

Pupil premium strategy statement –

Horsford CofE VA Primary School

This statement details our school's use of pupil premium (and recovery 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
Number of pupils in school	324
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers	Academic Year 2021-2022 – Review Academic Year 2022-2023 - Strategy
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£ 90 720
Recovery premium funding allocation this academic year	£ 9 099
Pupil premium (and recovery premium*) funding carried forward from previous years	£ 0
Total budget for this academic year	£ 99 819

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. We intend that they should make similar progress, from their starting points, to non-pupil premium children. 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. In addition, the extensive support provided by the pastoral team intends to remove barriers to learning as well supporting social and emotional well-being.

Challenges

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

Challenge number	Detail of challenge
1	Lack of access to high quality texts and rich vocabulary
2	Difficulty accessing the broader curriculum when reading is a challenge
3	Current cost of living crisis impacting family dynamics and the prioritising of education

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 monitoring and 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 identified key subject specific vocabulary across the curriculum
Identify and support families, as well as pupils, to ease the effects of the cost of living crisis however possible.	Pupils will arrive in school ready to learn; ie not hungry, appropriately dressed, and calm.

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

Budgeted cost: £ 3 662

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. A PoR library has been established to further enrich the teaching of English. <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;2;3

Purchase of Books	Class teachers have an allocated termly budget to improve classroom book corners.	1:2:3
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 70 971

Activity	Evidence that supports this approach	Challenge number(s) addressed
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; support to enable children to access the whole curriculum regardless of barriers.	1:2:3

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

Budgeted cost: £ 28 161.24

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work 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	3

	<p>Informal support</p> <p>Contribution to FSP</p> <p>Support to access external agencies eg CAMHS; Nelson's Journey</p> <p>Transition support</p> <p>Solution Focused Coaching</p> <p>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.</p> <p>Increase demands on the team have necessitated investment in infrastructure, designated Pastoral Lodge and bespoke Sensory Rooms. These ensure that space, privacy and appropriate provision are available.</p>	
Developing the cultural capital of pupils	Pupils are given the opportunity to experience dance; Young Voices; inspirational visits from authors and poets.	1;2;3
Provision of individual learning spaces	'Pods' are available for pupils who struggle in a busy learning environment. This provides a quiet space without distraction, enabling better concentration.	3

Total budgeted cost: £ 102 794.24

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

85% 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.

Across the school most pupils in receipt of pupil premium make progress in line with other pupils with similar starting points.

At Horsford 47% of pupils in receipt of PP, achieved the expected standard in reading at the end of KS2 (National 53%) and 7% achieved greater depth (National 10%). 47% achieved the expected standard in writing and 40% in maths.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Bronze Challenge Award	CC1
GOAL (Game of Actual Life)	Premier Sport

Further information (optional)

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

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

Many children in receipt of PP access our sensory provision; this includes staffed sensory circuit sessions with specialist equipment and designated sensory rooms.

The schools are involved in community based projects which broaden pupils awareness of the world around them.