

Pupil premium strategy statement

Horsell CofE (Aided) Junior School

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	355
Proportion (%) of pupil premium eligible pupils	10.42% (37 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Celia Wand
Pupil premium lead	Duncan Stevenson
Governor / Trustee lead	Tor Macdonald

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,530
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£51,530

Part A: Pupil premium strategy plan

Statement of intent

The Horsell vision is based on equality. We have high academic aspirations for all of our children and strive to provide a rich and inclusive education for every member of our school family. We want all of our children to be confident learners, able to demonstrate key skills needed to access a broad and balanced curriculum. Our values permeate our curriculum whilst providing enriching opportunities for children to build their cultural capital.

Pupil premium funding context for Horsell CofE Junior School:

Horsell is a three-form entry junior school with a lower than average number of disadvantaged pupils. 10.42% of children qualify for pupil premium support, and 5.71% of our pupil premium cohort qualify for service premium. Pupil premium attendance was above the national average within 22-23 academic year (94.3% HJS v 91.3% Nat) and this was not significantly different to our non-disadvantaged school attendance of 96.1%.

The ultimate objectives for disadvantaged pupils include access to a broad and balanced curriculum, with enhanced and enriched extra-curricular opportunities. We want our children to be confident learners and resilient when overcoming barriers.

Challenges

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

Challenge number	Detail of challenge				
1	<i>KS2 Attainment for disadvantaged pupils in reading and maths (scaled score) is below national average 100.9 (HJS) v 105.8 (Nat).</i>				
	<i>This aligns with attainment in SATs in reading, writing and maths with the biggest gap demonstrated in maths. As a collective, children who are PP do not achieve as well in core subjects as their non-PP peers.</i>				
	Subject	PP	Non-PP	Total cohort	Difference
	Reading	70%	86%	84%	-16%
	Writing	70%	80%	79%	-10%
	Maths	40%	86%	82%	-46%
2	Some children receiving the pupil premium grant have emotional, health and wellbeing needs, which affect their resilience in school and their strategies to learn.				

3	Disadvantaged pupils are more likely to be within the working towards/below year group in baseline assessments on arrival into KS2.
4	Some disadvantaged pupils are also EAL and SEND learners, which requires further modified resources and provision in class
5	Disadvantaged pupils are more likely to struggle retaining and applying their times tables knowledge which is impacting their wider maths access.
6	Some disadvantaged pupils have significantly less opportunity to access enriching activities, and engagement in activities is lower for some children.

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
Narrow the gap between achievement of Horsell PP and their non-PP peers across all subjects.	<ul style="list-style-type: none"> Across the school, children will score +5% in reading, writing & maths based on teacher assessment from the previous year. We need to track those pupils who are both SEN and PP. At the end of KS2, the gap between Horsell PP and Horsell Non-PPs will be reduced from last year. All parents of pupil premium pupils attend parents' evening
Narrow the attainment gap of Horsell PP and their non-PP peers across timetables checks.	The progress gap of children at the end of KS2 (when comparing PP to their Non-PP peers) will have reduced (2022-23 timetables check difference was 15% between PP and non-PP).
Ensure reading offer for pupil premium funded children is clear and monitored across the school. Parental engagement and home/school communication actively monitored to support.	<p>Children with pupil premium funding are engaging with their reading journey by reading daily, both in school and at home. Books are monitored and changed regularly (in line with peers) with support from class teacher/additional support.</p> <p>Pupil progress meetings and boosters assess the impact of provision for the lowest 20% every term.</p> <p>Pupil reading passports are completed termly, and class reading folders demonstrate regular monitoring. Parents are engaging with HSO (Home School Organiser).</p>

Provide pastoral support for PP in order to reduce their barriers to learning, and increase resilience.	PP children's emotional needs are monitored, and they receive pastoral support as a priority. This can include ELSA, counselling or mentoring. Impact of pastoral interventions monitored through pupil voice, behaviour log checks etc.
Continue to raise the profile of Pupil Premium groups across the whole school and ensure staff understand the impact of different areas of vulnerability on groups and individuals.	Children will be added to the PP tracker on entry to the school, to ensure active monitoring. All PP children will have a One Page Profile set up. Resources in school are provided to ensure equality of provision. Book looks demonstrate parity of expectation between PP and non-PP pupils
Provide opportunities for both support and excellence with our PP children.	A policy for pupil premium additional support is written by Inclusion AHT to ensure transparency and fairness for all PP children, whilst maintaining a pupil premium whole school strategy. A clear rationale for financially supporting pupils with trips/our extra curricula offer is shared with parents to ensure consistency of access and transparency of approach. The school has evidence that all PP pupils have competed their DOVE award, have attended all school trips and have accessed at least one after school club or instrumental lessons.

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: £8,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	The National Strategies suggest that the key to success with all learners is quality	1,2,3,5

	<p>first teaching (QFT). All children should be exposed to highly focused, creative and engaging lessons and efforts made to ensure PP children are fully participating through the use of a range of strategies. We have high aspirations of all of our PP children and aspire for them to be high attainers at the end of their time at Horsell. We understand that the small steps we put into place throughout their school life will lead to success in Year 6.</p> <p>Research to understand successful approaches to support the most academically able.</p>	
LSA Training & Support	<p>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 PP children are fully participating through the use of a range of strategies. We see our TAs as integral to the quality teaching provided by the school and although they provide intervention group support, much of this is based on the teaching principles of QFT as they receive weekly training from the AHT, or other experienced staff.</p> <p>EEF website</p>	1,2,3,5
Pupil Premium Champion	<p>The Pupil Premium funding requires a PP Champion 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.</p>	1,2,3,4,5,6
Robust tracking and monitoring of PP.	<p>Greater emphasis on vulnerable group tracking and monitoring throughout the school will ensure no child is left behind, and all members of the Horsell team are aware of the PP children. Children should be considered priority</p>	1,2,3,4,5

	<p>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. Frequent priority discussion in SLT Standards meetings.</p> <p>Research to understand successful approaches to support the most academically able.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £23,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted children will attend booster clubs to close gaps in core curriculum subjects.	<p>Children will be identified and targeted following teacher assessments to identify gaps in children's learning. These children will then be invited to attend booster groups.</p> <p>Extending the school day for a small group of children is thought to provide +3 months of progress.</p> <p>EEF website:</p>	1,2,3,5
Phonics interventions to support the children who are vulnerable readers or not making expected levels of attainment.	<p>Phonics group interventions for targeted children in year 3 and 4. Children missed key phonics learning during lockdown. Targeted children (through assessment data) will receive small group phonics interventions.</p> <p>Extensive evidence from the EEF suggests that children could make 5 months progress.</p> <p>EEF website:</p>	1,3,4
Targeted maths and reading interventions for key children to close the gap in their learning.	<p>Interventions both in the classroom and as part of a small group have a suggested impact of 4 months for pupils.</p> <p>Where support in the classroom is given, the aim is for teaching assistants to</p>	1,3,5

	supplement the teaching to provide the biggest impact. EEF website	
Digital EAL platform to support confidence and allow children with multiple disadvantage to access more learning.	Oral language interventions being introduced has a suggested impact of 6 months. EEF Website	1,2,4

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

Budgeted cost: £ 19,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted work with a school counsellor	Emotional support for children who require a targeted approach to supporting their emotional well-being or trauma. Play therapy is a structured, theoretically based approach to therapy that builds on the normal communicative and learning processes of children. Play Therapy, United Kingdom Operation Diversity Academy	2
Social and emotional interventions for targeted children: Zones of Regulation Nurture group Young carers group ELSA Engage Mentoring	Key staff working with the children to better understand how best to deliver targeted group interventions to support the children's mental health and emotional well-being so that they can succeed within their learning. EEF website and EEF website (supporting social and emotional learning)	2, 6

Funding to support trips including partial funding for residential trips.	Ensuring children all have equal access to school trips and additional activities as part of our extended curriculum. The Key states that this may be facilitated through carefully planned trips. Ofsted defines cultural capital as, “The essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said.” By supporting children and providing opportunity to access trips and additional opportunities is thought to enhance the children’s opportunities and access to the curriculum.	6
Providing wider opportunities for extracurricular activities.	<p>Evidence suggests that children who participate in extracurricular activities could have increased educational aspirations, may have positive impact on attendance and improved academic outcomes. This can be significantly increased for disadvantaged children.</p> <p>Social Mobility Commission: An Unequal Playing Field.</p> <p>These activities are memorable and provide motivation – which can help to support buy in to other areas of the curriculum.</p> <p>Research to understand successful approaches to support the most academically able.</p>	6

Total budgeted cost: £51,530

Part B: Review of the previous academic year

Please see separate document: [Horsell C of E Junior School Pupil Premium Strategy Review 2022- 2023](#)