



## Horsington Pupil Premium Strategy Statement 2022-2023



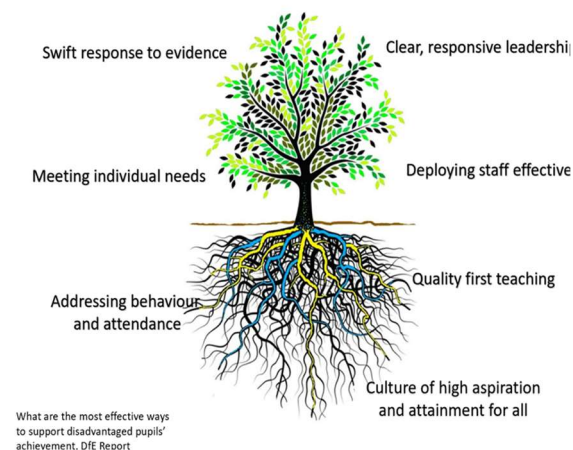
This strategy document aims to analyse outcomes for our disadvantaged pupils and draw conclusions from the findings to formulate into a school Pupil Premium Strategy Statement. Our funding allocation will focus on three core areas:

- 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	81
Proportion of disadvantaged pupils	10% (5% service children)
Proportion of disadvantaged pupils who have SEND	1%
Pupil premium allocation this academic year	£8,205
Publish date	September 2022
Review date	December 2022
Statement authorised by	Kelly Barge
Pupil Premium lead	Kelly Barge
Governor lead	Connie Hurt



## Disadvantaged Pupils' Outcomes for 2022-2023 SATs Data

This is a subset of the information about the learning of disadvantaged pupils across all year groups. 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.

Subject	Number of Pupils – Year 6 2021/22	Meeting the expected standard at end of KS2	Meeting the high standard at end of KS2
Reading	2	2	0
Writing	2	2	0
Maths	2	1	1

% of Year 6 disadvantaged pupils meeting the expected standard RWM combined end of KS2	79%
% of Year 6 disadvantaged pupils meeting the higher standard RWM combined end of KS2	0%
% of Year 1 disadvantaged pupils meeting the phonic standard	0 Pupils

Barriers to future attainment (for pupils eligible for PP, including SEND and high ability) In School and External	
A.	Attainment gap
B.	Readiness for engagement and learning
C.	Parental Involvement
D.	Learning behaviours / SEMH – Social, Emotional, Mental Health

## Teaching priorities for current academic year

Priority	Barriers to learning this priority addresses	Action/Activity	End of year impact review
Ensure that there is a systematic and synthetic approach to phonics being taught. The implementation and training of Little Wandle is in place to ensure that all staff are trained and confident in the delivery of the scheme.	A, B, C,	<ul style="list-style-type: none"> <li>Engage with Local Lead Primary School/ Unlocking Excellence.</li> <li>Phonics audit by the English Hub.</li> <li>Re-structure reading books to link up with phonic structure and order</li> <li>Order new resources as identified including new reading books.</li> <li>Identify professional development needs for staff and TA's</li> <li>Assess and monitor to ensure gaps are identified and 'Rapid catch up is taught.'</li> <li>Engage parents and deliver training sessions.</li> </ul>	
Monitor the impact of the phonics teaching on early reading and writing as it becomes more confidently embedded.	A, B, D	<ul style="list-style-type: none"> <li>Have an expectation that developing phonics knowledge will be used in reading and writing.</li> <li>Regularly moderate spelling/writing to ensure teaching is having desired impact.</li> <li>Children enjoy writing.</li> </ul>	
Enhance the fiction and nonfiction library book stock ensuring quality texts	A, B, D	<ul style="list-style-type: none"> <li>Conduct a reading audit in partnership with the English Hub to establish gaps in fiction and non-fiction books. Purchase books to fill gaps.</li> <li>Develop a 'love of reading' culture within the school community (parent reading events, bedtime stories, assemblies, visiting authors).</li> </ul>	
Engage in EEF Research Schools network and roll out training to staff team.	A, B, C, D	<ul style="list-style-type: none"> <li>Nine modules of training for PP leader / SENCo</li> <li>Gap tasks between training – school-based research</li> <li>Staff meetings to disseminate training</li> <li>Focus areas are Metacognition and Parental Engagement.</li> </ul>	

Projected spending for this aspect: £2800

## Targeted academic support for current academic year

Priority	Barriers to learning this priority addresses	Action/Activity	End of year impact review
PP leader, SENCO, SL, and teachers work together to use assessments to accurately identify which pupils require a structured programme of interventions.	A, B, D	<ul style="list-style-type: none"> <li>Provision map and interventions in place from Term 1</li> <li>Training for staff to ensure connections are made between interventions and Quality First teaching.</li> <li>Data analysis with SENCo and Subject leaders</li> <li>Pupil progress meetings three times a year to discuss data. Gap analysis and impact of interventions.</li> <li>Staff are confident to analyse data, identify gaps and target areas with QFT and intervention.</li> <li>ILI training</li> </ul>	
Purchase of Tapestry to improve parental engagement in EYFS. To ensure children have equal access to revision materials of their peers.	C	<ul style="list-style-type: none"> <li>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</li> <li>Revision materials are often less available at home for disadvantaged children. The purchase of these materials will give them equal access.</li> <li>Share the system with parents and encourage them to engage with the system</li> </ul>	
Targeted intervention for specific pupils through the National Tutoring Programme	A, B, C,	<ul style="list-style-type: none"> <li>Tutoring Programme</li> <li>Embedding of three-way partnership between tutor, school, and home.</li> </ul>	

Projected spending for this aspect: £2800

## Wider strategies for current academic year

Priority	Barriers to learning this priority addresses (A-D as above)	Action/Activity	End of year impact review
Redevelopment of the school curriculum to ensure broad and balance curriculum. Develop Pupil Voice	A, B, C, D	<ul style="list-style-type: none"> <li>• Change in how curriculum is delivered to encourage greater flow in learning, progression of knowledge and skills are in place for each subject.</li> <li>• Children are valued and feel safe. They are able to demonstrate their curriculum knowledge and voice through subject's leader learning walks and link governor visits.</li> </ul>	
Ensure PP children have access to an enhanced and collaborative learning experience which leads to improved resilience and perseverance. Children have opportunities to develop SEMH, develop good lifestyle habits and sporting opportunities. Including, outside learning, residential, trip, swimming, music lessons, technology, and books.	B, C, D	<ul style="list-style-type: none"> <li>• Use skilled TAs and SENCO expertise to support pupils in a variety of ways.</li> <li>• Fund attendance at an extra-curricular sports club</li> <li>• Subsidise residential trip.</li> <li>• Fund music tuition.</li> <li>• Fund swimming.</li> <li>• Purchase personal resources where needed.</li> <li>• Collaboration with EEF.</li> <li>• Forest School</li> <li>• Breakfast and After school – 'Wrap around care'</li> </ul>	
ELSA / ILI training	B, D	<ul style="list-style-type: none"> <li>• Ensure all children know they have a voice.</li> <li>• Give time for extra SEMH activities where there is an identified need.</li> <li>• Develop safe zones across the school.</li> </ul>	
Upgrade/update digital resources to enhance curriculum Purchase of Promethean board to support curriculum delivery in the hall – to support PE, worship, whole school enhancement and development.	A, B, C, D	<ul style="list-style-type: none"> <li>• Continue to use Purple Mash to support computing and e-safety teaching.</li> <li>• Use PSHE Association resources to support curriculum work.</li> <li>• Purchase of Charanga as a music curriculum.</li> <li>• Technology</li> </ul>	

Projected spending for this aspect: £2600

## Monitoring and Implementation 2022-2023

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> <li>• All staff are confident in the delivery of Little Wandle and it becomes embedded as part of daily teaching.</li> <li>• Resourcing and time given for professional development for class teachers and Tas.</li> <li>• Impact is evident through listening to children read and through writing moderation.</li> </ul>	Use of INSET days, staff meetings and additional cover being provided by senior leaders. Visits to other schools. 6 weekly assessments / Rapid Catch up
Targeted support	<ul style="list-style-type: none"> <li>• Time for Class teachers and SENCO to plan to support specific groups and individuals. (SENCO in one and ½ days a week)</li> </ul>	Termly class SEMH assessment sessions with Key Stage teams to problem solve and implement actions. ELSA/ ILI Support
Wider strategies	<ul style="list-style-type: none"> <li>• Engaging with all families to support their children - an impact of Covid is parents/guardians and staff have had less engagement with each other.</li> <li>• Staff to lead training on Early reading and new phonics scheme.</li> <li>• Ks2 Staff to lead parent training on Spelling and phonics – the progression from Little Wandle.</li> </ul>	Newsletter communication Parent Surveys Parent Evenings Parent Workshops Knowledge organisers Parent Voice afternoons

For review of last year's aims and outcomes, please see Pupil Premium Strategy document from 2021-22