



Pupil Premium Strategy Statement:

Horsford CE VA Primary School

Review 2019-2020 Strategy 2020-2021



Pupil premium strategy statement

School overview

Metric	Data
School name	Horsford C.E. V.A. Primary School
Pupils in school	299
Proportion of disadvantaged pupils	21.4% Pupil Premium
Pupil premium allocation this academic year	£84,850
Years covered by statement	Academic Year 2019-2020 Review Academic Year 2020-2021 Strategy
Publish date	December 2020
Review date	December 2021
Statement authorised by	Ashley-Best White Executive Head Teacher
Pupil premium lead	Tim Patient, Teaching and Learning Leader
Governor lead	Sue Hill

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Between September 2019 and March 2020 Pupil Premium pupils were progressing in line with other pupils with similar starting points.
Writing	Between September 2019 and March 2020 Pupil Premium pupils were progressing in line with other pupils with similar starting points.
Maths	Between September 2019 and March 2020 Pupil Premium pupils were progressing in line with other pupils with similar starting points.

Disadvantaged pupil performance overview for last academic year

<p>EYFS GLD</p>	<p>Between September and March Pupil Premium pupils' performance was lower than their cohort.</p>
<p>Y1 Phonics Screening</p>	<p>This was taken in November 2020. Pupil Premium pupils were performing below the expected level of their cohort.</p>
<p>KS1</p>	<p>Between September and March Pupil Premium pupil's performance was slightly lower than their cohort.</p>
<p>Pupils meeting the expected standard in reading, writing and mathematics, combined</p>	<p>Between September and March Pupil Premium pupils' performance was lower than their cohort.</p>
<p>Pupils meeting the higher standard in reading, writing and mathematics, combined</p>	

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all pupils have good reading skills through quality first teaching, accessing high quality literature and rich vocabulary. Staff will focus on embedding LTE across the school and The Power of Reading in KS1.
Priority 2	Ensure high quality, teacher and TA intervention programmes target disadvantaged pupils.
Priority 3	Inspire a love of reading.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • The loss of time in school (due to Covid-19) and lack of engagement with remote learning has led to an increased number of children unable to access age-appropriate texts. • Lack of exposure to sufficiently challenging texts across KS1. • Pupils with poor reading skills at the end of KS1 demonstrate slower progress at KS2 where they have difficulty accessing the broader curriculum. • The narrow vocabulary limits pupils' progress in reading and writing.
Projected spending	£87586

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve progress scores in-line with their cohort at Horsford CE VA Primary School.	May 2021
Progress in Writing	Achieve progress scores in-line with their cohort at Horsford CE VA Primary School.	May 2021
Progress in Mathematics	Achieve progress scores in-line with their cohort at Horsford CE VA Primary School.	May 2021
Phonics	By the end of Year 1 all pupils have a reading age in-line with their chronological age	July 2021
Other	All pupils will be fully involved in any inquiry learning.	July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Power of Reading: trained staff to monitor the implementation of the Power of Reading across the whole school; team teach and mentor.</p> <p>Through LTE staff will focus on deeper thinking in English helping pupils to understand inference.</p> <p>Inquiry Learning focus on broadening vocabulary across the curriculum and using it in context.</p> <p>Inquiry Mentors continue to champion use of inquiry across the curriculum.</p> <p>Phonics teaching, resourcing and linked reading material to be strengthened.</p>
Priority 2	<p>Establish intervention groups, both teacher and TA led, for vulnerable pupils falling behind. Monitor closely, the use of Spelling Shed and TTRockstars.</p> <p>Establish intervention groups for maths and reading run by the Norwich City Primary Stars Programme targeting pupils who would benefit from a football connection to their learning.</p>
Priority 3	<p>Inspire pupils through author visits, purchasing high quality texts and establishing appropriate spaces conducive to reading.</p>

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Ensure all pupils have relevant support with SEMH issues by training staff and parents to recognise signs of anxiety and supporting pupils to resolve their issues in a positive way. The 'Talking Mental Health' research project will address this.</p> <p>Involvement in research project, instigated by the school, 'Talking Mental Health'. Trained staff deliver a programme to parents enabling them to appropriately support their children who are anxious, preventing more serious mental health issues developing. All staff will be trained to identify signs of anxiety and to understand the principles of the programme being delivered to parents. (This is being carried out in conjunction with the UEA.)</p>
Priority 2	<p>Supporting the emotional well-being of children as they returned to full-time school and the on-going</p>

	and unknown disruption to them caused by Covid-19.
Priority 3	Implement the GOAL (Game Of Actual Life) intervention for all Year 6 pupils but focusing on PP pupils.
Priority 3	Improve self-esteem, develop resilience and raise the aspirations of pupils through CC1.
Barriers to learning these priorities address	<ul style="list-style-type: none"> • Pupils with SEMH difficulties are unable to focus on their learning, do not always enjoy school and may fail to attend. Pupils who lack the ability to emotionally regulate will be unable to consistently access learning or maintain secure relationships with staff. • Pupils lacking in self-esteem, resilience and aspiration are less likely to be fully involved with their learning; they take fewer risks; have less ambition about their future and are less likely to reach their potential.
Projected spending	£24527

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Providing sufficient time for staff to disseminate information to all other staff.</p> <p>Consistency of staffing.</p> <p>Maintaining standards during remote learning.</p>	<p>Timetabled staff meeting time.</p> <p>Additional staffing.</p> <p>Provide supply cover.</p>
Targeted support	<p>Teacher led intervention groups are subject to cancellation when staff are absent.</p>	<p>Additional staffing.</p> <p>Ensure that intervention is rescheduled or covered by a suitably qualified TA.</p> <p>Increase TA capacity.</p>
Wider strategies	<p>Capacity of staff to support the level of need.</p> <p>Staff not trained at an appropriate level to support parents in supporting their children.</p>	<p>Increased hours of Pastoral Support.</p> <p>Collaboration with the YMCA to provide specialist services.</p> <p>Staff CPD for Parent Led CBT.</p> <p>Implementation of SDQs to measure the impact of GOAL and CC1.</p>

Review: last year's aims and outcomes

Aim	Outcome
To ensure all pupils have good reading skills through quality first teaching, accessing high quality literature and rich vocabulary. Staff training will focus on LTE and The Power of Reading.	Due to changes in staffing, LTE requires further development throughout the school. Power of Reading is established and embedded and continues to be reviewed as part of the English curriculum.
Ensure high quality, teacher and TA intervention programmes target disadvantaged pupils.	Interventions took place, both academic and pastoral. The impact of these interventions was not measured due to school closure. Learning behaviours have been quickly re-established following lockdown because they had been so well-established.
Inspire a love of reading.	Additional texts have been purchased including individual books for pupils during lockdown, enabling pupils with limited access to books at home, to have a choice of texts available to them. Read Theory is used to engage children through providing a range of texts appropriate to their reading ability. Purchase of new texts, including phonically matched reading books for Reception.