



# Horning Primary School

## Primary Pupil Premium Strategy Statement 2021-22



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

School Name	Horning Primary School			Academic Year Plan Strategy Plan Covers	2021-22
Number of Pupils in School	36	Number of Pupil Premium Eligible Pupils	10	% of Pupil Premium Eligible Pupils	28%
Statement Authorised by	David Hopkins	Pupil Premium Lead	David Hopkins	Governor Leads	Steve Lunniss Mike Blake
Date This Statement was Published	December 2021	Date on which it will be reviewed	July 2022		

### Funding Overview

Pupil premium funding allocation this academic year	£13,450	Recovery premium funding allocation this academic year	£1000	Pupil premium funding carried forward from previous years	£9726
<b>Total budget for this academic year</b>	<b>£24,176</b>				

## 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 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
A.	PP children's progress in maths slower than their peers at the end of KS2
B.	PP children's progress in writing slower than their peers at the end of KS2
C.	PP children's progress in reading slower than their peers at the end of KS2
D.	Fewer children achieving the expected standard in reading, writing and mathematics than their peers at the end of KS2 (Reading limiting factor)
E.	The engagement and behaviour of children where social, emotional and economic barriers exist, preventing the accelerated progress needed to close the attainment gap
F.	Lower attendance and higher rate of Persistent absenteeism(PP: 94.78%, Non-PP: 96.22%, PA PP: 12%, Non-PP PA: 1.4%)
G.	Reduced access to enrichment activities due to the school's coastal rural location
H.	Low parental engagement and aspiration

## 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
<p><b>A</b> PP children make faster progress in maths (to ensure this is not a limiting factor for the combined reading/writing/maths)</p> <p><i>Measured: On-going and end of term assessments the class teacher, scrutinised and discussed in pupil progress meetings with Head of School. Progress and next steps to be identified and reviewed each term. Governor monitoring termly in-school effectiveness committee.</i></p>	PP children make progress in maths inline with their non-PP peers (Progress 0.0 or better)
<p><b>B</b> PP children make faster progress in writing (to ensure this is not a limiting factor for the combined reading/writing/maths)</p> <p><i>Measured: On-going and end of term assessments the class teacher, scrutinised and discussed in pupil progress meetings with Head of School. Progress and next steps to be identified and reviewed each term. Governor monitoring termly in-school effectiveness committee.</i></p>	PP children make progress in writing inline with their non-PP peers (Progress 0.0 or better)
<p><b>C</b> PP children make faster progress in reading (to ensure this is not a limiting factor for the combined reading/writing/maths)</p> <p><i>Measured: On-going and end of term assessments the class teacher, scrutinised and discussed in pupil progress meetings with Head of School. Progress and next steps to be identified and reviewed each term. Governor monitoring termly in-school effectiveness committee.</i></p>	PP children make progress in reading inline with their non-PP peers (Progress 0.0 or better)



























<b>D</b>	Increased number of PP children achieve the expected standard in reading, writing and mathematics at the end of KS2  <i>Measured: On-going and end of term assessments the class teacher, scrutinised and discussed in pupil progress meetings with Head of School. Progress and next steps to be identified and reviewed each term. Governor monitoring termly in-school effectiveness committee.</i>	The number of PP children achieving the expected standard at the end of KS2 increases and is inline with or better than PP national Reading: 62% Writing: 68% Maths: 67%
<b>E</b>	PP children are able to make accelerated progress as a result of reduced social, emotional and economic barriers  <i>Measured: On-going and end of term assessments the class teacher, scrutinised and discussed in pupil progress meetings with Head of School. Progress and next steps to be identified and reviewed each term. Governor monitoring termly in-school effectiveness committee.</i>	Children will be actively engaged in all areas of the curriculum, demonstrating the JONK characteristics. Children will attain as well as their peers in all areas of learning and make at least expected progress from their individual starting points.
<b>F</b>	Improved attendance of persistently absent PP results in improved progress  <i>Measured: Termly attendance report as part of SLT report to governors. Termly meeting with the attendance governor to report on progress/challenges and next steps.</i>	Attendance for PP children to be in line with national expectations (96.1%), with the gap narrowed between PP and non- PP children. Reduced percentage of persistent absence to be inline with non-PP children, and below national.
<b>G</b>	PP children experience a wide range of enrichment activities which lead to improved outcomes in the core subjects  <i>Measured: Registers from clubs and events. Pupil voice to collect data for clubs/events taken outside of school.</i>	Children are offered and take up a wide range of clubs, educational visits and in-school visitor experiences. Children are offered and take up a range of activities outside of school, both independently and with their families.
<b>H</b>	Higher rates of parental engagement through home reading, parent information events and and family learning sessions.  Children will aspire to be involved in many different careers and are increasingly aware of the pathways to achieve them.  <i>Measured: Registers from events in school. Gaining the voice of parents through surveys and feedback at events</i>	PP children to regularly read at home with their parents. Increased percentages of parents of PP children to attend parent information events and family learning sessions in school.  All PP children to attend the Federation careers fair as well as a range of educational settings.

## 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: £ [insert amount]
Activity	Evidence that supports this approach	Challenge Number(s) Addressed
School class structure supports smaller key stage grouped cohorts to ensure children are able to make rapid progress	<p><small>Reading comprehension strategies</small></p> <p><b>Reducing class size</b></p> <p><small>Low impact for very high cost based on very limited evidence</small></p> <p>£ £ £ £ £    £ £ £ £ £</p>	<p>A B C D E</p> <p>£19,298</p> <p>KS1 - 3</p> <p>KS2 - 5</p> <p>+2</p>
The Write Stuff small group booster intervention sessions and CPD	<p><b>Small group tuition</b></p> <p><small>Moderate impact for moderate cost, based on limited evidence.</small></p> <p>£ £ £ £ £    £ £ £ £ £</p>	<p>B D E H</p> <p>£620</p> <p>KS1 - 3</p> <p>KS2 - 5</p> <p>+4</p>

Mastery Maths small group booster intervention sessions	<p><b>Mastery learning</b> Moderate impact for very low cost, based on moderate evidence.   <b>+5</b></p> <p><b>Small group tuition</b> Moderate impact for moderate cost, based on limited evidence.   <b>+4</b></p>	A D E £260 KS1 - 3 KS2 - 5
Phonics/sound discovery small group booster intervention sessions	<p><b>Phonics</b> Moderate impact for very low cost, based on very extensive evidence.   <b>+4</b></p>	C E H £260 KS1 - 3 KS2 - 2
Reading comp small group booster intervention sessions and CPD	<p><b>Reading comprehension strategies</b> High impact for very low cost, based on extensive evidence.   <b>+6</b></p> <p><b>Small group tuition</b> Moderate impact for moderate cost, based on limited evidence.   <b>+4</b></p>	C D E H £620 KS1 - 2 KS2 - 5
Lexplore 1-2-1 reading catchup intervention sessions	<p><b>Reading comprehension strategies</b> High impact for very low cost, based on extensive evidence.   <b>+6</b></p>	C D E H £600 KS1 - 3 KS2 - 5
Purchase additional Monster Phonics Reading texts to support children's decoding of texts	<p><b>Phonics</b> Moderate impact for very low cost, based on very extensive evidence.   <b>+4</b></p> <p><b>Parental engagement</b> Moderate impact for moderate cost, based on moderate evidence.   <b>+3</b></p>	C D E H £540 KS1 - 3 KS2 - 2
Develop Reading scheme for our Greater Depth children	<p><b>Reading comprehension strategies</b> High impact for very low cost, based on extensive evidence.   <b>+6</b></p>	C D E H £200 KS1 - 1 KS2 - 2
Orchestra of the age of enlightenment project	<p><b>Arts participation</b> Low impact for low cost, based on moderate evidence.   <b>+2</b></p>	G £150 KS1 - 3 KS2 - 5
<b>Targeted academic support (for example, tutoring, one-to-one support structured interventions)</b>		
		<b>Budgeted cost:</b> £ [insert amount]
<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge Number(s) Addressed</b>
<i>Nessy Subscriptions</i>	<p><b>Phonics</b> Moderate impact for very low cost, based on very extensive evidence.   <b>+4</b></p> <p><b>Reading comprehension strategies</b> High impact for very low cost, based on extensive evidence.   <b>+6</b></p> <p><b>Digital technology</b> Moderate impact for moderate cost, based on extensive evidence.   <b>+4</b></p>	C D £140 KS1 - 3 KS2 - 5

Numbots Subscriptions	Digital technology Moderate impact for moderate cost, based on extensive evidence.	££££££ ££££££	+4	A D £94 KS1 - 3 KS2 - 5
Times Tables Rockstars Subscriptions	Digital technology Moderate impact for moderate cost, based on extensive evidence.	££££££ ££££££	+4	A D £94 KS1 - 3 KS2 - 5
Maths resources, including numicon for use in class to support the mastery teaching approach	Mastery learning Moderate impact for very low cost, based on moderate evidence.	££££££ ££££££	+5	A D £250 KS1 - 3 KS2 - 5
<b>Wider strategies (for example, related to attendance, behaviour, wellbeing)</b>				
			<b>Budgeted cost:</b>	£ [insert amount]
<b>Activity</b>	<b>Evidence that supports this approach</b>		<b>Challenge Number(s) Addressed</b>	
Educational Visits including attendance at federation careers fair	Outdoor adventure learning Moderate impact for moderate cost, based on moderate evidence.	££££££ ££££££	+4	E F G £240 KS1 - 3 KS2 - 5
<i>Support with Breakfast &amp; Afterschool Clubs</i>	Extending school time Low impact for moderate cost, based on moderate evidence.	££££££ ££££££	+2	E H £150 KS1 - 2 KS2 - 2
<i>Parent Workshops</i>	Parental engagement Moderate impact for moderate cost, based on moderate evidence.	££££££ ££££££	+3	A B C D H £100 KS1 - 3 KS2 - 5
Attendance Support and Strategies	Parental engagement Moderate impact for moderate cost, based on moderate evidence.	££££££ ££££££	+3	E F H £560 KS1 - 3 KS2 - 5
			<b>Total Budgeted Cost</b>	<b>£24,176</b>

## 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.

### Pupil Premium Strategy Plan Review 2020-21

Click [here](#) to view the reviewed 2020-21 Pupil Premium Strategy Plan

### Attainment (2020-2021 Whole School)

Early Years Foundation Stage	Pupil Premium Pupils		All Pupils	
	School	National (2019)	School	National (2019)
% achieving a good level of development or above	50%	57%	74%	72%
Phonics Screening	Pupil Premium Pupils		All Pupils	
	School	National (2019)	School	National (2019)
% achieving expected standard or above in reading	50%	71%	66%	82%
Key Stage 1	Pupil Premium Pupils		All Pupils	
	School	National (2019)	School	National (2019)
% achieving expected standard or above in reading	100%	62%	33%	75%
% achieving expected standard or above in writing	100%	55%	33%	69%
% achieving expected standard or above in maths	100%	62%	100%	76%
Key Stage 2	Pupil Premium Pupils		All Pupils	
	School	National (2019)	School	National (2019)
% achieving expected standard or above in reading	0%	50%	30%	58%
% achieving expected standard or above in writing	0%	50%	20%	67%
% achieving expected standard or above in maths	0%	25%	20%	33%
Other Evaluations and Impact				

Externally Provided Programmes	
Programme	Provider

Service Pupil Premium Funding (If Applicable)	
Measure	Details
<i>How did you spend your service pupil premium allocation last academic year?            What was the impact of that spending on service pupil premium eligible pupils?</i>	

Further Information (Optional)

