

Horningsham Primary School Pupil Premium Strategy Statement 2021-24

Introduction

This statement details our school's use of pupil premium (and recovery premium for the 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	Horningsham Primary School
Number of pupils in school	73
Proportion (%) of pupil premium eligible pupils	4%
Academic year/years that our current pupil premium strategy plan covers	2021/2022 – 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	Annually in July
Statement authorised by	Carole Andrews,
Pupil premium lead	Headteacher
Governor lead	Louisa Cruickshank, lead for disadvantaged pupils

Funding overview

Detail	Data
Pupil premium funding allocation this academic year	£5895
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£7895

Statement of Intent

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. 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.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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. 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 National 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 diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set and raise expectations of what they can achieve
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes

Challenges

Challenge	Detail of Challenge:
1	Social and emotional issues for many pupils have been identified from our assessments, observations and discussions with pupils and families notably due to a lack of enrichment opportunities - particularly during school closure and holiday periods. These challenges particularly affect disadvantaged pupils, including their attainment.
2	Our assessments and observations indicate that the education of our disadvantaged and vulnerable pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in:
a	Mathematics knowledge gaps leading to pupils falling further behind age-related expectations.
b	Writing not being at age-related expectations.
3	Our monitoring and assessment of children indicates that disadvantaged pupils have greater difficulties accessing home learning effectively. This impacts on reading, writing and maths outcomes not being maximised or not at ARE.

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	
Gaps in learning are minimised to aid pupils in meeting the expected standard.	Improve reading outcomes for disadvantaged children.	KS1 reading outcomes in 22/23	show that all disadvantaged pupils met the expected standard/+
		KS2 reading outcomes in 24/25	
	Improved writing attainment for disadvantaged pupils.	KS1 writing outcomes in 22/23	show that all disadvantaged pupils met the expected standard
		KS2 writing outcomes in 24/25	
	Improved maths attainment for disadvantaged pupils.	KS1 maths outcomes in 22/23	show that all disadvantaged pupils met the expected standard
		KS2 maths outcomes in 24/25	
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.		Sustained high levels of wellbeing from 2024/25 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 extra-curricular activities in school. 	
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.	
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 within holiday periods. There are no financial barriers to disadvantaged pupils engaging with trips, residential visits or learning experiences.	

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: £3495

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention: Teaching Assistants providing additional support and intervention.	Gaps in learning identified through pupil progress meetings. Additional TA hours ensures that staff can support pupils within the classroom, on a 1:1 basis and or in small groups for intervention programmes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1 3
Thrive Assessments Thrive Training to establish a designated Thrive lead to undertake and support in house standardised diagnostic assessment and provision.	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1 2a 2b

Targeted academic support) Budgeted cost: £3200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional reading, writing and maths sessions targeted at disadvantaged children who require further support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2a 2b

<p>Catch up and Tuition programme: Blend of catch up tuition and support for pupils whose education has been most impacted by the pandemic.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2a 2b</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £ 1200

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parental Engagement workshops:</p> <ol style="list-style-type: none"> Quality home learning Supporting reading Family Funs 	<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. Parents' aspirations appear to be important for pupil outcomes https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1 3</p>
<p>ELSA nurture sessions: Specific targeted intervention for individuals/ groups.</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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Whole school mental well-being events and opportunities provided routinely for all children.</p>		<p>1</p>
<p>Homework Technology: Provided and maintained for disadvantaged pupils for home learning.</p>	<p>Homework has a positive impact on average (+ 5 months). Studies involving digital technology typically have greater impact (+ 6 months). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>2a 2b 3</p>
<p>Wider curriculum and mental health opportunities Specific to individuals</p>	<p>Clubs provided free of charge or heavily subsidised for specific children to ensure they can be included and have access. 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>1</p>

Total budgeted cost: £ 8000

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 2021 to 2022 academic year.

It is important to note that numbers of pupil premium children are very small in the school with only 4% on roll class as disadvantaged learners *and therefore statistical outcomes are not meaningful.*

Our internal assessments during 2021-2022 indicated that the performance of disadvantaged learners was slightly 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 has continued to be at least good for all disadvantaged learners and has not been an issue for this group. 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 families.

Activities in 2021-2022 have improved disadvantaged pupil outcomes socially, emotionally and academically through:

- continuity of home technology support provided – all disadvantaged pupils provided with laptops and/or ipads enabling them to access learning at home, engage with school based learning programmes (spelling and times tables, maths and homework hub). This is evidenced in their online record of engagement and performance with English and maths programmes out of school.
- Engagement with extra-curricular clubs (including targeted 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.
- Catch-up and tutoring provision has impacted on individuals building confidence and competency with key areas in English and maths.

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. Targeted TA support and /or intervention where identified for children with gaps in learning and at risk of working at age related expectations.

