Horning Primary School

Pupil Premium Strategy Statement

2025-26



This statement details our school's use of pupil premium 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 Primary School
Number of Pupils in School	
Proportion (%) of Pupil Premium Eligible Pupils	(10 PP & 1 PP+)
Academic Year/Years that our current pupil premium strategy plan covers	2025-2026
Date this plan was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jan Bellison
Pupil Premium Lead	Abigail Carter
Governor Lead	Jamie Nickerson (School Effectiveness Governor)

Funding Overview

Detail	Data
Pupil Premium funding allocation this academic year	£17,580.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Contingency	£200.00
Total Budget for this academic year	£17,780.00

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 assessment data indicates that attainment in reading, writing and mathematics for disadvantaged pupils is below that of non-disadvantaged pupils in almost all year groups, particularly in relation to achieving age-related expectations and greater depth. However, in Year 6, some pupils eligible for Pupil Premium demonstrate attainment in reading, writing and mathematics that is above that of their non-Pupil Premium peers.
2	Predictions for the 2025/26 external assessments (SATs) suggest that while many disadvantaged pupils in Key Stage 2 are making progress, attainment in reading, writing and mathematics for some remains below national expectations and below that of their non-Pupil Premium peers.
3	Both internal and external assessments demonstrate that mathematics attainment among disadvantaged pupils is slightly behind that of their non-disadvantaged peers by the end of Key Stage 2. SATs data from 2025 indicate that 25% of disadvantaged pupils did not achieve the expected standard, compared to 50% of non-disadvantaged pupils.
4	Predictions for External assessments (SATs) 2025/6 indicate that attainment in Reading for some disadvantaged pupil in key stage two will be above national expectations.
5	For some pupils, social, emotional and economic barriers, alongside safeguarding-related issues, impact engagement and behaviour, limiting their ability to make the accelerated progress needed to close the attainment gap.
6	Due to the school's rural location, some disadvantaged pupils have reduced access to enrichment activities and wider learning experiences. These These activities are essential for fostering broader educational engagement, confidence, and aspiration.
7	Over the last two years, disadvantaged pupils have shown lower attendance than their non-disadvantaged peers. This absenteeism has been identified through assessments and observations as a barrier to progress, limiting opportunities to close attainment gaps.

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.

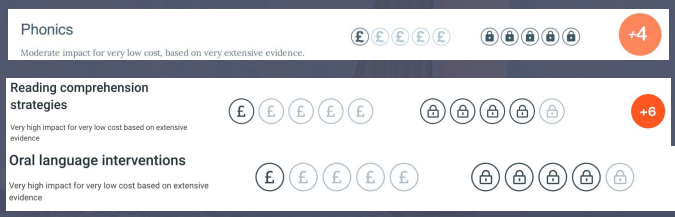
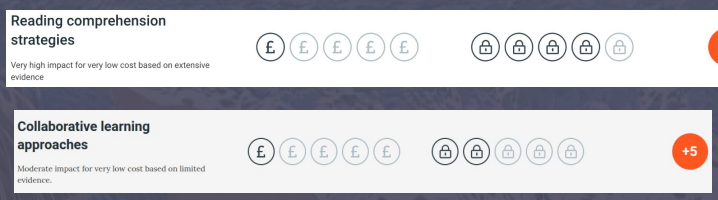
Intended Outcome	Success Criteria
Disadvantaged pupils make accelerated progress in reading, writing, and mathematics, closing the attainment gap with their non-disadvantaged peers and achieving age-related expectations or higher by the end of Key Stage 2.	• Internal and external assessments indicate that the majority of disadvantaged pupils achieve age-related expectations in reading, writing, and mathematics. • The proportion of disadvantaged pupils attaining greater depth in these subjects increases over time. • Tracking data demonstrates that disadvantaged pupils make at least expected progress from their starting points, with targeted pupils making accelerated progress where gaps exist. • Predictions for SATs and internal assessments show a narrowing of the attainment gap between disadvantaged and non-disadvantaged pupils • Termly analysis of assessment data identifies pupils at risk of underachievement, enabling timely intervention.
Disadvantaged pupils will have greater access to emotional and behavioural support, fostering better classroom engagement and overall well-being.	• Pupils will have enhanced access to emotional and behavioural support, promoting improved classroom engagement and overall well-being. • Pupils identified as needing support are offered targeted interventions such as mentoring, counselling, or small-group support. • Records of sessions and referrals demonstrate timely and appropriate access for Pupil Premium pupils. • Teacher observations and behaviour logs show increased engagement, participation, and positive behaviour in lessons. • Reduction in behaviour incidents or disengagement among targeted pupils. • Pupil voice, self-assessment surveys and staff feedback indicate improved confidence, resilience, and emotional regulation.
Pupil Premium pupils engage in a wide range of enrichment activities, supporting improved engagement and outcomes in reading, writing, and mathematics	• Pupil Premium pupils are offered and attend a variety of clubs, workshops, and in-school visitor events. • Participation is tracked via registers, and pupil voice reflects enjoyment and learning impact. • Pupils are offered and take part in activities outside school. • Engagement is monitored through pupil voice and parent feedback. • Assessment data and teacher observations indicate that participation in enrichment activities contributes to increased engagement and progress in core subjects
Improved attendance for persistently absent Pupil Premium pupils will lead to increased engagement, progress, and attainment, narrowing the gap with non-Pupil Premium peers	• Persistent absence for Pupil Premium pupils is reduced and moves in line with non-Pupil Premium pupils and below national averages. • Attendance data is regularly monitored and reported to identify trends and target interventions. • Pupils with improved attendance show measurable progress in reading, writing, and mathematics. • Teacher assessments and internal tracking demonstrate narrowing of attainment gaps. • Teacher observations and pupil voice indicate increased engagement and motivation

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: £9658.93

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.		1,2,3,4
To continue embed the new phonics programme Little Wandle with Foundation stage materials, and intervention programme used across Key Stages.		1,2,3,4
To further develop the whole school reading approach to improve children's reading comprehension and fluency, through a new evidence based five step process.		1,2,3,4
To purchase high quality texts for English and Guided Reading sessions that are centred around each topic		1,2,3,4
To develop mathematical understanding and fluency, including the development of the mastering number programme in key stage one in order to build firm foundations.		1,2,3,4

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

Budgeted Cost: £1361.69

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To continue to use Lexplore to assess all children's reading age and identify those children who require reading intervention.		1,2,3,4
To develop mathematical understanding and fluency, including the development of targeted interventions identified through regular review of assessment	 	1,2,3,4

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

Budgeted Cost: £6559.38

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
To provide subsidised school visits (50% cost) for all Pupil Premium children.		6
To monitor school wide attendance systems to ensure the continued high levels of attendance across all pupil groups.		5
To provide breakfast and after school club for identified Pupil Premium children to support with morning routines and school attendance.		5,6,7
To provide reading rewards for children engaging in reading and wider learning in and out of school (Homeschool reading)		,1,2,3,4

Total Budgeted Cost: [insert sum of 3 amounts stated above]

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 2024 to 2025 academic year.

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.
If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

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

Service Pupil Premium Funding (Optional)

Measure	Details
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?	

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.	