



Horsington Pupil premium Strategy Statement 2023-2024

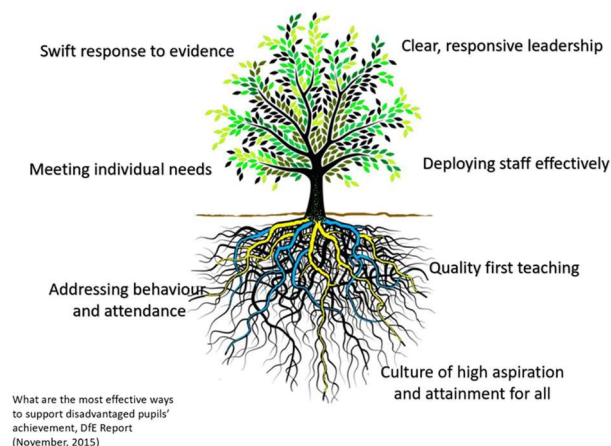
This strategy document aims to analyse outcomes for our disadvantaged pupils and draw conclusions from the findings to formulate into a school Pupil Premium Strategy Statement. Our funding allocation will focus on three core areas:

- Teaching
- Targeted academic support
- Wider strategies

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

School overview – September 2023

Detail	Data
School name	Horsington Church School
Total number of pupils in school	87
Proportion of disadvantaged pupils	4% (+ 4% service children) 8%
Proportion of disadvantaged pupils who have SEND	2%
Pupil premium allocation this academic year	£7160
Publish date	September 2023
Review date	September 2024
Statement authorised by	Kelly Barge
Pupil Premium lead	Kelly Barge
Governor lead	James Weston



Funding overview

Detail	Amount (2022-23)
Pupil premium funding allocation this academic year	£7160
Recovery premium funding allocation this academic year	£
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	£7160

Part A: Pupil premium strategy plan

Statement of intent

At Horsington we use the funding to best support disadvantaged pupils and close the gap between them and their peers. We aim to create a learning environment where all can achieve and be successful.

At Horsington we strive for our children to feel safe, loved, inspired and ready for the ever-changing world around them.

There is a clear strategic approach to the use of PP funding (using EEF evidence) and this plan is integrated into the wider school support and improvement systems.

Our guiding principles from the NFER research, which identified that the most effective schools had identified seven building blocks of success:

1. **Whole school ethos for attainment for all** – each pupil is considered an individual and we consciously avoid stereotyping disadvantaged pupils by referring to them as a group. It is never assumed that all socially disadvantaged children face the same barriers or have less potential to succeed.
2. **Addressing behaviour and attendance** – there are effective behaviour strategies in place and rapid response systems to promote good attendance.
3. **High quality teaching for all** – leaders stress the importance of quality first teaching. We set high standards, monitor performance, and tailor teaching to suit individual pupils. There is a focus on excellence in personalised teaching and learning.
4. **Meeting individual needs** – staff work to identify what might help each pupil make the next steps in their learning, whether they are performing below, at, or above expectations. Targeted support is provided during curriculum time.
5. **Deploying staff effectively** – we identify strengths of members of staff and deploy them accordingly. Support staff are well trained to support pupils' learning as well as in specific interventions.
6. **Data driven and responsive to evidence** – progress is reviewed daily and half termly, with any under achievement addressed. Teachers analyse data themselves and use it to underpin their teaching. There is a consistent feedback strategy which recognises pupils' achievements and sets out the next steps in learning.
7. **Proactive and responsive leadership** – senior leaders are committed to helping each pupil succeed. Every staff member is accountable for pupil progress and trained to deliver high quality feedback to pupils.

Challenges

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

Challenge number	Detail of challenge
1	Attainment gap (increased during Covid closures)
2	Readiness for learning and engagement (school readiness)
3	Learning behaviours
4	Parental engagement
5	SEMH (Social, Emotional, Mental Health)

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
Close the gap between PP pupils and their peers.	Data will demonstrate a reduced gap at review meetings and data reviews.
Improved school readiness	Improvements in the four key dimensions: 1. Language and literacy (see writing SDP) 2. Zones of Regulation 3. Resilience 4. Self-confidence
Improved learning behaviours	Improved learning behaviours and interpersonal problem-solving skills. Learners to recognise and manage their emotions, helping them to deal with different environments and social situations. We will promote social behaviours and prevent negative behaviours.
Improved parental engagement in pupils learning and all children to have access to technology to access learning at home.	Improved parental engagement in child's learning through Workshops, Parent's evenings, Open afternoons, CCC afternoons, daily feedback systems, social media
Improved SEMH for suitable PP pupils	Pupils will be supported through effective deployment of our ELSA and class support in the following ways: 1. Managing emotions 2. Social and friendship skills 3. Social stories 4. Loss, bereavement and family break up 5. Active listening and reflective conversations

Activity in this academic year 2023/24

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: £2100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased LSA provision to increase interventions for PP children	See evidence below for targeted interventions – ELSA (increased to 3 afternoons), ILI, Lego Therapy, SEMH interventions	1, 2, 3, 5
Additional teacher time to enable increased intervention provision – SENCo time, leadership time	This allows effective monitoring of provision to ensure the best outcomes for the children.	1, 2, 3, 5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NTP Programme – Y5/Y6 – English and Maths Support programmes LW Phonics Rapid Catch-up training	DfE backed NTP – Small groups of 1:3	1, 2
Recovery catch- up sessions – using class teachers/LSA	Targeted support to get children back on track	1, 2
LSA, teacher to deliver small group tuition – identified at Pupil Progress Meetings. (Quality First Teaching)	The EEF recognises that small group tuition is effective. We have employed extra support staff to support this work across the school. (Impact is higher in groups of 2 or 3)	1, 2, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2000

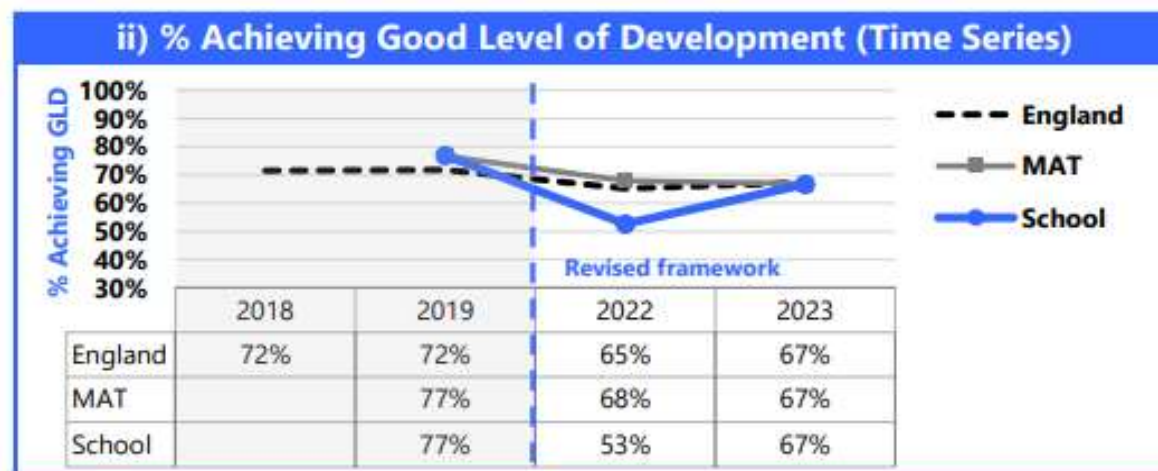
Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider range of support staff led interventions. Including: Fine/gross motor, SALT, precision teach, ILL, social stories, Lego therapy	EEF states that impact is greater for interventions matched to specific pupils. Overall, reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning.	1-5
ELSA support	EEF research shows that quality social and emotional learning can add 4 months learning over the year.	3-5
Chrome books/laptops – access to remote/hybrid learning DfE Funded + PTA contribution	EEF research demonstrates that technology can be successfully used to: <ul style="list-style-type: none"> • improve the quality of explanations and modelling. • improve the impact of pupil practice. • play a role in improving assessment and feedback. 	2, 4
PP children have access to an enhanced curriculum and learning opportunities, including sport clubs, musical lessons, swimming lessons, residential trips, technology, forest school and breakfast club.	Maslow's hierarchy of need	4, 5
School Uniform (school jumper, PE bag and book bag)	Maslow's hierarchy of need	4, 5

Total budgeted cost: £ 7100

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 2022 to 2023 academic year.



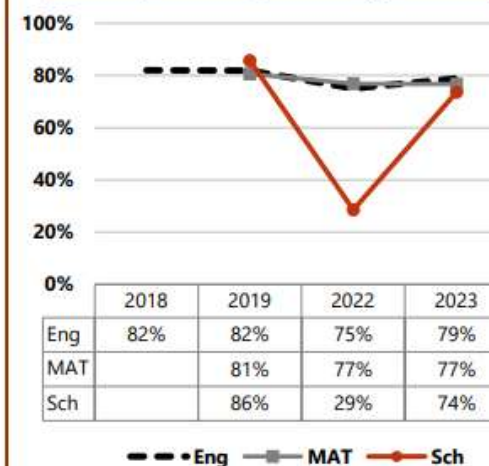
Key Stage 1 (2023)

Indicator		School (15 Pupils)	Comparisons	
			MAT	England
% Expected	Reading	67%	67%	68%
	Writing	67%	60%	60%
	Maths	67%	69%	70%
	RWM	60%	56%	56%







Year 1 Phonics (2023)

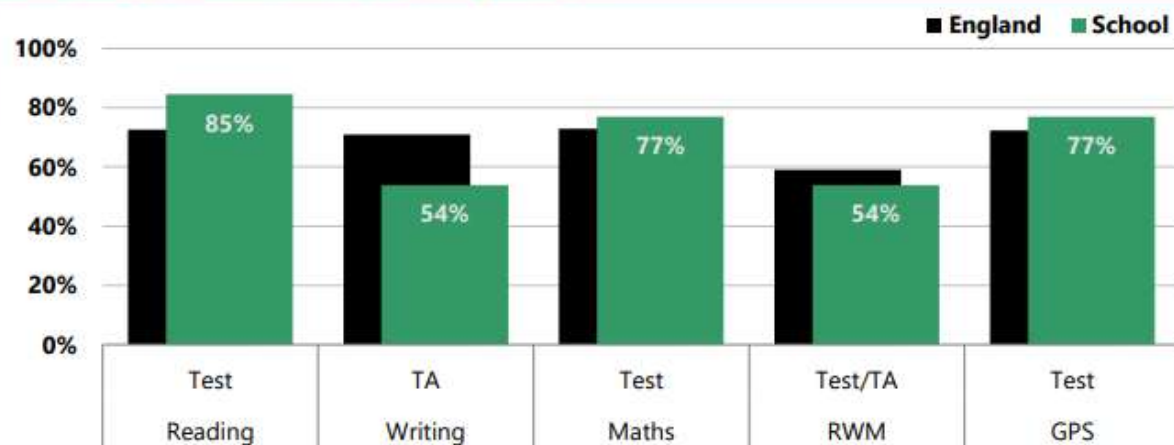
i) % Achieving Phonics Threshold Year 1

School	Comparisons		
	MAT	England	Sch 2022
74%	77%	79%	29%
19 pupils			



i) % Reaching Expected Standard (Test and TA)

Indicator		School	Comparisons	
		(13 Pupils)	MAT	England
Reading	Test	85%	72% 	73% 
Writing	TA	54%	66% 	71% 
Maths	Test	77%	66% 	73%
RWM	Test/TA	54%	52%	59%
GPS	Test	77%	69% 	72%



Review of expenditure 2022 - 2023		
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>A systematic approach to phonics is now being taught effectively throughout the school, this has been a hugely positive, with a significant increase in this year's Phonics screening results. The reading books are relevant, engaging and enables a consistent approach at home and in school.</p> <p>Training with EEF supported the school input on metacognition and parental engagement.</p> <p>Moderation opportunities ensure that children are targeted for next steps in learning and interventions.</p>	<p>Little Wandle will continue to be further embed across the school, with further staff training into KS2.</p> <p>Further training and dissemination to staff is needed further to support this work.</p>	£3000
2. Targeted Academic Support		
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>PP lead, staff and staff ensure effective interventions are consistently taking place and training / CPD is provided for staff to meet the children needs. SENDCo and CT meet regularly to discuss the needs of the children.</p> <p>Tapestry provided an effective tool for parental engagement and communication in EYFS.</p> <p>The National Tutoring Programme enable a clear and structured focus with PP children, but also across the school. The teacher worked specifically on self confidence in writing and mathematical fluency.</p>	<p>Training for TAs in a number of interventions will continue and have a positive impact on our children</p>	£2800
3. Wider Strategies		
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>PP children have access to an enhanced curriculum and learning opportunities, including sport clubs, musical lessons, swimming lessons, residential trips, technology, forest school and breakfast club.</p> <p>Parent workshops on Early reading, phonics and spelling</p>	<p>It is essential that we are able to provide an extra enhance curriculum for our PP children.</p>	£2500