

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	Horsford Primary School
Number of pupils in school	310
Proportion (%) of pupil premium eligible pupils	22.9%
Academic year/years that our current pupil premium strategy plan covers	Academic Year 2020 – 2021 Review Academic Year 2021 – 2022 Strategy
Date this statement was published	December 2021
Date on which it will be reviewed	December 2022
Statement authorised by	Ashley Best-White Executive Headteacher
Pupil premium lead	Executive Deputy Line Manager
Governor / Trustee lead	Doreen Kelf

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£89 230
Recovery premium funding allocation this academic year	£8 990
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£98 220

Part A: Pupil premium strategy plan

Statement of intent

Children in receipt of Pupil Premium should have equal access to a broad and balanced curriculum, in line with all pupils. They should make similar progress to non-pupil premium children, from their starting points and through targeted intervention, gaps will be closed.

Pupils will have good reading skills through quality first teaching, accessing high quality literature and rich vocabulary. Staff will focus on the Power of Reading, inspiring a love of reading.

High quality teacher and TA intervention programmes will target disadvantaged pupils to close gaps.

Challenges

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

Challenge number	Detail of challenge
1	Loss of time in school/possible lack of engagement with remote education
2	Lack of access to high quality texts and rich vocabulary
3	Difficulty accessing the broader curriculum when reading is a challenge
4	Family dynamics that have changed as a result of the pandemic

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 between Pupil Premium children and others with similar starting points, will have closed	Data from testing 3 x yearly Teacher Assessment Successful completion of intervention programmes
Improved richness and scope of vocabulary	Engagement in LTE (Let's Think in English) and PoR (Power of Reading) Improved use of vocabulary when writing Improved comprehension of subject specific vocabulary across the curriculum

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: **£3 548**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD in Power of Reading	High quality texts are used to inspire children to read and be exposed to a rich vocabulary <i>The Power of Reading is CLPE's proven resource and training programme which uses quality children's literature and creative teaching approaches to support schools to develop a high quality literacy curriculum and foster a whole school love of reading and writing.</i>	1;2;3;
Staff CPD in Let's Think in English	Pupils are encouraged to think independently using a teaching programme which develops higher-order skills needed for success in English. These include inference, deduction and analysis together with confidence and resilience when responding to unfamiliar texts.	1;3;

Targeted academic support (one-to-one support and structured interventions)

Budgeted cost: **£84 515.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk Boost	Talk Boost KS2 is a targeted intervention aimed at children with delayed language, aiming to boost their language skills helping them to catch up with their peers. The programme aims to accelerate children's progress in language and communication, after an eight week intervention.	1;3
Additional teaching staff, teaching assistants and apprentices	Additional staff will allow smaller teaching groups in English and mathematics; targeted interventions to be run to improve progress; sensory circuits and specific physical activity to improve concentration and engagement in lessons.	1;2;3

Purchase of books	Inspiring a love of reading is central to improving vocabulary. SSP (Systematic Synthetic Phonics) books will enable children to practise their decoding skills and learn to read.	2
Purchase of resources	Additional resources have been purchased to ensure fidelity to the phonics programme.	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:£14 371.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
GOAL (Game of Actual Life)	This programme introduces students to life skills not necessarily covered in other parts of the curriculum e.g. management of finances; consequences of working/not working hard. As a transition activity it prompts pupils to start thinking about more adult issues	1;4;
Increase of practitioners within the pastoral team	The pastoral team offers a manager (who coordinates provision, assesses and evaluates need and impact) and practitioners who offer the following: 1:1 tailored support for pupils Nurture groups Parent led CBT Counselling – child and parent Play Therapy Family/parent Support Sensory Circuits Outdoor Wellbeing Forest School Informal support Contribution to FSP Support to access external agencies eg CAMHS; Nelson’s Journey Transition support	4

	This approach aims to support children to be the best they can be by creating a nurturing environment to create self-belief and belonging. Pastoral care is integral in ensuring we meet the needs of all children.	
CC1	The Challenger Bronze Award for Year 5 pupils is designed to develop character and resilience; build confidence and team work and prepares children with the life skills necessary for the next stage of their education.	4

Total budgeted cost: £ 102 435

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.

81% of children in receipt of Pupil Premium had some academic intervention during the academic year. Interventions in reading, mathematics and phonics were run for pupils identified by class teachers through question level analysis or teacher assessment. These were targeted, monitored and assessed half termly. Interventions were for pupils well below the expected standard; just below the expected standard but capable of reaching it; pupils at the expected standard but capable of working at greater depth.

Strengths and weaknesses questionnaires were completed, by the pastoral team, for pupils in receipt of therapeutic interventions. These showed an improvement in self-esteem; confidence; social skills; reduced anxiety; positive self image and emotional regulation for the majority of pupils.

Externally provided programmes

Programme	Provider
Bronze Challenge Award	CC1
GOAL (Game of Actual Life)	Premier Sport
Academic Intervention	School staff

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Pastoral Team CC1
What was the impact of that spending on service pupil premium eligible pupils?	Pupils in receipt of the Service Pupil Premium were able to integrate quickly, and well into school life.

Further information

Our broad curriculum is supported by visitors and visits, all of which are heavily subsidised by the school; individual pupils are also supported to attend residential visits.

Physical education apprentices have been employed and they enhance after-school provision and engage pupils at lunchtimes, positively affecting behaviour.

Additional ICT equipment was purchased to ensure that all pupils could access remote education when necessary.

During the periods of 'lockdown' books were purchased. Initially, in May 2020, vulnerable pupils and those with limited access to books were asked to choose a book and this was purchased for them. In February 2021 every family was gifted 'Sometimes I Feel', a book to support emotional wellbeing and positive mental health.

Dynabooks were purchased *before* any Government initiatives to ensure that all pupils could access remote learning, were familiar with logging on, could access lessons and submit work.