

Horningsham Primary School Pupil Premium Strategy Statement 2024

Introduction

This statement details our school's use of pupil 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
School name	Horningsham Primary School
Number of pupils in school	70
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers	2024 – 2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Odele Lapham - Acting Headteacher
Pupil premium lead	
Governor lead	
	Stephanie Storrar - Lead Governor for Disadvantaged Learners

Funding overview

Detail	Data
Pupil premium funding allocation this academic year (£1480 per eligible pupil)	£5,920
Service Premium funding allocation this academic year (£340 per eligible pupil)	£2,040
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£7,960

Statement of Intent

The Pupil Premium has one central aim: to improve outcomes for all socio-economically disadvantaged pupils (EEF). Since its launch in 2022 it has enabled schools to sharpen their focus and resources on this group and their individual needs so that they can flourish. Pupil premium is not a personal budget for individual pupils, and schools do not have to spend pupil premium so that it solely benefits pupils who meet the funding criteria. It can be used:

- to support other pupils with identified needs, such as those who have or have had a social worker, or who act as a carer
- for whole class interventions which will also benefit non-disadvantaged pupils

What are your ultimate objectives for your disadvantaged pupils?

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We want to support disadvantaged learners to achieve that goal, including good and ambitious progress for those who are already high attainers. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment and want to overcome a wide range of barriers, specific to individuals, which may prevent them from achieving their full potential.

How does your current pupil premium strategic plan work towards achieving those objectives?

The EEF acknowledges the most effective way to raise attainment is by improving teaching. Ultimately, this will benefit not just the pupils in receipt of the grant but all pupils. At our school, we have a strong professional culture and high expectations for all our pupils in order for them to thrive. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Furthermore, this approach will continue to support our non-disadvantaged children and ensure that they sustain their performance and continue to make progress.

What are the key principles of your strategy plan?

Our approach will be responsive to both common challenges and individual needs, rooted in robust diagnostic assessment, no assumptions about the impact of disadvantage will be made. The approaches that we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- have a strong school culture of learning behaviours, attitudes and values to help children succeed in life
- have a consistent high quality teaching approach in which all staff take responsibility for disadvantaged pupils' outcomes
- have teaching staff who adapt practice effectively to overcome barriers to learning and to ensure that children's needs are met
- develop a CPD programme designed to support all staff to improve outcomes
- embed practices for early identification of need and intervention that follows the graduated approach cycle
- give disadvantaged pupils appropriate levels of challenge and support in the work that they are set
- build in enrichment opportunities and experiences beyond the curriculum

Challenges

Challenge	Detail of Challenge:
1	Pupil's emotional wellbeing, social and behavioural needs are affecting their readiness to learn and ability to make progress.
2	Assessment and observations show that our disadvantaged learners have gaps in their mathematics knowledge leading to them falling behind age-related expectations. A lack of fluency also has a knock-on effect on their problem solving and reasoning skills.
3	Assessment and observations show that our disadvantaged learners do not typically achieve beyond age-related expectations in reading and writing despite having good phonics, reading and writing results.
4	Our monitoring indicates that some disadvantaged pupils have greater difficulties accessing home learning effectively. This can impact on reading, writing and maths outcomes.
5	Observations have shown that pupil's oral language can be limited.
6	Pupils eligible for pupil premium funding do not always have the same access to enriching life experience/skills as their peers.

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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> • qualitative data from pupil voice, parent surveys and teacher observations • a significant increase in children's attitude to learning and participation in extra-curricular activities in school, particularly among disadvantaged pupils.
All children to receive high quality teaching from teachers with high expectations for all across the school.	By 2026/27, all children will make expected progress and beyond from their starting points.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcome in 2026/2027 show that disadvantaged pupils met the age-related expected standard.
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. Evident when triangulated with other sources of evidence, including engagement in lessons, public speaking opportunities, book scrutiny and ongoing formative assessment.
Pupils, particularly disadvantaged, have access to a range of extra-curricular activities in and beyond the school day.	Disadvantaged pupils attend extra-curricular activities beyond the school day and are signposted to cheap/free holiday activities. There are no financial barriers to disadvantaged pupils engaging with trips, residential visits or learning experiences.

Parental engagement, particularly with disadvantaged pupils, supports pupils accessing appropriate learning opportunities and ensures healthy lifestyles are maintained.

Assessments and questionnaires indicate that all parents of disadvantaged pupils engage with school to effectively support their children with learning.

Parents attend bespoke workshops and engage with signposted support to further their own capacity for supporting their children.

100% of all disadvantaged families have access to wider opportunities, home learning technology and support with managing healthy lifestyles.

Disadvantaged pupils are supported by their parents and support is provided to maintain healthy lifestyles in and beyond school.

Attendance and punctuality data is in lines with their peers.

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 (for example, CPD, recruitment and retention) Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching: Supporting continuous and sustained professional development to ensure high quality teaching standards across the school. Collaboratively creating a teaching and learning policy based on evidence informed practice that we believe best suits our pupils in mixed-age classrooms. Embed mentoring and coaching approaches with all teaching staff to encourage reflective practice. CPD with Andy Hind to ensure high quality leaders in our collaboration. Adaptive teaching practices and OPAL reviewed and in place across all classes at age-appropriate levels. Support from other professionals, Compass, ECF.</p> <p>Workload reduction strategies to allow staff to focus on high quality teaching.</p>	<p>Working collaboratively with Compass Collaboration to embed high quality CPD for all teaching staff and working together as leaders.</p> <p>OPAL – SEND Code of Practice -> Ordinarily available provision is what can be reasonably provided for all children and young people, including those with SEND, from the resources available to the education setting.</p> <p>NiOT: Mentoring and Coaching</p>	<p>2</p> <p>3</p> <p>5</p>
<p>Assessment: Robust assessment methods in place to ensure early identification of pupils who are working below age-related expectations.</p> <p>SLT analyse summative assessment data to ensure that children who require further targeted intervention are identified.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>EEF: Embedding Formative Assessment</p>	<p>2</p> <p>3</p> <p>5</p>

Regular monitoring of impact of interventions by SENDCO. Pupil progress meetings held 3 times per year. SEND staff meetings 3 times per year and robust processes in place to raise concerns about pupils who are underachieving.		
<p>Curriculum: Pupils have access to high quality and diverse texts in both our reading and writing curriculums.</p> <p>Opportunities for working at greater depth in writing identified early.</p> <p>Oracy and language is at the heart of our teaching approach. Use of modelling, scaffolding e.g. stem sentences support all of our learners. SALT Pre-Communication Tracker is completed if any communication and interaction concerns are considered.</p>	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months additional progress.</p> <p>The Literacy Tree The Place Value of Punctuation and Grammar Talk Through Stories Talk Boost</p>	<p>3 5</p>

Targeted academic support Budgeted cost: £2,960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional reading, writing and maths sessions targeted at all pupils who require further support.</p> <p>Nessy pre-school club – reading and spelling support. Also offer opportunity for Pupil Premium children to arrive at school early to complete homework.</p>	<p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2 4 6</p>
<p>Intervention: Teaching Partners (TPs) and teachers providing effective additional support and intervention following consistent and rigorous assessment across the curriculum to ensure accurate, prompt and impactful interventions.</p>	<p>Gaps in learning identified through robust assessment systems, discussed in pupil progress/SEND meetings. There's strong evidence showing the impact that high quality interventions alongside high quality teaching in classrooms can have on the outcomes of struggling students</p> <p>Regular and consistent use of TPs in classrooms ensures that staff can support pupils within the classroom, on a 1:1 basis and or in small groups for intervention programmes. Pre/post teaching of lesson content. EEF: Teaching Assistant Interventions</p>	<p>2 3 5 6</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parental Engagement workshops:</p> <ol style="list-style-type: none"> 1. Supporting reading 2. Active Bags 3. ELSA 4. Early Maths 5. KS2 Assessments 6. Wellbeing/Community sessions 	<p>The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>Parents' aspirations appear to be important for pupil outcomes</p> <p>EEF Blog: Promoting Positive Partnerships with Parents</p> <p>EEF: Parental Engagement</p>	<p>1</p> <p>2</p> <p>4</p> <p>6</p>
<p>ELSA and nurture sessions: Specific targeted intervention for individuals/ groups.</p> <p>Whole school mental well-being events and opportunities provided routinely for all children.</p> <p>Provide a nurturing space for pupils and parents to regulate their emotions.</p> <p>Parent Support Advisor (PSA): a new role in the school and across the Compass Collaboration. To support parents with a broad range of needs.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour, and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Children need to have opportunities to manage their own feelings and behaviours.</p> <p>EEF: Social and emotional behaviours.</p>	<p>1</p> <p>6</p>
<p>Wider curriculum and mental health opportunities Specific to individuals</p> <p>Increase cultural capital and remove barriers to personal development and enrichment opportunities: swimming lessons, school trips, music lessons, holiday clubs etc.</p>	<p>Access to enrichment opportunities improves pupil's wellbeing and engagement with school. Clubs provided free of charge or heavily subsidised for specific children to ensure they can be included and have access.</p> <p>Individuals supported with cost of residential trip to develop personal, social and emotional skills, build confidence and access wider aspects of the PE curriculum.</p> <p>Research has found that cultural enrichment, amongst other approaches, had a positive impact for the most academically able disadvantaged pupils.</p>	<p>1</p> <p>6</p>
<p>Supporting attendance</p> <ul style="list-style-type: none"> ▪ Regular monitoring of attendance and punctuality for disadvantaged learners ▪ Attendance data shared with parents each seasonal term ▪ Reminders in newsletters about the importance of attendance ▪ Clear Attendance Policy shared with parents ▪ Attendance support meetings when required 	<p>Working together to improve school attendance</p> <p>EEF - Supporting school attendance</p>	<p>1</p> <p>6</p>

Total budgeted cost: £7960

Part B: Review of outcomes in the previous academic year 2023-2024

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

It is important to note that numbers of pupil premium children are very small in the school with only 5.6% on roll class as disadvantaged learners and therefore statistical outcomes are not meaningful. This is 23.6% lower than the national average of 29.2%. In 2023-2024, £5,920 of the budget of our school was for disadvantaged funding.

Attainment:

End of KS2 (cohort of 5 pupils)

Pupil Premium - 0

Service Premium - 1 (100% maths expected standard, 100% reading expected standard, did not meet the standard in writing)

Phonics:

1 PP – 100% pass in Phonics Screening Check

Our internal assessments during 2023-2024 indicated that the performance of disadvantaged learners was lower than previous years in reading, writing and maths, but in line with other children still working on closing gaps in knowledge and disruption as a direct long term impact of the pandemic and periods of home learning. Catch-up programmes and targeted intervention has demonstrated progress for disadvantaged learners with the widening gap from this period closing to bring outcomes back to status quo pre pandemic.

Attendance:

Pupil Premium – 2.2% overall absence (2.2% lower than the national non-Disadvantaged cohort at 4.4.%)

Our school's gap to non-disadvantaged pupils nationally has decreased by 3.7% from +1.5% in 22/23, to -2.2% in 23/24.

Disadvantaged cohort's overall absence has decreased by 4.8% from 7% in 22/23 to 2.2.% in 23/24.

The disadvantage pupils in our school are in percentile 1 for overall absence when compare to other schools.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significant for some disadvantaged pupils. We used pupil premium funding to provide wellbeing and targeted interventions where required for specific families.

Activities in 2023-2024 have improved disadvantaged pupil outcomes socially, emotionally and academically through:

- Engagement with extra-curricular clubs (including targeted reading and spelling and maths clubs) has resulted in greater confidence, fluency and outcomes in spelling, reading and maths fluency.
- Provision of wider opportunities (e.g. trips, visitors, residential visits) has built social and emotional skills and independence and impacted on individuals self-care and management as well as friendship opportunities.
- Tutoring provision has impacted on individuals building confidence and competency with key areas in English and maths.
- Pupils receive a breadth of enriching life experiences, in addition to an engaging and varied curriculum

Externally provided programmes

Names of any non-DfE programmes that we used pupil premium to fund in the previous academic year.

Programme	Provider
Nessy – Reading and Spelling	Nessy
ELSA Units	ELSA Support

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	ELSA support (groups and 1:1) targeted individuals and children with common contexts and emotional well-being needs. Additional support during times of deployment. Targeted TP support and /or intervention were identified for children with gaps in learning and at risk of working below age related expectations.
The impact of that spending on service pupil premium eligible pupils	1 end of KS2 SPP child was able to access end of KS2 assessments having had a significant amount of wellbeing support and access to extra-curricular activities. 2 SPP passed the Phonics Screening Check