

Horsell C of E Junior School Pupil Premium Strategy Statement: Impact Report 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.

School overview

Detail	Data
School name	Horsell Junior School
Number of pupils in school	345
Proportion (%) of pupil premium eligible pupils	9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	31 st December 2021
Date on which it will be reviewed	15 th December 2022
Statement authorised by	Celia Wand
Pupil premium lead	Marie Ash (2021- 2022) Laura Chamberlin (2022- 2023)
Governor / Trustee lead	Anne Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 36,315
Recovery premium funding allocation this academic year	£ 4,640
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	£40,315

Part A: Pupil premium strategy plan

Statement of intent

At Horsell C of E Junior school, our ultimate objective is for our disadvantaged pupils to make as good progress as our non-disadvantaged pupils. Our current pupil premium strategy plan works towards this by addressing the challenges that we have identified as barriers to progress. The key principles are that disadvantaged pupils should have as high, if not higher, expectations of them in terms of what they are able to achieve, so that we create an ethos of inclusion and success. We are fully conscious that it is the school's responsibility to address the barriers to achievement that we have identified in our cohort.

Pupil Premium Context for Horsell Junior School

Horsell Junior School is a three-form entry junior school in an affluent village in Surrey with a lower than average number of disadvantaged children. 9% of the children on role (33/345) are disadvantaged. Of these, 80% are eligible for free school meals (27/33). None of the children on role are eligible for the service premium.

Challenges

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

Challenge number	Detail of challenge
1	Lack of engagement with school due to limited opportunities in life experiences, including a lack of positive role models resulting in low aspirations.
2	Lack of resilience and self-regulation when dealing with conflict and challenge.
3	Attainment for children eligible for pupil premium has been well below expectations for year group.
4	Poor levels of parental engagement e.g. attendance at parents' evening, supporting with reading at home.
5	Gaps in learning due to attendance issues and punctuality and limited engagement over successive lockdowns.

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	Curriculum provision and enhancements motivate children resulting in high levels of engagement and an interest in the wider world – measured through pupil conferencing.	100% of disadvantaged children take part in curriculum enhancements. All disadvantaged children are able to articulate their future educational and career aspirations.
1	Provide opportunities for both support and excellence with our disadvantaged children.	Children will have three additional opportunities across the year to do an activity outside of the normal school day and the normal school offer. All disadvantaged children who wish to attend clubs/music lessons will get priority and costs will be covered if necessary.
2	Improved learning behaviours as a result of increased self-awareness leading to greater resilience – measured through pupil conferencing and recorded outcomes.	Fewer behaviour incidents recorded for these children, using the school's behaviour monitoring tool.
3	Narrow the gap between achievement of disadvantaged children eligible and their peers across all subjects.	Across the school, children will score +5% in reading, writing & maths based on teacher assessment from the previous year. At the end of KS2, the gap between disadvantaged and non-disadvantaged will be no more than 10%.
3	Narrow the progress gap of disadvantaged and their peers across all subjects.	The progress gap of children at the end of KS2 will be will be no more than 10%.
4	Parents able to support learning through an improved understanding of expectations and skills to support – measured through parent questionnaires and end of phase data.	All parents demonstrate an interest in their child's learning e.g. through attendance at assemblies and other events or support with home learning. 100% attendance at parents' evening. 80% attendance at family learning sessions and class assemblies.
5	Increased attendance rates and improved punctuality for children eligible for PP – measured through attendance data analysis.	The number of persistent absentees and lateness among disadvantaged children will be in line with the school average.

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: £8110

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Staff CPD on Quality First Teaching	The National Strategies suggest that the key to success with all learners is quality first teaching (QFT). All children should be exposed to highly focused, creative and engaging lessons and efforts made to ensure disadvantaged children are fully participating through the use of a range of strategies. We have high aspirations of all of our disadvantaged children and aspire for them to be high attainers at the end of their time at Horsell.	3, 4, 5	Teaching staff attended whole staff training delivered by STIPS. This was targeted around the schools identified area of need (as put forward by SLT).
TA CPD on Quality First Teaching	The National Strategies suggest that the key to success with all learners is quality first teaching (QFT). All children should be exposed to highly focused, creative and engaging lessons and efforts made to ensure disadvantaged children are fully participating through the use of a range of strategies. Our teaching assistant team are integral to the quality teaching provided by the school and much of their support is based on the teaching principles of QFT as they receive weekly training from the SENCo/HT and DHT.	3, 4, 5	Teaching assistants attended whole staff training delivered by STIPS. This was targeted around the schools identified area of need (as put forward by SLT).
Pupil Premium Lead	The Pupil Premium funding requires a senior leader to oversee the provision in school and liaise with various stakeholders to ensure efficient use of funding and analysis of data to support impact. The Government requires all schools to generate strategies and evaluations of whole school provision which needs to be over seen by a senior member of staff to ensure accountability.	1-5	Some inconsistencies of staff have made this more challenging this year.

Tracking and monitoring of disadvantaged children.	Greater emphasis on vulnerable group tracking and monitoring throughout the school will ensure no child is left behind and all members of the staff are aware of the disadvantaged children. Children should have priority in intervention groups to ensure maximum access to learning opportunities to reduce barriers. One-page profiles will allow all members of the team a quick reference for pupil information and how to help children learn best. Priority in pupil progress meetings to discuss the individual children with SENCO/DH/HT.	1-5	Scholar Pack is used to track pupils. Children who are pupil premium are identified on Scholar Pack.
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £17148

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Improved learning behaviours as a result of increased self-awareness leading to greater resilience. SEMH TA x 2 employed to lead targeted ELSA support – with annual training / supervision. Play Therapist employed to work with targeted children.	Whilst cases of extreme poor behaviours are reduced there are a number of children whose learning is affected by the ability to manage their emotions and cope with the demands of learning. It is expected that due to an extensive period of school closure in response to COVID-19 the number of children who face challenges like this will increase. According to the EEF, social and emotional learning interventions can have a positive impact of 4 months additional academic progress.	2	Targeted ELSA support provided for identified children. Play therapist has supported targeted children to improve their mental health.
Targeted intervention – Catch up Phonics	Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, Overall, the pattern is that small group tuition is effective and the smaller the group the better. EEF research shows that small group tuition has an average impact of 4 months additional progress over the year. Greater feedback from the leader, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Phonics has been proven to have a positive impact on reading progress for children in the	3 3	Pupils in target group have made progress in their phonics from starting point.

	early stages of reading, particularly for children from disadvantaged backgrounds. (EEF:+5 months progress)		
National Tutoring Programme: Targeted small group reading	Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, Overall, the pattern is that small group tuition is effective and the smaller the group the better. EEF research shows that small group tuition has an average impact of 4 months additional progress over the year. Greater feedback from the leader, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.	3	Pupil premium reading data last year.
Homework club	According to the EEF homework has a positive impact on learning (+5 months). School-led homework clubs, taken by teachers, ensures that all children have a quiet place to complete their homework, regardless of family circumstances.	1,3,4	Homework club with targeted children for 3 terms with each of the year group teachers. Children who were attending were using this time to complete their homework and share their concerns with their teacher.

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

Budgeted cost: £15112

Activity	Evidence that supports this approach	Challenge number(s) addressed	Impact
Curriculum trips access and support.	Ensuring children all have equal access to school trips and additional activities forms a part of our extended curriculum policy but using the Pupil Premium funds to ensure that children can have funded places means the school is able to allocate monies towards those who need it. Voluntary contributions will still be sought but parents in need can rest assured that there are funds to cover trips when required.	1	A number of pupils have received funding to access school trips and residential trips to be able to attend alongside their peers.

	Parents know this is a benefit and may be assessed for the PP based on this.														
Extra-curricular support.	We offer a range of opportunities to enhance the Horsell experience including additional clubs' provision such as multisport, netball and dance. Taking part in sports has been shown to improve mental health, concentration and reduce stress. Children accessing the Pupil Premium funding are at greater risk of all of these elements and should get clubs priority when we allocate places and monetary support if required to access external clubs run at Horsell. Horsell clubs' fees will be waived for parents of disadvantaged children if they request it. Parents know this is a benefit and may be assessed for the PP based on this.	1	A selection of children have been able to attend school sports club across the year as well as receiving music lessons.												
<p>Increased attendance rates and improved punctuality for children eligible for PP.</p> <p>Head and pupil premium lead to work with targeted families to develop attendance agreements to include personalised incentives and rewards. Pupil premium lead to engage with the Inclusion Officer for additional support as required.</p> <p>Pupil Premium lead and SEMH TA to work</p>	<p>Less than 65% of children achieve good results in English and Maths with an average of 15 days absence per year compared to almost 90% where the average is less than 8 days.</p> <p>Work to date shows that the particularly hard to reach families whose children have poor attendance are more likely to respond to one-to-one tailored support and interventions.</p> <p>It is expected that the impact of COVID19 could increase the concerns for those families who have a history of low</p>	5	<p>Attendance data</p> <table border="1"> <thead> <tr> <th>Group attendance</th><th>Attendance</th><th>Authorised absence</th><th>Unauthorised absence</th></tr> </thead> <tbody> <tr> <td>All</td><td>94.91%</td><td>4.51%</td><td>0.58%</td></tr> <tr> <td>PP</td><td>93.62%</td><td>5.10%</td><td>1.28%</td></tr> </tbody> </table> <p>Pupil premium children attendance is less than their all pupils' attendance. Unauthorised absences for pupil premium pupils higher than for all pupils.</p> <p>Unfortunately, the Education Welfare Officer has been unable to visit site in person during this academic year.</p>	Group attendance	Attendance	Authorised absence	Unauthorised absence	All	94.91%	4.51%	0.58%	PP	93.62%	5.10%	1.28%
Group attendance	Attendance	Authorised absence	Unauthorised absence												
All	94.91%	4.51%	0.58%												
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<p>together to identify those families who have the potential for poor attendance due to COVID-19. Bespoke plans for support developed to target both children and parents.</p> <p>Additional transition support provided and regular reviews.</p>	<p>attendance and also increase the number of children identified as persistent absentees.</p>		
<p>Parents able to support learning through an improved understanding of expectations and skills to support.</p>	<p>Pupils who are not read with at home or supported and encouraged to complete home learning or expand their interests and knowledge are not able to build effectively on what is done in school which can lead to the gap in attainment and progress widening. Parental involvement with school is consistently associated with pupils' success.</p> <p>Reviews show that many children eligible for PP are not making expected progress in reading (and maths in relation to knowledge of number facts) are those who are not being supported at home. This is sometimes due to lack of parental knowledge and understanding of the importance of this support or a lack of knowledge or confidence of how to support.</p>	4	<p>Due to staffing this has not been able to happen in the way that we would have wished. This will be a next step moving forward.</p>
<p>School fund and skills contributions</p>	<p>Parents are asked to contribute to the school fund of £45 per year towards our wider skills curriculum. The school will cover the cost for pupils in receipt of PP funding. Parents</p>	1	<p>Funding was used to support some families to allow a range of school enrichments to continue to run at no cost to targeted families.</p>

	know this is a benefit and may be assessed for the PP based on this.		
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Total budgeted cost: £ 40370