

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	Horspath Primary School
Number of pupils in school	139
Proportion (%) of pupil premium eligible pupils	5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rachel Medley Headteacher
Pupil premium lead	Jude Zabell SENCO
Governor / Trustee lead	Caroline Simpson, Chair of Impact Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,415
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£11,415

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, whatever their backgrounds or challenges, make good progress in all areas and are fully included in every aspect of school life. Our pupil premium strategy aims to ensure that children who are disadvantaged are able to achieve to the best of their potential. The school vision / ethos is “Let your light shine” and we strive to ensure pupils from all backgrounds will shine confidently, despite any challenges they may face.

It is essential to consider the difficulties faced by these pupils and the strategies implemented / detailed in this statement aim to support the needs of these pupils both those who are disadvantaged and those who are not.

Quality first teaching and inclusion are central to our approach, and focus on the areas where vulnerable pupils need additional support. Quality first teaching not only empowers our disadvantaged pupils but will have a positive impact on the attainment of non-disadvantaged pupils as well. It is vital that all pupils’ learning should progress – whether they are disadvantaged or not.

High impact / short term and flexible interventions have been put in place to support pupils who need support in key curriculum areas, at any given time, and these interventions are accessible by all pupils in the school as required.

At Horspath Primary School we do not make assumptions about disadvantaged pupils but to use key assessment data to allow us to pinpoint where support is needed. Then strategies / interventions can be implemented to ensure pupil progress is maintained and, where needed, the progress attainment gap is narrowed.

We aim to:

- Act early to put interventions in place.
- Adopt a whole school approach where all staff take responsibility for disadvantaged pupils' outcomes and raise expectations about what they can achieve.
- Place emphasis on quality first teaching and ensure all training needs are met to support teachers and teaching assistants.

Challenges

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

Challenge number	Detail of challenge
1	There is evidence that the education and wellbeing of disadvantaged pupils was affected by COVID-19 school closures more so than for other pupils- this is supported by national studies.
2	Our attendance data over the last year indicates that attendance by some disadvantaged children has been lower than other disadvantaged children and non-disadvantaged pupils. Due to the size of the school and the small number of pupils eligible for pupil premium funding, it makes individuals and families easy to identify. Therefore, the figures provided in this public statement aim to protect the identity of individuals and families. The school retains a copy with detail.
3	Parental engagement. There has been a lower level of parental engagement for 28% of our disadvantaged pupils.
4	Our assessments and observations have identified social and emotional issues for many pupils in the school. There has been a need for additional emotional support for 28% of disadvantaged pupils.

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 attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance by 2024/25 demonstrated by: - the overall absence rate for all pupils being no more than 4.7% (current national average) and the attendance gap between disadvantaged and non-disadvantaged peers being reduced by 100%
To achieve and improve wellbeing for all pupils in our school particularly for our disadvantaged pupils.	Sustained high levels of well being from 2024/25 demonstrated by: - qualitative data from student voice, student and parent surveys and teacher observations
Improved reading attainment for disadvantaged KS2 pupils	KS2 reading outcomes 2024/25 show that 100% of disadvantaged pupils meet the expected standard. 22/23 - at least 50% meet the expected target 23/24 - currently no disadvantaged children in this cohort
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes 2024/25 show that 100% of disadvantaged pupils meet the expected standard. 22/23 - at least 100% meet the expected target 23/24 - currently no disadvantaged children in this cohort

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.

Budgeted cost: £11,415

Wellbeing: £5469

Phonics catch up groups:£5469

Intervention costs: £31.50 x52=£1638

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of a DfE validated Systematic Synthetic Phonics program to secure stronger phonics teaching for all pupils- Read, Write Inc. Program</i>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (although not necessarily comprehension) particularly for disadvantaged pupils. Phonics Toolkit Strand Education Endowment Foundation EEF	1
<i>Improve the quality of social and emotional learning</i>	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.)	4

<p><i>Training key TA to deliver ELSA sessions to children and to embed social and emotional learning into routine educational practices supported by professional development and training for staff</i></p>	<p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p><i>Additional phonics sessions targeted at both disadvantaged and non-disadvantaged pupils who require further support</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (although not necessarily comprehension) particularly for disadvantaged pupils.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1
<p><i>Small group and 1:1 interventions</i></p>	<p>1:1 Tuition/ small group interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind .</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1
<p><i>Embedding principles of good practice set out in the DfES Improving School Practice</i></p> <p><i>This will involve staff being supported to develop and implement procedures to enhance attendance particularly amongst disadvantaged pupils</i></p>	<p>DfE guidance:</p> <p>Improving School Attendance.</p>	2
<p><i>Funding to support pupils with regards to enrichment activities etc such as</i></p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413222/The_Pupil_Premium.pdf</p>	1,4

<i>school trips, residential trips</i>		
<i>Supporting parents of disadvantaged pupils who are not engaging. Use of TAF meetings, one to one conversations/ meetings with key staff member etc.</i>	Involving parents in education benefits their children's academic outcomes. Encouraging parental engagement can include workshops to improve literacy or IT skills, general approaches such as encouraging parents to read with their children as well as more intensive programmes for families in crisis. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182507/DFE-RR156_-_Practitioner_Summary.pdf	3

Total budgeted cost: £11,415

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was not significantly lower than in the previous few years in key areas of the curriculum, However Covid-19 did have an impact on the learning of all children, not just disadvantaged pupils. All subject areas were affected to varying degrees. As evidenced in schools across the country, school closure was detrimental to all pupils including our disadvantaged pupils who were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by the Oak National Academy. We also ensured that those disadvantaged pupils were offered places in school during school closure periods where they benefited from working alongside their class teacher in a small group environment. Horspath School also strove to ensure access to technology was not a hindrance to any disadvantaged pupils if they could not make it to school and provided chrome books for children to use at home. Overall attendance was obviously lower in 2020/2021 than in the preceding few years, largely due to COVID-19 related challenges but remains higher than the national average. Attendance continues to be a focus of our current plan as there were occasions when all pupils were expected to attend school but the attendance of some disadvantaged pupils was lower than their peers.

Our assessments and observations indicate that pupil behaviour, well being and mental health were significantly impacted last year, primarily due to COVID-19 related issues. This impact was more acute for some disadvantaged pupils. Consequently pupil premium funding has been used to provide well being support for all pupils and targeted interventions where required, and we will continue to develop this approach.

Externally provided programmes **NA**

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional) **NA**

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	