

Pupil premium strategy statement

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 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	216
Proportion (%) of pupil premium eligible pupils	18% (39 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 to 2027/2028
Date this statement was published	December 2024
Date on which it will be reviewed	December 2026
Statement authorised by	Glenn Pollard Headteacher
Pupil premium lead	Peter Sexton Deputy Headteacher
Governor	Ben Timms

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,085
Post LAQC PP	£0
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	£59,085

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, as well as gain full and equal access to all the wider opportunities of school life. 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 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.

- Ensure disadvantaged children are actively encouraged and supported to gain access to all the enrichment opportunities of the wider curriculum.

Horton Kirby CEP is committed to ensuring disadvantaged pupils develop strong spoken language and communication skills so they can thrive academically, socially, and emotionally. Our aim is that all disadvantaged pupils communicate confidently across a range of contexts, use talk to support thinking, vocabulary development, reading comprehension, and writing, and take part fully in classroom dialogue and collaborative learning. We also want pupils to build confidence, social capital, and cultural capital through structured chances to speak, perform, and lead, helping them find their “spoken voice” alongside their “written voice.”

Guided by EEF evidence that high-quality talk improves cognition, vocabulary, reading, and long-term attainment, our oracy approach prioritises high-quality teaching, carefully structured interventions, and wider speaking opportunities. This is underpinned by consistent whole-school expectations and routines, explicit vocabulary and speaking instruction, ongoing professional development for staff, targeted support for pupils with speech, language and communication delays, and enrichment or leadership experiences that allow disadvantaged pupils to practise oracy in meaningful, real-world contexts.

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	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils is behind those of non-disadvantaged children. These findings are supported by national studies.

	This continues to impact significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
3	<p>Our attendance data in 23-24 (FFT) indicates that attendance among disadvantaged pupils is 6.6% - worse than national at 5.4. The low attendance is particularly evident in KS1.</p> <p>Disadvantaged Persistent Absence was at 11.2% compared to a national figure of 7.8%. PP children who are PA stood at 39% (compared to National of 26.1) last year, which is high. 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 outside of school. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>As an example, 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>
5	Data analysis of attendance shows that behaviour outcomes for disadvantaged pupils needs to improve. Targeting PP SEMH/mentoring and in-class regulation support at the small number of FSM6 pupils linked to 2023/24 suspensions, aiming to return to earlier zero/very-low rates.
6	Disadvantaged pupils enter school with underdeveloped speech, language and communication skills and more limited exposure to language-rich interactions and cultural experiences, which can lead to weaker vocabulary, oral and written expression, reduced phonological awareness and early reading comprehension. This is often compounded by low confidence or anxiety around speaking and fewer opportunities to practise formal talk or leadership, alongside variable staff expertise in consistently delivering high-quality, structured classroom talk and oracy routines.

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 writing attainment among disadvantaged pupils.	KS2 writing outcomes by the end of the 3 year strategy will be more in line with non-disadvantaged pupils nationally
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by the end of the period of the strategy demonstrated by:</p> <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 significantly.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by the end of the strategy period demonstrated by:</p> <ul style="list-style-type: none">qualitative and quantitative data from student voice, student and parent surveys and teacher observationsPP children in participation in enrichment activities will be in line or better than non PP children. <p>60% of disadvantaged pupils attending extra curricular clubs and 100% accessing swimming and residential trip.</p>

Improve greater depth attainment for PP children in Reading, Writing and maths.	KS2 outcomes by the end of the strategy will show that 20% of disadvantaged pupils achieve greater depth in reading, writing and maths and combined will be in line with national averages.
Disadvantaged pupils develop stronger spoken language, vocabulary and early communication foundations that support reading and writing.	Formative assessment (e.g., oracy/vocabulary rubrics, EYFS/KS1 language tracking) shows clear improvement in vocabulary breadth, sentence construction, and communication skills, with fewer pupils requiring SLCN support at transition points. Disadvantaged pupils demonstrate stronger outcomes in early reading/phonics and reading comprehension across key stages.
Target Disadvantaged pupils participate confidently in high-quality classroom talk and benefit from consistent oracy teaching and wider speaking opportunities.	Lesson observation/learning walks and pupil voice show disadvantaged pupils contributing more frequently and confidently in structured talk, discussion and dialogic teaching routines. High and sustained participation of disadvantaged pupils in enrichment and leadership oracy opportunities (e.g., debates, performances, presentations, clubs), alongside improved sense of belonging and cultural capital.

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: £27,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	Research shows that TAs are an effective resource if trained and used correctly ie support that occurs largely within the curriculum, supporting children's independence and that adult support is shared between TAs and Class Teachers. Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/teaching-assistants/TA_Guidance_Report_MakingBestUseOfTeachingAssistants-Printable_2021-11-02-162019_wsqd.pdf?v=1702390675	1 and 5
Implement a Trust-wide Oracy Framework with clear progression, shared talk protocols, and consistent classroom routines.	EEF evidence shows that high-quality, structured classroom talk and explicit vocabulary teaching can add around six months' progress for disadvantaged pupils, and that embedding these routines through consistent frameworks and instructional coaching is an effective way to improve teaching practice and pupil outcomes at scale.	1 5 and 6
Ensure that quality of teaching over time is at least good for all pupils and improved	QFT, high impact on learning (Supporting disadvantaged pupils briefing – Nov 2015) Quality of teaching is one of the biggest drivers of pupil	1 and 5

percentage of outstanding teaching. Use of targeted and consistent Kagan structures to improve oracy and vocabulary of all pupils, including the disadvantaged.	<p>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>Collaborative learning approaches EEF (educationendowmentfoundation.org.uk)</p>	
<p>Training for staff on the Little Wandle method of teaching - continuous training for all staff including for new staff, plus further training for TAs to support early reading. English lead going for HK becoming a LW approved School – to strengthen the support/expertise of teaching?</p> <p>Y2 retakes – Y3 keep ups</p>	<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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1 and 5
Continue to embed and adapt the new curriculum to ensure children learn a regular build-up of key knowledge and vocabulary and take part in highly engaging learning that	<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>	1 2 3 4 5

inspires curiosity and good attendance for all groups.	<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>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £25,560

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher to allow for smaller maths groups). Senior teacher (SEND/CO) leading and demonstrating to HLTAs.	<p>QFT, high impact on learning (Supporting disadvantaged pupils briefing – Nov 2015)</p> <p>QFT is one of the biggest drivers of pupil attainment, particularly those from a disadvantaged background EEF</p> <p>PP children have been disproportionately affected by school closures</p>	1 and 5
Provide structured, evidence-based oracy and language interventions (e.g., NELI, Talk Boost, WellComm),	EEF evidence shows targeted oral-language programmes (including NELI) improve young children's vocabulary and listening by around 3–4 months, and wider oral-language interventions alongside small-group/1:1 support add meaningful progress for disadvantaged pupils.	1, 5 and 6

Use of Speech and Language Link, delivered by TAs/SEND CO	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) http://tinyurl.com/ythdj3n8	1 2 3 4 5
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 in intervention and 'keep up' sessions.	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: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Comprehension Box – targeted reading comprehension support linked to reading ages.	Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1 5
Maths Boost Insight for SEND/PP children. Maths intervention	Individualised instruction EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	(£384 + training)

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £10, 744

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke training for PP lead to ensure strategy and spend is effective	Evidence suggests that engaging with highly effective PP consultant, trust wide the strategy with have improved targeting, evaluation and impact.	300 notionally All
<p>Improve attendance To ensure that focus PP children have access to a balanced breakfast.</p> <p>To support PP families with child care. Regular tracking and monitoring 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 http://tinyurl.com/3e58pcnw</p>	3
<p>Improve well-being for PP children with access to counsellor and EDUKIT 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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	4
To ensure that PP children have access to a wider school curriculum, including funding	Raising cost of living and reduction in temporary increase to universal funding is having an impact on family finances.	4

for swimming and trips, including year 6 residential trip		
Improve well-being and attendance for PP children with access to Honey the school dog mentor 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
Arts and performance activities build communication skills and confidence and are particularly valuable for ensuring disadvantaged pupils access rich experiences, while parental engagement and home-learning workshops improve academic outcomes.	On average by about four months; prioritising PP pupils for authentic speaking, leadership and cultural enrichment therefore strengthens oracy, belonging, and cultural capital.	1,4 5 and 6
Widget Communicate in Print. Visual resources for children who need support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1 2 3 4 5

Total budgeted cost: £63,684

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged pupils at Horton Kirby show a strongly improving academic picture over time, within an overall high-performing KS2 context. Whole-cohort outcomes are securely above national, indicating a strong universal offer that disadvantaged pupils access: **RWM combined expected standard 76%** (vs 62% national) and **higher standard 18%** (vs 8% national). Reading and maths scaled scores are also above national (**Reading 107.4; Maths 107.6**).

Over time, disadvantaged attainment at the expected standard is strong and rising. The **three-year disadvantaged average for RWM combined is 70%**, significantly above national disadvantaged (**46%**) and slightly above national non-disadvantaged (**68%**, gap +2). This improves sharply across cohorts: **54% in 2023** (below non-disadvantaged), **73% in 2024** (positive gap +5) and **100% in 2025** (positive gap +31). Disadvantaged subject attainment also shows sustained strength:

- **Maths ES (disadvantaged): 3-year average 80% vs 60% national disadvantaged** (*significantly above*), with clear improvement and positive gaps in recent cohorts (**69% in 2023 → 82% in 2024 → 100% in 2025**; gap **-10 → +2 → +20** vs non-disadvantaged).
- **Writing ES (disadvantaged): 3-year average 77% vs 59% national disadvantaged** (*significantly above*), again improving strongly (**62% in 2023 → 82% in 2024 → 100% in 2025**; gap **-16 → +4 → +22**).

Disadvantaged progress over time is positive: **writing and maths progress are above national disadvantaged on the two-year average**, and **reading progress is close to average overall but above national disadvantaged in the latest year**, suggesting recent PP refinements are strengthening reading progress as well. Early reading remains a key strength: in Year 1 phonics, **100% of disadvantaged pupils met the expected standard** (small cohort), indicating highly effective PP-supported decoding provision and strong foundations for later attainment.

Wider outcomes show that attendance remains the main barrier for disadvantaged pupils despite some recent improvement. Whole-school attendance is **below national** and declining relative to national trends (**93.0% in 2024/25; 93.1% in 2023/24** vs **94.9% / 94.5% national**). Disadvantaged (FSM6) attendance is also **below national FSM6** but shows a slight recovery this year (**89.4% → 89.0% → 90.8%**), still **1.8pp below national FSM6**. Persistent absence is a significant challenge: whole-school PA is high (**18.4% current** vs **14.3% national**). FSM6 PA, while improving, remains above national (**36.7% → 43.8% → 31.6%**, national FSM6 **24.4%**). This indicates PP attendance work is beginning to reduce PA for disadvantaged pupils but is not yet closing the gap.

Behaviour outcomes are generally positive, but disadvantaged suspensions show recent volatility. Whole-school suspensions are very low and in line with/below national (**1+ suspensions 0.93% in 2023/24; 0% in the two previous years**). FSM6 suspensions were **0% in 2021/22 and 2022/23**, but rose in 2023/24 to **4.76% (1+ suspensions)** and **2.38% (2+ suspensions)**, suggesting a small number of disadvantaged pupils experienced heightened SEMH/regulation barriers that year.

Next steps / where more can be done:

- **Attendance and persistent absence are the priority barrier.** Intensify early identification, personalised family plans, rapid escalation and mentoring for FSM6 pupils still driving PA, with half-termly case tracking to secure sustained reduction.
- **Reading progress needs consistency across multiple years.** Maintain phonics/reading intervention strength and sharpen KS2 comprehension and higher-standard pathways for disadvantaged pupils.
- **Stabilise disadvantaged behaviour outcomes.** Target PP SEMH/mentoring and in-class regulation support at the small number of FSM6 pupils linked to 2023/24 suspensions, aiming to return to earlier zero/very-low rates.
- **Sustain high disadvantaged attainment and stretch.** Recent cohorts show strong positive gaps in maths and writing; PP should keep focusing on both securing ES for vulnerable pupils and stretching higher-attaining disadvantaged pupils to maintain these gains.

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
Boost Insight	Boost
Time Tables Rockstars	Maths Circle Ltd
AR Reader	Renaissance Learning
FFT Aspire	The Fischer Family Trust
Classroom Secrets	Classroom Secrets
Seesaw	Seesaw
EdShed	Education Shed Ltd.

Jigsaw PHSE	CPD Providers
Teach Computing	NCEE Computing
Kapow	Ed Tech Impact
Dog mentoring	The Dog Mentor
Speech Bubbles	London Bubble
Drawing For Talking	Drawing and Talking Ltd
Kagan Structures	T2tuk
Kapow Primary	Ed Tech Impact