

# Pupil Premium Strategy Statement

## Horsford C of E VA Primary School

This statement details our school's use of pupil 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 in the last academic year.

### School overview

Detail	Data
School Name	<b>Horsford Primary School</b>
Number of pupils in school	<b>356</b>
Proportion (%) of pupil premium eligible pupils	<b>21%</b>
Academic year/years that our current pupil premium strategy plan covers	Academic Year 2024-2025 – Review Academic Year 2025-2026 - Strategy
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Ashley Best-White Executive Headteacher
Pupil premium lead	Kate Connelly Executive Deputy
Governor / Trustee lead	Doreen Kelf

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£ 99 460</b>
Pupil premium funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	<b>£ 99 460</b>

# 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. Gaps will be closed through, high quality teaching and targeted, teacher-led intervention.

Vulnerable pupils will also benefit from the measures outlined in this document, with the intention of meeting their needs whilst maintaining challenge.

Pupils will have good numeracy and 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 and vulnerable pupils to close gaps; we recognise the importance of early, appropriate intervention. In addition, the extensive support provided by the pastoral team intends to remove barriers to learning as well supporting social and emotional well-being.

This is a whole school approach whereby all staff have high expectations and strive for strong outcomes for *all* pupils.

## 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 at home 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
4	Increased levels of anxiety and SEMH need within our cohorts
5	A group of children from across the school need an alternative provision to support their high need

## 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/or vulnerable pupils and others with similar starting points, will have closed	<p>Implementation of Universal Design for Learning (UDL) Training</p> <p>Teachers and TAs who are trauma and attachment aware practitioners</p> <p>Effective delivery of the Nebula Phonics Intervention Programme</p> <p>Data from testing, end of each term</p> <p>Teacher Assessments</p> <p>Successful monitoring and completion of intervention programmes</p>
Improved richness and scope of vocabulary	<p>Engagement in LTE (Let's Think in English) and PoR (Power of Reading)</p> <p>Improved use of vocabulary when writing</p> <p>Improved use of vocabulary when speaking</p> <p>Improved comprehension of identified key subject specific vocabulary across the curriculum</p> <p>Real-life opportunity to speak publicly – Nebula Speech Project</p>
Identify and support families, as well as pupils, to ease the effects of the cost of living crisis however possible.	<p>Pupils will arrive in school ready to learn; ie not hungry, appropriately dressed, and calm.</p> <p>Engagement with Cookies Kitchen – Food Explorers for identified families and pupils</p>
Identify and support those pupils whose levels of anxiety and SEMH need limit their social and academic progress.	<p>Through pastoral intervention pupils will become less anxious and more confident</p> <p>Pupils accessing sensory circuits and sensory rooms will be supported to self-regulate and feel ready to learn</p> <p>UDL training will empower Teachers and TAs to best support all pupils in class</p>
The Hive will be set up to support a group of pupils identified as needing a bespoke, targeted curriculum and flexible approach to learning.	The pupils learning in The Hive will achieve success from their starting points.

	The pupils' social, emotion, mental health and academic needs will be better met so they are able to thrive.
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## 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: **£5105**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Power of Reading Books	<p>High quality texts are used to inspire children to read and be exposed to a rich vocabulary.</p> <p>Additional units are introduced to strengthen and broaden pupils' vocabulary and to widen the selection of books available in order to appeal to a greater number of pupils.</p> <p><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></p>	1;2;3
Staff CPD	<p>Staff are given the knowledge and skills to make their teaching fully inclusive without lowering expectations. (UDL)</p> <p>Staff are trained in STEPS to enable them to de-escalate pupils when they may become heightened or dysregulated.</p> <p>Staff are trained to best support pupils as they become confident, independent writers.</p>	1;2;3;4
Purchase of Books	<p>In order to inspire children to read independently, class teachers have an allocated budget to improve classroom book corners.</p> <p>To ensure that reading books match the phonics programme, new books have been purchased along with phonics resources to support intervention.</p>	1:2:3

## Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: **£95,160**

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
Creation of The Hive	The pupils learning in The Hive will achieve success and make progress from their starting points. Bespoke, specialist teaching will enable the pupils to be best supported in a nurturing environment.	5

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

Budgeted cost: **£6114**

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 Informal support Contribution to FSP	3

	<p>Support to access external agencies eg CAMHS; Nelson's Journey</p> <p>Transition support</p> <p>Support to access Schools and Communities Team</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>	
NCCSF Active Canaries intervention programme	This intervention offers pupils dedicated lessons that focus on their mental health, self-esteem, the importance of good nutrition and physical activity.	3;4
Developing the cultural capital of pupils	Pupils are given the opportunity to experience dance; Young Voices; inspirational visits from authors and poets and to take part in reading projects, performances, the Nebula Speech Project and sporting events.	1;2;3

**Total budgeted cost: £106,379**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

96% of children in receipt of Pupil Premium had some academic intervention during the last 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 and pupils at the expected standard but capable of working at greater depth. Other pupils in receipt of PP benefited from the additional staffing which facilitated smaller group sizes.

Pastoral interventions were also delivered, targeting individual children.

Across the school pupils in receipt of pupil premium make progress in line with other pupils with similar starting points. Over time progress is often accelerated so that by Year 6 the attainment gap between pupils in receipt of Pupil Premium and all pupils reduces.

At Horsford 82% of pupils in receipt of PP, achieved the expected standard in reading at the end of KS2 (National 63%). 36% of pupils in receipt of PP, achieved the greater depth standard. 55% achieved the expected standard in writing (National 59%). In maths 82% reached the expected standard (National 61%) and 18% reached greater depth. This data shows an improvement from the previous year in the attainment of pupils in receipt of Pupil Premium funding as a direct result of the interventions put in place.

The interventions put in place, both academic and pastoral, raised the self-esteem and confidence of pupils in receipt of Pupil Premium, positively influencing attendance (92.24%) and personal development outcomes. (National data for attendance for FSM 89.4%).

### 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
Hip Hop Dance	Knowles School of Dance
Forest School	Grounded Forest



## 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.

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.