Horning Primary

Pupil Premium Strategy Statement

2024-25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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.

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School Overview

Detail	Data
School Name	Horning Community Primary
Number of Pupils in School	34
Proportion (%) of Pupil Premium Eligible Pupils	35.3%
Academic Year/Years that our current pupil premium strategy plan covers	24/25
Date this plan was published	19/12/2024
Date on which it will be reviewed	July 2025
Statement authorised by	A.Carter
Pupil Premium Lead	A.Carter
Governor Lead	Steve Lunnis & Mike Blake

Funding Overview

Detail	Data
Pupil Premium funding allocation this academic year	£14,144.17
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total Budget for this academic year	£14,144.17

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 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	Details of Challenge
1	Internal assessments indicate that attainment in reading and writing among disadvantaged pupils in almost all year groups is below that of non-disadvantaged pupils for children reaching age-related expectations and greater depth. Maths and reading year 6 pupil premium children is lower than non-pupil premium children.
2	Predictions for External assessments (SATs) 2024/5 indicate that attainment in Writing and Mathematics among disadvantaged pupils in key stage 2 will be below national expectations and will be lower than non pupil premium children.
3	Reduced access to enrichment activities due to the school's rural location.
4	Low parental engagement and aspiration.
5	The engagement behaviour of children where social, emotional and economic barriers exist, and safeguarding related issues are preventing the accelerated progress needed to close the attainment gap.
6	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Although the gap historically was minimal, the data for 2020-2021 attendance demonstrates a larger gap and a significant increase in persistent absence between disadvantaged and non-disadvantaged pupils, further demonstrating that partial school closures and COVID-19 pandemic has negatively impacted our disadvantaged pupils to a greater extent than for other pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress and closure of gaps.

2021-2022				2022-2023				2023-2024			
Overall Attendance		Persistent Absence		Overall Attendance		Persistent Absence		Overall Attendance		Persistent Absence	
PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
93.24%	95.12%	22.2%	14.3%	95.37%	96.19%	12.5%	14.3%	95.79%	92.12%	16.7%	18.2%

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
Increased number of PP children achieving the expected standard in reading, writing and mathematics at the end of KS2. *Measured: On-going and end of term assessments set by the class teacher, scrutinised and discussed in pupil progress meetings with the Head of School. Progress and next steps to be identified and reviewed each term. Governor monitoring termly in-school effectiveness committee.*	By 2024-25, the number of PP children achieving the expected standard at the end of KS2 increases and is inline with or better than PP national.
Increased number of PP children achieving the expected standard in reading, writing and mathematics at the end of KS2 *Measured: On-going and end of term assessments set by the class teacher, scrutinised and discussed in pupil progress meetings with the Head of School. Progress and next steps to be identified and reviewed each term. Governor monitoring termly in-school effectiveness committee.*	By 2024/5, the number of PP children achieving the expected standard at the end of KS2 increases and is inline with or better than PP national.
PP children experience a wide range of enrichment activities which lead to improved outcomes in the core subjects *Measured: Registers from clubs and events. Pupil voice to collect data for clubs/events taken outside of school.*	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.
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. *Measured: Registers from events in school. Gaining the voice of parents through surveys and feedback at events.*	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.
Improved attendance of persistently absent PP results in improved progress and attainment. *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.*	Reduced percentage of persistent absence to be inline with non-PP children, and below national.

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.

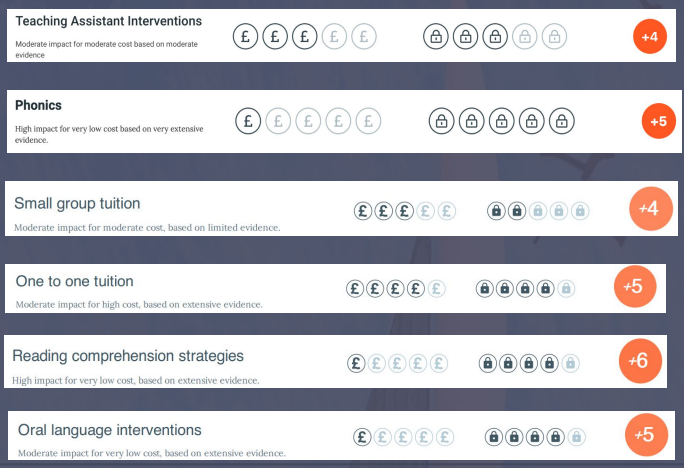
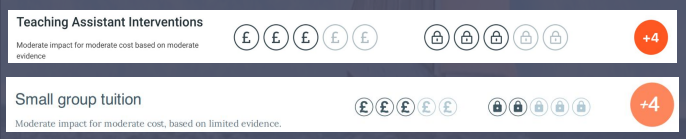
Teaching (for example, CPD, recruitment and retention)

Budgeted Cost: £4866

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To provide high quality tailored CPD days for Teachers and Teaching Assistants to ensure High Quality First Teaching across the curriculum and key focus areas.	**Mastery learning** — High impact for very low cost based on limited evidence. +5	1, 2
To continue to embed JONK (Joy of Not Knowing), metacognition and the Key Concepts at Horning Community Primary.	**Metacognition and self-regulation** — Very high impact for very low cost based on extensive evidence +7	1, 2, 3, 4, 5
To further develop the whole school reading approach to improve children's reading comprehension and fluency, through a new evidence based five step process. To purchase high quality texts for English and Guided Reading sessions that are centred around each topic and linked to the two-year rolling curriculum.	**Reading comprehension strategies** — Very high impact for very low cost based on extensive evidence +6 **Oral language interventions** — Very high impact for very low cost based on extensive evidence +6 **Reading comprehension strategies** — Very high impact for very low cost based on extensive evidence +6	1, 2, 4
To develop the new phonics programme Little Wandle with Foundation stage materials, online reading books linked to the phonics scheme and intervention programme used across Key Stages.	**Phonics** — Moderate impact for very low cost, based on very extensive evidence. +4 **Reading comprehension strategies** — Very high impact for very low cost based on extensive evidence +6	1,2
To continue to use Lexplore to assess all children's reading age and identify those children who require reading intervention.		1,2
To provide To provide high quality mentoring and support for Early Career	**Mentoring** — Low impact for moderate cost based on moderate evidence. +2	
To implement further reading for pleasure opportunities and a revamped reward system to encourage further reading at home and develop a love of reading for all children.	Ofsted — raising standards improving lives — Research and analysis — Research review series: English — Updated 15 July 2022 Department for Education — Research evidence on reading for pleasure — Education standards research team	

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

Budgeted Cost: £3168.66

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To develop the package of interventions offered across the school, including the development of specialist Teaching Assistants and spaces for interventions to take place. Interventions to include the following: • Daily one to one reading and phonics for identified children • 1:1 Lexplore Reading Interventions for all children working below or towards the expected standard • Identified and targeted Teacher Led Interventions		1, 2, 3, 5
To support children with the transition to Reception/Year 3		1, 3, 4, 5, 6

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

Budgeted Cost: £5671.50

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To provide subsidised school visits (50% cost) for all Pupil Premium children.	 	3, 4, 5, 6
To provide support for parents through identified time within the Safeguarding practitioners timetable.		4, 5, 6
To provide reading rewards for children engaging in reading at home.	 	1, 2, 4, 5
To provide breakfast and after school club for identified Pupil Premium children to support with morning routines and school attendance.	 	3, 4, 5, 6

Total Budgeted Cost: £26606.30

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 2023 to 2024 academic year.

There were 6 children in the 2023-24 year 6 cohort and 2 of these children were pupil premium.

In reading 50% of pupil premium children attained ARE

In maths 0% of pupil premium children attained ARE

In writing 0% of pupil premium children attained ARE

Interventions and support as set out in the plan took place consistently

The GAP between school pupil premium children and national pupil premium did not close.

It should be remembered that the cohort is very small and unlikely to be representative.

External Provided Programmes

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.

Programme	Provider
N/A	

Service Pupil Premium Funding (Optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further Information (Optional)

Measure	Details
Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.	