

# Horningsham Primary School Pupil Premium Strategy Statement 2025

## 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	69
Proportion (%) of pupil premium eligible pupils	7.25% (rise from 4% in 2024)
Academic year/years that our current pupil premium strategy plan covers	2024 – 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Odele Lapham - 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)	£4,545
Service Premium funding allocation this academic year (£340 per eligible pupil)	£1,750
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£6,295</b>

## 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, based on observations, discussions and 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

This strategy is designed to ensure that disadvantaged pupils achieve at least in line with their peers locally and nationally, are well supported to overcome barriers to learning and leave Horningsham Primary School well prepared for the next stage of their education.

## 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	We are aware that some disadvantaged learners may 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, which in turn has an effect on their reading and writing.
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
<b>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</b>	Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>qualitative data from pupil voice, parent surveys and teacher observations</li> <li>a significant increase in children's attitude to learning and participation in extra-curricular activities in school, particularly among disadvantaged pupils.</li> </ul>
<b>All children to receive high quality teaching from teachers with high expectations for all across the school.</b>	By 2026/27, all children will make expected progress and beyond from their starting points.
<b>Improved maths attainment for disadvantaged pupils at the end of KS2.</b>	KS2 maths outcome in 2026/2027 show that disadvantaged pupils met the age-related expected standard.
<b>Improved oral language skills and vocabulary among disadvantaged pupils.</b>	Assessments and observations indicate significantly improved oral language as evidenced through outcomes in oracy observations, increased participation in class discussions and improved writing outcomes. Evident when triangulated with other sources of evidence, including engagement in lessons, public speaking opportunities, book scrutiny and ongoing formative assessment.
<b>Pupils, particularly disadvantaged, have access to a range of extra-curricular activities in and beyond the school day.</b>	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.

<p><b>Parental engagement, particularly with disadvantaged pupils, supports pupils accessing appropriate learning opportunities and ensures healthy lifestyles are maintained.</b></p>	<p>Assessments and questionnaires indicate that all parents of disadvantaged pupils engage with school to effectively support their children with learning.</p> <p>Parents attend bespoke workshops and engage with signposted support to further their own capacity for supporting their children.</p> <p>100% of all disadvantaged families have access to wider opportunities, home learning technology and support with managing healthy lifestyles.</p> <p>Disadvantaged pupils are supported by their parents and support is provided to maintain healthy lifestyles in and beyond school.</p> <p>Attendance and punctuality data is in line with their peers.</p>
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## 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.

EEF evidence has guided us towards prioritising high-impact, low-cost strategies such as adaptive teaching, formative assessment and oral language development, which are particularly effective in small, mixed-age settings. We have tried to reduce our use of stand-alone interventions that are not closely linked to classroom practice or that lack a strong evidence base, in order to ensure that all additional support complements high-quality teaching. Given our very small number of disadvantaged pupils, EEF guidance is applied flexibly, with strategies adapted to individual need rather than relying on fixed cohort interventions. By investing in staff development and evidence-informed practice, the strategy builds long-term capacity, ensuring improvements are sustained beyond the duration of the funding.

## Teaching (for example, CPD, recruitment and retention) Budgeted cost: £3,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Teaching:</b> 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.</p> <p>Wiltshire LA's 'The Teaching Toolkit' programme: a series of 6 professional development sessions designed to support schools to create a Teaching and Learning Policy that reflects evidence-informed practice that in turn meets the needs of disadvantaged learners and in turn all learners. SLT attend the AM sessions and two class teachers attend the afternoon sessions. Our school Professional Development (PD) meetings then provides opportunities for further exploration, gap tasks and decision making relevant to our school.</p> <p>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.</p> <p>Adaptive teaching practices and OAP reviewed and in place across all classes at age-appropriate levels. Support from other professionals, Compass, ECF, School Effectiveness team through the Teaching Toolkit.</p> <p>Workload reduction strategies to allow staff to focus on high quality teaching.</p>	<p>Our strategy is aligned to the EEF's three-tiered approach. The majority of funding is directed towards strengthening high-quality teaching, with targeted academic support and wider strategies used to remove specific barriers to learning.</p> <p>Given that assessment identified gaps in mathematical fluency and reasoning (Challenge 2), EEF guidance on small-group tuition and formative assessment informed our approach.</p> <p>Working collaboratively with Compass Collaboration to embed high quality CPD for all teaching staff and working together as leaders.</p> <p>OAP – SEND Code of Practice -&gt; 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>EEF guidance on effective implementation informs how strategies are introduced, monitored and refined, with time allocated for staff training, coaching and review of impact.</p> <p><a href="#">EEF: 5 a day</a></p> <p><a href="#">NiOT: Mentoring and Coaching</a></p>	1 2 3 5
<p><b>Assessment:</b> Consistent 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>Regular monitoring of the impact of interventions programmes by both the Teaching Partner, teacher and 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>	<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. Ongoing formative assessment opportunities as part of daily teaching practice.</p> <p><a href="#">EEF: Embedding Formative Assessment</a></p>	2 3 5

<p><b>Curriculum:</b> 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>Oral language is prioritised due to its high impact (+6 months) and its role in improving reading comprehension and writing quality.</p> <p><a href="#">The Literacy Tree</a>  <a href="#">The Place Value of Punctuation and Grammar</a>  <a href="#">Talk Through Stories</a>  <a href="#">Talk Boost</a></p>	<p>3 5</p>
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## Targeted academic support Budgeted cost: £1,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Additional reading, writing and maths sessions</b> targeted at all pupils who require further support.</p>	<p>Targeted academic support is informed by assessment and EEF guidance, and is carefully planned to address identified gaps in learning where high-quality classroom teaching alone is not sufficient to secure progress.</p>	<p>2 3</p>
<p><b>Nessy pre-school club</b> – reading and spelling support. Also offer opportunity for Pupil Premium children to arrive at school early to complete homework.</p>	<p><a href="#">Small group tuition</a>   <a href="#">Toolkit Strand</a>   <a href="#">Education Endowment Foundation</a>   <a href="#">EEF</a></p>	<p>4 6</p>
<p><b>Intervention:</b> 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 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. <a href="#">EEF: Teaching Assistant Interventions</a></p>	<p>2 3 5 6</p>

## Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £995

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Parental Engagement:</b> <ol style="list-style-type: none"> <li>1. Supporting reading</li> <li>2. Active Bags</li> <li>3. ELSA</li> <li>4. Early Maths</li> <li>5. KS2 Assessments</li> <li>6. Wellbeing/Community sessions</li> </ol>	<p>Wider strategies are implemented to remove barriers to learning beyond the classroom, drawing on EEF evidence to support pupils' wellbeing, attendance, engagement and access to enriching experiences that enable disadvantaged pupils to thrive.</p> <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><a href="#">EEF Blog: Promoting Positive Partnerships with Parents</a></p> <p><a href="#">EEF: Parental Engagement</a></p>	1 2 4 6
<b>ELSA and nurture sessions:</b> Specific targeted intervention for individuals/ groups.  <b>Whole school mental well-being events and opportunities</b> provided routinely for all children.  Provide a nurturing space for pupils and parents to regulate their emotions.  <b>Parent Support Advisor (PSA):</b> a new role in the school and across the Compass Collaboration. To support parents with a broad range of needs.	<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><a href="#">EEF: Social and Emotional Learning</a></p> <p>Children need to have opportunities to manage their own feelings and behaviours.</p> <p><a href="#">EEF: Social and emotional behaviours.</a></p>	1 6
<b>Wider curriculum and mental health opportunities</b> Specific to individuals  Increase cultural capital and remove barriers to personal development and enrichment opportunities: swimming lessons, school trips, music lessons, holiday clubs etc.	<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>	1 6

<p><b>Supporting attendance</b></p> <ul style="list-style-type: none"> <li>▪ Regular monitoring of attendance and punctuality for disadvantaged learners</li> <li>▪ Attendance data shared with parents each seasonal term</li> <li>▪ Reminders in newsletters about the importance of attendance</li> <li>▪ Clear Attendance Policy shared with parents</li> <li>▪ Attendance support meetings when required</li> </ul>	<p><a href="#">Working together to improve school attendance</a></p> <p><a href="#">EEF - Supporting school attendance</a></p>	<p>1 6</p>
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**Total budgeted cost: £6,295**

Additional costs are met through core school funding.

The impact of all strategies is reviewed termly through assessment data, attendance monitoring, pupil voice and staff feedback, enabling timely refinement where necessary.

## Part B: Review of outcomes in the previous academic year 2024-2025

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

EEF evidence underpins both the selection of strategies and their implementation, ensuring that pupil premium funding is used effectively, sustainably and with maximum impact on outcomes for disadvantaged pupils. It is important to note that numbers of pupil premium children are very small in the school with only 4% Pupil Premium on roll during 2024. This is considerably lower than the national average of 25.7%. In 2024-2025, £5,920 of the budget of our school was for Pupil Premium funding.

#### Attainment:

##### End of KS2 (cohort of 9 pupils)

Pupil Premium - 2 (100% maths expected standard, 100% reading expected standard, 100% writing expected standard)

#### Phonics:

1 PP – 100% pass in Phonics Screening Check (39/40 raw score)

Our internal assessments during 2024-2025 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:**

Attendance is tracked across the year. All Pupil Premium pupils had an attendance percentage higher than 95% at the end of the academic year.

Disadvantaged pupils are in the lowest percentile nationally for overall absence, indicating exceptionally strong attendance.

#### **Outcomes for Pupil Premium Children:**

During the 2024–2025 academic year, the school's provision for disadvantaged pupils has been well-targeted, inclusive and ambitious, resulting in positive improvements in pupils' academic achievement, personal development and readiness for the next stage of education.

- Targeted academic support and enrichment, including structured extra-curricular reading, spelling and mathematics clubs, have been implemented effectively. These have improved pupils' fluency, confidence and attainment in key curriculum areas, supporting pupils to keep up with and, in some cases, exceed age-related expectations.
- Wider curriculum opportunities, including educational visits, visitors and residential experiences, have been planned to remove barriers to participation. These opportunities have made a strong contribution to pupils' personal development, particularly in developing social skills, independence, resilience and positive relationships.
- Adaptive teaching and timely, evidence-based interventions are closely matched to pupils' needs. This has enabled disadvantaged pupils to secure key knowledge and skills in English and mathematics, resulting in improved engagement, confidence and progress over time.
- Disadvantaged pupils benefit from a broad, balanced and ambitious curriculum which is enriched through meaningful life experiences. This approach effectively develops pupils' cultural capital, ensuring they are well prepared for life in modern Britain.
- Enhanced transition arrangements to secondary education are carefully planned and responsive to pupils' emotional and academic needs. As a result, pupils are well prepared for the next stage of their education, demonstrating increased confidence, independence and resilience.

As a result, disadvantaged pupils at Horningsham Primary School achieve well, are confident learners and benefit from a curriculum and wider provision that supports both academic success and personal development.

## **Externally provided programmes**

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

- Nessy – Reading and Spelling
- ELSA Units/Support
- PE Mentoring
- Riding for the Disabled
- Intensive Swimming Courses

## Service pupil premium funding (optional)

Measure	Details
<b>How did you spend your service pupil premium allocation last academic year?</b>	<p>ELSA support (groups and 1:1) targeted individuals and children with common contexts and emotional well-being needs. Additional support during times of deployment.</p> <p>Targeted TP support and /or intervention were identified for children with gaps in learning and at risk of working below age related expectations.</p>
<b>The impact of that spending on service pupil premium eligible pupils</b>	<p>Wellbeing support resulted in pupils begin able to regulate their emotions during periods of deployment; parents reported that children were using strategies learnt at home.</p> <p>1 SPP passed the Phonics Screening Check.</p>