the expected standard across reading, writing and maths. The most able pupils eligible for the grant will **all** meet the higher standard in all subjects. As a result of consistent and sustained improvements in attainment and progress, the school will no longer meet the criteria as a 'coasting school'.	**See full data analysis below.** In Year 6, (10%) of PP pupils achieved greater depth in reading and maths.

	Pupils eligible for PP (school)	Pupils not eligible for PP (school)
% of pupils achieving GLD at end of EYFS	0%	57%
% of pupils passing the phonics check at end of Y1	67%	57%
% of pupils passing the phonics check at the end of Y2	75%	63%
% of pupils achieving ARE in reading, writing and maths KS1	20%	45%
% of pupils achieving ARE in reading, writing and maths KS2	30%	42%
Average progress score in reading KS2	2.9	2.6
Average progress score in writing KS2	3.3	1.5
Average progress score in maths KS2	4.0	3.4

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(C) All practitioners will be accountable for the analysis of their data set to plan provision appropriately to meet the needs of all pupils, especially those in receipt of the pupil premium.		There will be an increase in the % of pupils meeting ARE across all cohorts. In addition, at least 85% of pupils will make expected progress across all year groups, with targeted children and pupil premium children making accelerated progress.	Pupil progress meetings take place each term and class teachers now analyse their data and identify pupils' barriers to learning prior to the meetings. Pupils in receipt of the pupil premium are discussed in detail and any pupils who have made less than expected progress are identified and a specific intervention is put in place. In teachers' performance management targets, pupils in receipt of the pupil premium are targeted to make accelerated progress so that they are able to meet ARE/GD.

(D) All EYFS pupils in receipt of the grant will achieve a good level of development by the end of the EYFS.

Use of additional LSAs for daily phonics and reading in EYFS

£10,000

Successful planning of personalised provision will allow pupils in receipt of the grant to achieve a GLD or exceed the GLD for the most able pupils.

Foundation Stage (2018-2019):

Subject:	% of all children attaining ELG	% of PP children attaining ELG	% of all children exceeding ELG
Reading	57%	1 child Baseline (30-50B) End of YR (40-60B)	7%

(E) Attendance rates for pupils eligible for the pupil premium to be in line with the National average of 96%.

£400 for cost of attendance rewards

The % of persistently absent pupils who are eligible for the pupil premium is reduced. Learning mentors are supporting families of pupils eligible for the grant helping them to understand the importance of regular attendance and good punctuality.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All years
PP	0%	93.95%	94.14%	96.51%	92.77%	92.34%	97.05%	94.51%
Non-PP	94.68%	92.48%	94.69%	94.65%	97.10%	96.16%	96.20%	94.11%

Overall, PP pupils' attendance is in line with non-PP. 9/38 (24%) of PP pupils went on extended leave to Pakistan during this academic year. Home visits are carried out by the Headteacher and a learning mentor when there are concerns re attendance. Attendance of PP pupils will continue to be a focus during half-termly meetings with the LA attendance officer.

(F) To develop an experience charter across the school curriculum to engage pupil premium pupils in their learning.	**£10,000** (Class visits/experiences) **£1400** (School Linking Project) **£3000** WOPs (Guitars) **£1000** Themed weeks	An 'experience charter' created by children, parents, staff and governors increases pupil's engagement in their learning and provides opportunities for them to build on their knowledge, skills and understanding across the curriculum. Social and emotional development will be high as a result of these experiences.	Children across the school have been provided with affordable opportunities to participate in school educational visits and experiences. Each half term begins with a 'wow' opportunity and pupils have the opportunity to reflect on their learning at the end of each half term. These experiences also aim to develop pupils' understanding of vocabulary and enhance their reading and writing skills. Work analysis and drop-ins show that pupils are writing about these experiences, they are using learned vocabulary in their writing and they are using their background knowledge in their reading.

From their 'vulnerable' starting points at the beginning of this academic year, the following % of PP pupils attained ARE at the end of the year

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reading	0	1/1	1/1	1/1	2/2	1/1	4/4
Writing	0	0	0	0	2/2	0	5/5

PP pupils have been invited to attend a number of extended school activities including Holiday Club and visits to Chester Zoo, Southport and the cinema. All PP children attended the Y6 Easter School. 21/39 PP children attended extended school activities.
There has been a positive impact on the children's attitudes towards their learning through raised aspirations and engagement with the wider school curriculum.

(G) To continue to raise the profile of reading across school to contribute to raising standards and also a love for reading.	**Cost of books £1000**	Children have access to a wide variety of high quality texts and reading resources. All classes have a stimulating and inviting 'reading area' where children can read for pleasure. Families regularly attend sessions in the school library.	The % of pupils attaining GD at the end of the summer term has almost doubled from the end of the previous autumn term.

READING	% of learners below (Working outside POS)	% of learners who are vulnerable to attain ARE	% of learners who are on track to attain ARE	% of learners who are @ Greater Depth
Whole school (autumn)	27% (49/183)	26% (47/183)	41% (75/183)	7% (12/183)
Whole school (summer)	19% (36/185)	26% (48/185)	42% (78/185)	12% (23/185)

All pupils 'DEAR' after dinner for 10 minutes and there is a genuine 'love for reading' amongst pupils. Class teachers have worked alongside Kelly Ashley & Ros Ferrara (Focus Education) to identify high quality texts to use in English lessons and throughout the curriculum.

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(H) Increase the opportunity for pupils to attend residential activities and access wider opportunities to raise their aspirations and develop a growth mind-set.	**£2500** (RobinWood YR 5)	Pupil's achievement will be improved by providing opportunities to expand their understanding of the world through a residential programme. Through a whole school approach to 'Building Learning Powers', children will develop a growth mind-set and will raise their aspirations.	71% of Y6 pupils attended the residential visit to London in June 2019 (50% of whom were in receipt of PP). 85% of Y5 pupils attended the residential to Robinwood in May 2019 (75% of whom were in receipt of PP).
(I) Ensure all pupils are supported and secure with their personal, social and emotional development so that they are able to achieve academic excellence.	Two Learning Mentors = **£26,820**	Through bespoke interventions with learning mentors or MIND, either individually or within a small group, pupils will be emotionally literate and will be achieve well throughout the whole school curriculum.	Nurture groups have supported children in receipt of the Pupil Premium. These children were identified as underachieving because of social, emotional or behavioural reasons. Baseline assessments were carried out using PIVATs to assess the children' personal, social and emotional development. This allowed the learning mentors to have a clear starting point from which to measure impact. 10/38 PP pupils attended a bespoke intervention to support them with their personal, social or emotional development. Pupils from Year 2 onwards are assessed using the 'Emotional Literacy' toolkit. A baseline score is taken at the beginning of the intervention and is later measured against a score at the end of the intervention. 80% of pupils scored a higher % of emotional literacy following the intervention.
TOTAL	**£56,120**	**Allocation: £50,160**	

For further information on the attainment and progress of all children, please click the link below to see the school's Performance Tables for 2017 – 2018
https://www.compare-school-performance.service.gov.uk/school/105679/horton-mill-community-primary-school/primary

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