

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Horton Kirby C of E Primary School
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	21.1%
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	November 2022 (revised)
Date on which it will be reviewed	July 2023
Statement authorised by	Glenn Pollard Headteacher
Pupil premium lead	Peter Sexton Deputy Headteacher
Governor / Trustee lead	Amy Farlie/Harriet Carter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£76,175
National Tuition Funding 40% from PP budget	£3564
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	£79739

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support possibly through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified

adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many pupils within our school. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	<p>Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.</p> <p>This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and Maths.</p>
3	<p>Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been around 28% lower than for non-disadvantaged pupils. But attendance for the whole school has improved by 4% between 19-20 and 20-21</p> <p>34% of disadvantaged pupils have been 'persistently absent' compared to 5.6% of their peers during that period. However, the percentage for disadvantaged pupils drops to 23% when not including families that have moved out of the area but then had difficulties finding new school placements so remained on role. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

4	<p>Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anxiety, and a lack of enrichment opportunities during school closure. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>There have 29 requests for support from the emotional well being team. 9.3% have been non disadvantaged pupils with 14.2% concerning disadvantaged pupils.</p> <p>With the increase number of disadvantaged pupils and the impact of Covid on working families, there has been an increase in families seeking financial support to access extra curricular activities such as swimming and the residential trip. Currently 48.8% of non disadvantaged children attend extra curricular clubs compared to 45.6% of disadvantaged pupils</p>
5	<p>Our assessments and observations indicate that whilst lower PP children make good progress. There is less progress with the greater depth pupils, Data (2019)</p>

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2024/25 show that more than 65% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by:

	<ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 20%. <p>the percentage of all pupils who are persistently absent being below 20% and the figure among disadvantaged pupils being no more than 15% lower than their peers.</p>
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations PP children in participation in enrichment activities is in line or better than non PP children, particularly among disadvantaged pupils. <p>60% of disadvantaged pupils attending extra curricular clubs and 100% accessing swimming and residential trip.</p>
Improved maths attainment among disadvantaged pupils.	KS2 maths outcomes in 2024/25 show that more 75% of disadvantaged pupils met the expected standard.
Improve greater depth attainment for PP children in Reading, Writing and maths.	KS2 outcomes in 2024/25 show that 20% of disadvantaged pupils achieve greater depth in reading, writing and maths to be

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: £34380

Activity	Evidence that supports this approach	Challenge number(s) addressed
To sustain good attainment in writing and maths for expected and greater depth, while raising attainment in reading and at the combined measure.	Focus on QFT with highly skilled TAs enhancing in class learning alongside the class teacher. Supporting whole class teaching, small groups and individual support. Approach based on research	2
Ensure that quality of teaching over time is at least good for all pupils and improved percentage of outstanding teaching.	<p>QFT, high impact on learning (Supporting disadvantaged pupils briefing – Nov 2015) Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. - EEF Spotlight on disadvantage report – NGA.</p> <p>Pupil premium usage is not the only determinant of disadvantaged pupils progress and attainment.</p> <p>The survey data revealed a clear correlation between outcomes for all pupils and outcomes for pupil premium pupils.</p> <p>EEF: feedback +8.</p>	2
Training for staff on the Little Wandle method of teaching - most staff now trained, but for new staff, plus further training for TAs to support early reading.	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £32,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher to allow for smaller maths groups (as of Jan 23)	QFT, high impact on learning (Supporting disadvantaged pupils briefing – Nov 2015) QFT is one of the biggest drivers of pupil attainment, particularly those from a disadvantaged background EEF PP children have been disproportionately affected by school closures	2
Buy into extended speech and language services, in order to have fortnightly access to a trained speech and language therapist in school. This will provide assessments, blocks of direct support, TA and teacher training and support.	Poor language and communication skills are a barrier to accessing learning and often result in negative behaviours and difficulties in forming relationships. Early years and oral interventions have a very good impact on pupils success (EEF Toolkit)	1
National Tuition Programme. All of the funding from PP budget will pay for PP tuition funding for either phonics/reading/writing/maths, plus an extra £2227.50 from school fund as 65% of tuition cohort must be PP, which pays for 60% of the funding.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
Training for staff on the Little Wandle method of teaching - most staff now trained, but for new staff, plus further	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:	2

training for TAs to support early reading in intervention and 'keep up' sessions.	Phonics Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance</p> <p>To ensure that focus PP children have access to a balanced breakfast.</p> <p>To support PP families with child care.</p> <p>Regular tracking and monitoring</p> <p>Attendance PSP meetings for PA</p>	<p>Attendance at breakfast club has proved effective in improving attendance.</p> <p>Children will begin school with breakfast which is proven to be beneficial to learning</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p>	3
<p>Speech Bubbles Intervention to support communication, well being and social skills for 16 children (8 of which PP) 1 x afternoon per week led by SENDCO and 1 x TA</p>	<p>https://www.speechbubbles.org.uk/research-reports-writing</p> <p>https://www.speechbubbles.org.uk/</p> <p>See website for case studies, testimonials, and reposts of value for money. 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</p>	4
<p>Improve well-being for PP children with access to counsellor and EDUKIT</p> <p>Regular well-being surveys</p>	<p>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</p>	4

To ensure that PP children have access to a wider school curriculum, including funding for swimming and trips, including year 6 residential trip	Raising cost of living and reduction in temporary increase to universal funding is having an impact on family finances	4
Improve well-being and attendance for PP children with access to Honey the school dog mentor Focused specialist training for 4 staff Whole school training Individual target setting and rewards	Our dog mentor has already started to have a positive impact on pupils, both a calming effect around the school and as a targeted reward for improved attendance and for calm starts to the day for those pupils who struggle to come in, in the mornings.	4
SENCO trained as practitioner for 'drawing and talking' to support emotional needs. 1x weekly afternoon, including 2x PP children.	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. https://drawingandtalking.com/	4

Total budgeted cost: £80,000

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.