



Horsington Church School Pupil Premium Strategy Statement 2021-2022

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. Our funding allocation will focus on three core areas:

- Teaching
- Targeted academic support
- Wider strategies

Our approaches will be monitored and reviewed to analyse impact on outcomes for disadvantaged pupils.

School overview

Total number of pupils in school	92
Proportion of disadvantaged pupils	12%
Proportion of disadvantaged pupils who have SEND	33%
Academic year/years that our current pupil premium strategy plan covers (3year plans are recommended)	2021-2022
Publish date	September 2001
Review date	December 2021, April 2022, July 1022
Statement authorised by	Mary Alexander
Pupil Premium lead	Mary Alexander
Governor lead	Pauline O'Gorman

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,655
Recovery premium funding allocation this academic year	£ 2000.
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	£15,655.

Part A: Pupil Premium Strategy Plan

Statement of Intent – Over 3 Years

To nurture and support all children's needs to ensure they achieve their full potential socially, academically and creatively. For staff to identify barriers to learning of our disadvantaged children at the earliest possible point and ensure early help is put in place to overcome them. Ultimately to close the gap between disadvantaged children and their peers.

Key Principles

To create a school community rooted in our Christian school vision-Life in all its Fullness-and our whole school ethos.

To provide quality of opportunity and broad and balanced curriculum where the individual attributes of all are valued.

To ensure high quality teaching where disadvantaged pupils have equal opportunities to their peers and there are high expectations.

To provide appropriate social and emotional support from all staff and through more focused work.

To be flexible to provide a quick response to changing needs

Challenges

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

Challenge	Detail of challenge
1 Robust development of phonological awareness	To ensure all pupils have access to high quality phonics teaching.
2 Rural disadvantage	Experience of, and in, the wider world. The cost of school trips is rising but it important that pupils have experiences to enrich their learning and their understanding of the world.
3 SEMH support	High quality SEMH support for all pupils is needed within school to support with specific issues and day-to-day needs.
4	To identify the pupils falling just below ARE To identify lowest achieving 20%- not SEN

Catch up/SEN	To provide appropriate catch-up support To develop expertise of all by working alongside SENCO To resource this area Identifying barriers to learning
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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.

Challenge	Intended outcome	Success criteria
1 Robust development of phonological awareness	PP children access quality phonics teaching linked to their need. Development of RWI Ensure all staff are very familiar with the structure and delivery of this scheme and are able to deliver it confidently. Be confident that all staff are able to assess and make decisions on who needs swift intervention.	Ensure assessment is built into these sessions Ensure swift catch-up for those who may be struggling Phonics teaching has impact and supports successful reading and writing. Pupils can access the curriculum fully because they have developed reading fluency
2 Rural Disadvantage	To ensure depth and breadth of curriculum and wide experience of opportunity.	Children are exposed to a broad range of cultural, physical, spiritual and academic experiences within and beyond school.
3 SEMH support	A trained ELSA in school to support PP and SEMP needs for all pupils.	Appropriate and timely support available to all in school.
4 Catch up/SEN support	Identified pupils CTs and TAs more skilled in supporting SEN pupils. Identifying barriers to learning	These pupils are able to make appropriate progress.

Activity in this academic year 2021-2022

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: £3000.

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage with Local Lead Primary School/ Unlocking Excellence Phonics audit Re-structure reading books to link up with phonic order Order new resources as identified including new reading books Identify professional development needs	<i>EEF research has identified phonological awareness and phonemic awareness as key to improving literacy</i> The school has chosen Read, Write, Inc, an accredited scheme, to support this teaching in school.	1

Targeted Academic Support (for example tutoring, one to one support, structured interventions)

Budgeted Cost: £5500+£2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Purchase of Tapestry to improve parental engagement in EYFS.</i> <i>To ensure children have equal access to revision materials</i> <i>Development of digital learning to support all pupil at home and school.</i> Purchase and updating of online resources. PurpleMash TTRS Charabanga Purchase Promethean board to support delivery. New laptop	Today's parents are more likely to engage online, the use of tapestry will enable our EYFS parents to engage very easily. Digital Learning can be personalised to meet the needs of the individual. When used well it can be a great motivator. The use of guided work in small groups using technology can be particularly effective Revision materials are often less available at home for disadvantaged children. PP pupils will have access to resources at home <i>The EEF recognises that digital technology can have a significant impact in learning both for teachers and pupils. We are</i>	1,2,4

	<p><i>mindful of the four recommendations when adopting this strategy.</i></p> <p>Keeping technology up-to-date is ongoing as we envisage long term expenditure around computing resources and hardware.</p>	
<p>Catch up/SEN</p> <p>Identified pupils will offered small group tuition. Participants will identified through assessment and triangulated evidence</p> <p>Purchase of Clicker 8 to support Individual needs.</p> <p>Extra SENCO hours.</p> <p>Extra staff hours</p>	<p><i>The EEF suggests additional small group support can be effectively targeted at pupils from disadvantaged background and should be considered as part of a school's pupil premium strategy.</i></p> <p>Our tutoring groups are due to start January 2021 and will be delivered by an experienced teacher</p> <p>We have spent all Government allocated funding plus £140.</p>	1,4

Wider Strategies (for example, related to behaviour, attendance, well-being)

Budgeted Cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEMH Training.</p> <p>One TA ELSA training. (21/22)</p> <p><i>(Planned for a teacher to undertake this training next year.) (22-23)</i></p> <p>Updating resources</p> <p>Membership of PSHE Association</p> <p>Extra staff hours to support this</p>	<p><i>The EEF identifies that social and emotional learning approaches can have a positive impact. These approaches can be whole class or targeted.</i></p> <p>These approaches will be underpinned by our whole school ethos and expectations</p>	3

Total budgeted cost: £ 15,500.

Part B: Review of outcomes in the previous academic year 2020-2021

Pupil premium strategy outcomes (Teacher Assessed)

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

In identifying priorities, school leaders will take account of a wide range of information about the learning of disadvantaged pupils in informing them about the barriers to future attainment and progress. ***Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.***

BWMAT

Years 1 to 6 by SEN and PP	Relative Learning Attainment	Horsington				BWMAT					Relative Learning Progress	Horsington				BWMAT			
		No.	Ma	Rd	Wr	No.	Ma	Rd	Wr			No.	Ma	Rd	Wr	No.	Ma	Rd	Wr
	All pupils	72	-6.6	-6.1	-6.8	6653	-2.7	-2.6	-4.2		All pupils	72	-3.6	-3.6	-3.4	6653	-0.8	-0.7	-1.5
	Not SEN/PP	48	-1.7	-0.9	-2.3	4591	-0.4	-0.3	-1.3		Not SEN/PP	48	-0.4	-0.3	-0.5	4556	0.3	0.4	-0.1
	SEN only	10	-29.1	-27.3	-26.2	660	-9.8	-10.3	-13.5		SEN only	10	-15.6	-14.7	-13.1	657	-4.0	-3.8	-5.8
	PP only	10	-5.0	-3.6	-4.0	957	-3.4	-3.4	-4.9		PP only	10	-3.8	-2.8	-1.6	952	-1.6	-1.4	-2.4
	Both	4	-19.0	-26.0	-25.0	444	-13.4	-14.2	-18.0		Both	4	-13.0	-18.0	-18.0	440	-5.8	-6.4	-8.2

Commentary and conclusions on outcomes including phonics:

The data above is incorrect in some areas due to issues with the management system.

There are more children on the SEN register than indicated in this data.

Any averaged data is hugely impacted by children with extremely high-level needs

Phonics teaching was impacted by Covid as we were unable to implement our new approach in the robust manner intended.

The school has a high % of high needs SEN pupils, four of these are PP

The provision of more online resources was invaluable during lockdown and these were well used.

Spending on personnel to support SEMH was essential to support individual pupils.

Supporting enriching the curriculum was more challenging this year but the residential trip, swimming and clubs did go ahead when possible.

Pupil outcomes show that most children made at least expected progress. This is based on PIRA, PUMA assessments, previous SATs papers and 'in house' assessments.

Review of expenditure 2020 - 2021		
1. Teaching		
Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate	Lessons learned (and whether you will continue with this approach)	Cost

<p>To purchase maths books for Year 6 to support home learning The home learning book supports a book to be used in class.</p> <p>Provision of access to digital technology: TT Rockstars, Purplemash/PSHE Association</p> <p>Investment in Read Write Inc as a whole school resource to support spelling</p> <p>Music tuition for year group- Year 4 brass tuition</p>	<p>We had planned to use these as part of our SATs support strategy. We did not continue to use these during lockdown. These can roll forward to the next year. We will not pursue this academic year.</p>	<p>£75.50</p>
		<p>£1000</p>
	<p>These have proved to be an excellent investment. The Purplemash has given clear focus to the teaching of computing. TTRS is well used across KS2 but need re-launching from time-to-time</p>	<p>£2000</p>
	<p>Covid significantly impacted on the robust introduction of this initiative. Staff participated in training and some resources bought. Will form part of the SDP 21/22</p>	<p>£500</p>
<h2>2. Targeted Academic Support</h2>		
<p>Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>
<p>To provide TA provision to support SEN and HA PP pupils, individually and in small groups. Associated resources and training, Some 1:1 support for two children with challenging behaviour. Order 2 laptops to further support delivery, some children can carry out the home learning activities with support at school. This will also formulate part of Catch-up</p>	<p>Quality TA support had a positive impact on progress of pupils. PP/SEN or both were able to make appropriate provision New laptops/ Chromebooks have been invaluable to support learning both at school and at home. A teacher was employed to teach English and maths to small (2/3) groups. 86% of these made at least expected progress.</p>	<p>£2000</p>
<h2>3. Wider Strategies</h2>		
<p>Outcomes and Impact Include impact on pupils not eligible for PP, if appropriate</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

To continue to support the work of the school ELSA through training resources and time.	We have an increasing need of children who need emotional and communication support so have increased the time available for this. Twice a year we carry out the BVP to identify children who may need some level of long term or short term support. Our ELSA plans and delivers sessions to children on an individual basis. Another skilled TA leads sessions based around managing feeling and communication. Development of self-regulation is identified as an important life skill.	£5000
Financial support for school trips and enrichment activities such as clubs and visits relating to the curriculum. Staffing cost implications for these activities.	Trips and visits often involve a collaborative learning experience which leads to improved resilience and perseverance. Involvement in all aspects of the curriculum. Being able to swim is a life skill, healthy and enjoyable. Opportunities for developing social and sporting skills. Developing good lifestyle habits- participating in sport. Participating in sports and physical activity is likely to have wider health and social benefits. Though we were able to run fewer trips, the residential trips, clubs, swimming still took place. We recognise the value of these activities and will continue to support them.	£3000

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Purplemash	2Simple
PSHE Association	
TTRS	TTRockstars
Charanga	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Funding after school clubs and access to all the above-mentioned strategies.
What was the impact of that spending on service pupil premium eligible pupils?	All pupils participated fully in all aspects of school life.

Further information (Optional)