



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Horton Mill Community Primary
Number of pupils in school	240
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22 2022-23 2023-24
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Zaira Cook
Pupil premium lead	Zaira Cook
Governor / Trustee lead	Shoukat Ali

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£71,280
Recovery premium funding allocation this academic year	£5,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£77,260



Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of background or challenges they face, make the best possible progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. Research conducted by EEF is used to support decisions around the usefulness of different strategies and their value for money.

We know the challenges faced by vulnerable pupils such as those who are new to the British Education system (International New Arrivals); those with English as an additional language, those with Special Educational needs including social, emotional and mental health difficulties and those who have social workers and young carers. We also know the new challenge of increasing numbers of children requiring support with communication, speech and language and pastoral support.

The activity we have outlined in this statement intends to support their needs regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led Tutoring programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust and regular formative and summative assessment, not assumptions about the impact of disadvantaged. Our ultimate objectives at Horton Mill are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.



We aim to achieve these objectives by:

- ✓ Ensuring all teaching is good or better, thus ensuring that the quality of teaching experienced by all children is improved.
- ✓ Deploying Learning Supports Assistants effectively to ensure a focus on narrowing gaps between disadvantaged children and their non-disadvantaged peers.
- ✓ Focusing the spend of our pupil premium on accelerating progress, moving children to at least age-related expectations.
- ✓ Pupil premium resources are to be used to target more-able, disadvantaged children to exceed Age Related Expectations
- ✓ Support payment for activities, educational visits and residentials ensuring children have first-hand experiences to use in their learning in the classroom, building their cultural capital.
- ✓ Providing extensive pastoral support to both disadvantaged children and their families through the use of dedicated Learning Mentors, our Attendance Team, Early Help intervention and high quality MHWB provision.

Challenges

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

Challenge number	Detail of challenge
1	<p>Pupils enter EYFS with poor communication and language skills which are well below national average. This continues as the children move through school to KS2 and is more prevalent in our disadvantaged pupils.</p> <p>There is a significant vocabulary deficit in disadvantaged children on entry to Early Years. The teaching of vocabulary needs to be explicit across all subject areas across all year groups.</p> <p>Data shows that 90% of pupils within reception are working below age-related expectations in communication and language.</p>
2	<p>Children do not have instant recall of basic facts in English or maths</p> <p>Formative assessment outcomes are hindered as children's lack of automaticity effects application across the wider curriculum and during assessments.</p>
3	<p>Pupil attendance is lower than our expected 96% and punctuality is an issue for many children. Attendance for disadvantaged pupils is lower than for non-disadvantaged pupils. Assessments indicate that this is having a negative impact on disadvantaged pupils' progress. Currently, the number of late marks is approximately 30 per week.</p>
4	<p>Assessments and data shows that a high proportion of pupils' reading ability in KS1 and LKS2 is lower (31% at ARE for disadvantaged compared to 48% at ARE for non-disadvantaged).</p>



5	Assessments and data shows that a significant proportion of pupils' maths ability in KS1 and LKS2 is lower (22% at ARE for disadvantaged compared to 43% at ARE for non-disadvantaged).
6	Our assessment, observations and discussion with pupils have identified a lack of enrichment opportunities and social interaction during school closure. These challenges affect all children including disadvantaged pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved language and communication skills. Language and communication difficulties will be identified swiftly and relevant interventions implemented.	Assessments and observations will indicate significantly improved language and communication skills among disadvantaged pupils. Monitoring will show upskilled and confident practitioners who identify specific needs.
Pupils are able to have instant recall of basic facts in English and maths.	Pupils are applying their knowledge and skills across the wider curriculum and during assessments.
Pupils' attendance is above 96% and persistent late marks will decrease.	Attendance will be 96% or above and this will be sustained over a period of 3 years. Late marks will reduce to no more than 20 per week.
Improved reading attainment among disadvantaged pupils.	KS1 and KS2 reading outcomes for disadvantaged pupils will be in line with national averages. Year 1 and year 2 phonics screening scores will be in line with national averages for disadvantaged pupils.
Improved maths attainment among disadvantaged pupils.	KS1 and KS2 maths outcomes for disadvantaged pupils will be in line with national averages.
Increased participation in after school clubs, breakfast clubs, enrichment opportunities such as trips and visitors.	Disadvantaged pupils have access to extracurricular activities and enrichment opportunities, including residential visits to enhance their understanding of the world.



Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **2021-22** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Word of the Day/Week will be promoted through all phases.</p> <p>Re-launch of our whole school vocabulary focus for parents and children.</p> <p>Targeted CPD for staff re Word Aware strategies.</p> <p>Embed Welcomm within the new EYFS curriculum and deliver as part of quality first teaching.</p>	<p>EEF – Improving Literacy in KS1 <i>Recommendation 8 - Use high quality structured interventions to help pupils who are struggling with their literacy</i></p> <p>EEF – Improving Literacy in KS2 <i>Recommendation 1 - Develop pupils' language capability to support their reading and writing</i></p> <p>EEF – Making the best use of Teaching Assistants <i>Recommendation 3 - Use TAs to help pupils develop independent learning skills and manage their own learning</i></p>	1
<p>Leaders to direct class teachers/HLTA's/TA's to include automaticity in all sessions.</p> <p>Subject Leaders to ensure long term plans include non-negotiables for each year group.</p> <p>CPD will allow for research-based evidence from EEF to be shared with all staff.</p> <p>Pupil progress meetings will take place termly to allow for gap analysis and identification of next steps for specific cohorts of children.</p>	<p>EEF – Making the best use of Teaching Assistants <i>Recommendation 3 - Use TAs to help pupils develop independent learning skills and manage their own learning</i></p> <p>EEF – Putting Evidence to Work – A Schools Guide to Implementation</p> <p>EEF – Metacognition & Self-Regulated Learning <i>Recommendation 1 - Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge</i></p>	2



<p>Ensure continuity and progression in the teaching of phonics, reading and comprehension across the school.</p> <p>Ensure access to high quality books and resources, including reading books that are phonically decodable.</p> <p>Engage parents and families more fully in their children's reading development through a range of learning activities, workshops and events.</p>	<p>EEF Preparing for Literacy Recommendation 6 - <i>Use high quality assessment to ensure all children make good progress</i></p> <p>EEF Preparing for Literacy Recommendation 7 - <i>Use high quality targeted support to help struggling children</i></p> <p>EEF – Improving Literacy in KS1 Recommendation 8 - <i>Use high quality structured interventions to help pupils who are struggling with their literacy</i></p> <p>EEF – Working with Parents to Support Children's Learning - Recommendation 2 <i>Provide practical strategies to support learning at home</i></p>	4
<p>Provide adjusted scheme of work (NCETM) and ready to progress criteria to support teachers in overcoming children's lost learning.</p> <p>Individual coaching sessions with class teachers and maths subject leader to support and to advise on use of the NCETM curriculum map & ready to progress materials.</p> <p>CPD on Mastery Approach – as part of the sustaining phase of the Mastery Hub.</p> <p>CPD on Mastering Number Approach to EYFS and KS1 practitioners.</p>	<p>EEF – Improving maths in the Early Years and KS1 – Recommendation 5 <i>Use high quality targeted support to help all children learn mathematics.</i></p> <p>EEF – Improving maths in KS2 – Recommendation 1 <i>Use assessment to build on pupils' existing knowledge and understanding.</i></p> <p>EEF – Improving maths in KS2 – Recommendation 2 <i>Use manipulatives and representations.</i></p> <p>EEF – Improving maths in the Early Years and KS1 – Recommendation 1 <i>Develop practitioners' understanding of how children learn mathematics.</i></p>	5



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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School-led tutoring sessions linked to mathematics to be delivered.</p> <p>School-led tutoring sessions linked to literacy to be delivered.</p>	<p>EEF – Improving maths in KS2 – <i>Recommendation 7 Using structured interventions to provide additional support.</i></p> <p>EEF Improving Literacy in KS1 – <i>Recommendation 8 Use high quality structured interventions to help pupils who are struggling with their literacy</i></p>	5
Delivery of Wellcomm screening to all new starters in EYFS	EEF Preparing for Literacy Recommendation 6 - Use high quality assessment to ensure all children make good progress	1
BLAST intervention to support vocabulary developments in EYFS	EEF Preparing for Literacy Recommendation 7 - Use high quality targeted support to help struggling children	1
<p>HLTAs to provide targeted reading support daily across EYFS, KS1 and KS2.</p> <p>After school boosters to provide targeted support for phonics, reading and mathematics across KS1 and KS2.</p>	<p>EEF – Making the best use of Teaching Assistants <i>Recommendation 3 - Use TAs to help pupils develop independent learning skills and manage their own learning</i></p> <p>EEF – Improving Literacy in KS1 <i>Recommendation 8 - Use high quality structured interventions to help pupils who are struggling with their literacy</i></p> <p>EEF – Making the best use of Teaching Assistants <i>Recommendation 5 - Use TAs to deliver high quality one-to-one and small group support using structured interventions</i></p>	1, 2, 4



Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Admin team will make 1st day absence calls to all families.</p> <p>Preventative phone calls will be made to make parents aware we are expecting children back to school after any prolonged absence.</p> <p>Attendance officer will work with target families to improve attendance.</p> <p>Learning Mentor will work closely with the admin team and HT to carry out necessary home visits.</p> <p>Reward systems will be reviewed and used as a motivator to reward good attendance and punctuality.</p>	<p>EEF – Improving Behaviour in Schools - Recommendation 2 <i>Teach learning behaviours alongside managing misbehaviour</i></p> <p>EEF – Improving Behaviour in Schools – Recommendation 4 <i>Use simple approaches as part of your regular routine</i></p> <p>EEF – Improving Behaviour in Schools – Recommendation 5 <i>Use targeted approaches to meet the needs of individuals in your school</i></p>	3
<p>An Enrichment Overview will be developed following the review of the Recovery Curriculum to incorporate successful aspects of curriculum planning</p>	<p>EEF – Putting Evidence to Work – A Schools Guide to Implementation</p>	4
<p>School-wide enrichments will link to the learning challenge curriculum overview. Links will also be made to British Values, PSHCE, Healthy Schools and MHWB strands through the Horton Mill Experience Charter.</p>	<p>EEF – Putting Evidence to Work – A Schools Guide to Implementation</p> <p>EEF – Improving Social & Emotional Learning in Primary Schools</p> <p><i>Recommendation 2 Integrate and model SEL skills through everyday teaching</i></p>	6



	<p>EEF – Improving Social & Emotional Learning in Primary Schools</p> <p><i>Recommendation 3 Use a SAFE curriculum: Sequential, Active, Focused and Explicit</i></p> <p>EEF – Improving Social & Emotional Learning in Primary Schools – Recommendation 5</p> <p><i>Reinforce SEL skills through whole-school ethos and activities</i></p>	
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Total budgeted cost: £ 77,000



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Quality of Teaching for All

Our internal assessments show that performance for disadvantaged pupils was lower in the 2020/2021 academic year than in previous years. The Covid-19 pandemic is the main reason behind this as it prevented curriculum delivery in all areas. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching any targeted interventions to the level we had intended. Despite a conscious effort from staff to provide high quality online learning, the use of other online resources and providing access to laptops and the internet, participation in online learning from a lot of our disadvantaged pupils was poor. In addition, school were in regular contact with parent offering advice and support around accessing online learning, however, a number of families still refused to engage. All of whom were from our disadvantaged group.

Attendance for the previous academic year was below national average and has historically been low within our school. During national lockdowns, attendance from our disadvantaged was higher than non-disadvantaged because of the large proportion of those children invited into school and the low number of children whose parents are key workers.

Externally provided programmes

Programme	Provider



Further information (optional)

N/A