

Pupil premium strategy statement – Horsell C of E Junior School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	355
Proportion (%) of pupil premium eligible pupils	9.9% (35 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)	2026-2028
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	C. Wand
Pupil premium lead	D. Stevenson
Governor / Trustee lead	A. Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£50610
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£50610

Part A: Pupil premium strategy plan

Statement of intent

Our Pupil Premium strategy ensures that disadvantaged pupils receive high-quality education, equitable access to enrichment, and strong pastoral support. We aim to remove barriers to learning, raise aspirations, and promote inclusion so that disadvantaged pupils thrive academically, socially, and emotionally.

Key priorities:

- Strengthening parental engagement.
- Increasing access to high-quality learning resources and SEMH support.
- Expanding enrichment and cultural capital opportunities.
- Improving reading and maths outcomes.
- Securing high attendance and punctuality.

Challenges

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

Challenge number	Detail of challenge
1	Reduced engagement with learning at home due to limited access to resources/support.
2	Lower parental participation in school life and workshops.
3	Limited access to enrichment opportunities and cultural capital.
4	Variability in reading fluency and comprehension across KS2.
5	Attendance and punctuality challenges.
6	SEMH needs impacting focus and confidence.
7	Digital access constraints affecting homework and independent learning.

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
Improved parental engagement	Increased workshop attendance; greater use of school platforms

Increased access to high-quality learning resources	All PP pupils equipped with essential resources; improved classroom use
Equitable enrichment opportunities	100% PP pupils participate in at least one funded opportunity per term
Improved reading outcomes	Narrowing gap between PP and non-PP pupils each year
Improved maths outcomes	Narrowing gap between PP and non-PP pupils each year
Improved attendance	PP attendance within 1% of non-PP pupils; fewer PA cases
Enhanced SEMH support	Fewer incidents; improved SEMH tracking scores

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 20244 (40%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD in adaptive teaching, reading, vocabulary, and oracy.	Analysis shows CPD in adaptive teaching improves attainment; feedback and collaboration are key (EEF, UK)	4, 6, 7
Investment in reading resources and class libraries.	Systematic reviews show well-resourced libraries significantly boost literacy	1, 4, 7
Funding for targeted interventions and trained support staff.	EEF Toolkit: 1:1 tuition ~+5 months progress; structured phonics small groups accelerate learning at low cost	4, 7

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

Budgeted cost: £ 15183 (30%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small-group reading recovery and maths catch-up.	EEF Toolkit: 1:1 tuition ~+5 months progress; UK Gov tutoring review confirms ~4 months gain for disadvantaged pupils	4
Phonics support for those requiring it.	DfE validated SSP programmes: systematic synthetic phonics evidence-based; national rollout sustained gains to age 11	4

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

Budgeted cost: £ 15183 (30%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental Engagement: <ul style="list-style-type: none"> • Family work-shops • Parent surgeries • Take-home learning packs 	EEF parental engagement review: structured programmes deliver +2–3 months progress; low-cost text reminders effective	1, 2
Enrichment & Cultural Capital: <ul style="list-style-type: none"> • Trips, clubs, music tuition • Leadership roles • Enrichment bursaries 	UK research links cultural capital and extracurricular engagement with improved academic outcomes	3
Access to Resources: <ul style="list-style-type: none"> • Learning packs 	Gov-funded SEMH programmes improve engagement, attendance, and behaviour; reduce exclusions	1, 5, 6, 7

<ul style="list-style-type: none"> • Breakfast/nurture provision • Classroom resources • Uniform support 		
Attendance & SEMH: <ul style="list-style-type: none"> • Pastoral lead • Early Help • SEMH programmes • External agency support 	Peer-reviewed UK evaluations show SEMH support improves attendance, wellbeing, and reduces behavioural incidents	5, 6
Monitoring: <ul style="list-style-type: none"> • Termly reviews • Data captures • Parent/pupil voice • Spending logs 	EEF guidance: continuous monitoring essential for effective interventions	5, 6

Total budgeted cost: £ 50610

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Progress (24/25)																												
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 	<p>End of 2024/25 (23/24 bracketed)</p> <table border="1"> <thead> <tr> <th></th> <th>R</th> <th>M</th> <th>W</th> </tr> </thead> <tbody> <tr> <td>3 Non PP</td> <td>90.2% (85.1%)</td> <td>91.3% (87.6%)</td> <td>79% (55.5%)</td> </tr> <tr> <td>3 PP</td> <td>62.5% (75%)</td> <td>75% (62.5%)</td> <td>25% (50%)</td> </tr> <tr> <td>4 Non PP</td> <td>89.4% (96.4%)</td> <td>88% (94%)</td> <td>65.4% (75%)</td> </tr> <tr> <td>4 PP</td> <td>88.9% (87.5%)</td> <td>66.6% (75%)</td> <td>66.7% (75%)</td> </tr> <tr> <td>5 Non PP</td> <td>97.4% (92.5%)</td> <td>94.8% (92.6%)</td> <td>78% (87.6%)</td> </tr> <tr> <td>5 PP</td> <td>100% (70%)</td> <td>85.7% (80%)</td> <td>57.1% (60%)</td> </tr> </tbody> </table>		R	M	W	3 Non PP	90.2% (85.1%)	91.3% (87.6%)	79% (55.5%)	3 PP	62.5% (75%)	75% (62.5%)	25% (50%)	4 Non PP	89.4% (96.4%)	88% (94%)	65.4% (75%)	4 PP	88.9% (87.5%)	66.6% (75%)	66.7% (75%)	5 Non PP	97.4% (92.5%)	94.8% (92.6%)	78% (87.6%)	5 PP	100% (70%)	85.7% (80%)	57.1% (60%)
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		<p>All parents either attended parents evening appointments, or had telephone appointments during 2024-25.</p>																												
		Narrow the attainment gap of Horsell PP and their	The progress gap of children at the end of KS2	24/25 MTC																										

<p>non-PP peers across timetables checks.</p>	<p>(when comparing PP to their Non-PP peers) will have reduced (2022-23 timetables check difference was 15% between PP and non-PP).</p>	<p>Mean PP Score: 20.89 (83.56%) Mean Non PP score: 22.72 (90.88%) 2023/24 MTC Mean PP score: 18.25 / 25 (73%) Mean Non PP score: 21.18 / 25 (84.72%)</p> <p>Mean score difference between PP and non-PP: 7.32% (down from 11.72% in 23/24, and 15% in 22/23)</p>
<p>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>	<p>Children with pupil premium funding are engaging with their reading journey by reading daily, both in school and at home.</p> <p>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>	<p>Children identified in class folders as PP, linked to reading record to support reading in school.</p> <p>HSO's monitored for home reading, teachers encouraged to communicate and check in with parents where reading evidence is not known.</p> <p>Daily opportunities to change library books. Termly reading passport completed within curriculum.</p> <p>Booster groups accessed by those with need, including PP pupils.</p>
<p>Provide pastoral support for PP in order to reduce their barriers to learning, and increase resilience.</p>	<p>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.</p>	<p>PSHE curriculum book study completed to check children's understanding of PSHE curriculum.</p> <p>ELSA support for PP children (50% of children accessing are PP).</p> <p>Counselling support (50% of children accessing counselling are PP).</p>

<p>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.</p>	<p>Children will be added to the PP tracker on entry to the school, to ensure active monitoring.</p> <p>All PP children will have a One Page Profile set up.</p> <p>Resources in school are provided to ensure equality of provision.</p> <p>Book looks demonstrate parity of expectation between PP and non-PP pupils</p>	<p>Increased awareness of PP children, drip feeding through staff training, including TA specific training.</p> <p>New profiling system purchased in school (provision Maps), which can be used for profiling PP children, as well as other vulnerable groups.</p> <p>Resources available in school – stationary, books etc.</p> <p>Subject leader and SLT book looks show similar high standards for PP and non-PP.</p>
<p>Provide opportunities for both support and excellence with our PP children.</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p>Additional PP enrichment funding agreed. Documents ready to be published and shared with community at start of 24/25 academic year.</p> <p>Evidence (via Dojo) that all pupils collected their DOVE award during 23/24 year.</p> <p>Celebrated at end of year assembly.</p> <p>All PP pupils had access to £222 of their allocated PP funding, to use towards extra curricular clubs at parent discretion.</p> <p>Families supported and encouraged to access. 41.67% of children eligible accessed part/all of their allocated funds.</p>