



## Horsted School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the **2023-2024** 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	Horsted School
Number of pupils in school	426
Proportion (%) of pupil premium eligible pupils across both schools	14.95%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	<b>2024 - 2027</b>
Date this statement was published	Dec 24
Date on which it will be reviewed	Dec 25
Statement authorised by	Governing Body
Pupil premium lead	Sarah Steer - Headteacher
Governor / Trustee lead	James Packman

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (Including service chn and previously looked after pupils)	<b>Infants: £26,815</b> <b>Juniors: £65,725</b>
<b>Total budget for this academic year</b>	<b>£91,540</b>

## Part A: Pupil premium strategy plan

### Statement of intent

We are committed to supporting improved outcomes for our disadvantaged pupils as we recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. In order to help our children who are at a disadvantage, overcome their barriers to learning and be happy and successful both at Horsted and in their future lives, we are guided by the following objectives:

- Remove barriers to learning created by family circumstances and background,
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure that all vulnerable children attend school regularly and are monitored daily when they do not.
- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom
- Ensure that pupils are able to read and write fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world and to ensure that their cultural capital is expanded upon.
- Work closely with outside agencies to support children who are both disadvantaged socio economically and on the SEND register.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

#### Key Principals:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium plan specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

#### Our context:

IDACI Decile 8 indicates that Horsted School's level of deprivation is in the lowest 30% in England.

14.95% of pupils at Horsted are eligible for Pupil Premium Funding in comparison to 21% nationally.

## Challenges

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

Challenge number	Detail of challenge
1	Regular attendance dips amongst our vulnerable groups
2	SEND is a factor with many PPG pupils
3	Emotional and well-being and behaviour issues impacting on ability to engage with school and learning and develop resilience, particularly with the 2024 EYFS cohort.
4	Gaps in reading, writing, maths and phonics as a result of the pandemic.
5	Speech, language and communication

## 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	Regular attendance for our disadvantaged pupils, lowering exclusions and providing extensive pastoral support.	Attendance at 96% or above for all groups
2	Early identification and diagnoses for pupils in this group.	SEND pupils who are also PPG make good or better progress from their starting points
3	Pupils emotional well-being enables them to access learning effectively, develop resilience and make good progress	Pupils attend school and make progress in line with non-PPG pupils in school.
4	Gaps in reading, writing, maths and phonics are closed	Pupils make progress in line with non-PPG pupils in school.
5	Children with SLCN difficulties receive early intervention to enable them to progress.	Pupils make good or better progress from their individual starting points

## 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: £89,196**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To reorganise and re-configure the library to ensure ease of access to titles and topics that children want to read.</p>	<p>Children will be able to identify books that they enjoy, thus boosting reading for pleasure, and find books of a similar theme, by a similar author or of a similar level of difficulty. Add additional stock to the library so that children have access to a range of titles that inspire a love for reading.</p> <p>Evidence: EEF states: <i>"We know that reading is one of the most important building blocks for young people to achieve their potential across many subjects in school, building their vocabulary, grammar and overall general knowledge. This goes beyond school achievement though. Good literacy levels are vital to building a successful career and engaging with the wider world."</i></p> <p>£2000</p>	<p>4</p>
<p>HLTAs employed or upskilled across the school to provide interventions both in and out of class</p>	<p>The EEF evidence suggests:</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.</p> <p>High-quality 1:1/ small group work from an appropriately qualified adult for a sustained period of time.</p> <p>Pupils make accelerated progress.</p> <p>Cover throughout training: £2000</p> <p>Ongoing yearly costs to employ HLTAs at a higher rate: £15,000</p> <p>Ongoing costs to employ HLT to specifically support SEND pupils in the classroom in addition to permanent class TAs: £14,000</p>	<p>3,4,5</p>

<p>To improve the quality of the EYFS continuous provision to ensure that all learners make excellent progress in the prime and specific areas in order to be in line with their peers.</p>	<p>Pupils will engage with a rich continuous provision that is underpinned by excellent understanding of the EYFS curriculum and supported by skilled adults. The environment will aid the development of pupils learning within the prime and specific areas.</p> <p>EEF: <a href="https://educationendowmentfoundation.org.uk/early-years/toolkit">https://educationendowmentfoundation.org.uk/early-years/toolkit</a></p> <p>Environmental improvements: £5000 Training to upskill staff (including cover) £4000</p>	
<p>Additional teacher to provide stretch and challenge for pupils in year 5 and 6</p>	<p>High-quality teaching from an appropriately qualified adult for a sustained period of time which reduces the pupil to teacher ratio across the year groups. Pupils make accelerated progress.</p> <p><i>EEF findings show that:</i> When a change in teaching approach does accompany a class size reduction, then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes.</p> <p>Y5: £7987 per year Y6: £15,000 per year</p>	4
<p>SENCO to provide CPD for precision teaching to build up skills so that SEN pupils can meet SMART targets – ongoing year on year</p>	<p>Planning and CPD to meet the needs of PPG pupils who also have an additional learning need.</p> <p><i>CLF:</i> Precision Teaching is a method of planning a teaching programme to meet the needs of an individual child or young person who is experiencing difficulty with acquiring or maintaining some skills. It is one of the most effective teaching strategies for ensuring high levels of fluency and accuracy. Precision Teaching involves short one-minute tasks to build skills by practising them regularly. It lets you monitor and track the progress the child makes very carefully and make changes to ensure the child is learning as fast as they can. It is not in fact ‘teaching’ in the full sense but is a tool to help highly effective teaching and support where a child is finding something difficult or where the skill they need to learn needs to be fluent and automatic. Carefully designed tasks allow children to practise key skills until they are fluent. It also provides the mechanisms for assessing and monitoring progress.</p>	2,4

	<p>CPD provided for all staff x 2 staff meetings per year <b>£250</b> (SENCO time)</p> <p>Additional initial and refresher training for TAs out of school hours: £2000 per year ongoing</p>	
<p>RWI CPD for all teaching and support staff (1 development day and intermittent update visits)</p>	<p>RWI is the phonics scheme that we follow. All staff are trained in the teaching of RWI and receive ongoing training to ensure their knowledge is up-to-date.</p> <p>EEF studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning.</p> <ol style="list-style-type: none"> <li>1. Phonics has a positive impact overall with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</li> <li>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</li> <li>3. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</li> <li>4. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including</li> </ol>	<p>4,5</p>

	<p>comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</p> <p><b>Training by Ruth Miskin and access to Ruth Miskin Portal 2023/24 £2595.60</b>  <b>Oxford Owl Online area: £294</b>  <b>Additional resources: £1300</b>  <b>Additional Staff Training (4 members of staff attended 2day training): £2000</b>  <b>Additional CT/job share to free up RWI lead: £18000 yearly</b></p> <p>RWI termly assessments will identify PP/disadvantaged children causing concern and show the accelerated progress through the coloured bands.</p> <p>Pupils make accelerated progress.</p> <ol style="list-style-type: none"> <li>1. Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</li> <li>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</li> <li>3. The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).</li> <li>4. Phonics improves the accuracy of the child’s reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly.</li> </ol>	

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

**Budgeted cost: £ 11,772**

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality SENDCo support and involvement for those PPG pupils with identified needs – ongoing.	<p>SENCO employed an additional day (from 3 to 4)</p> <p>Targeted support for those PPG children who are further disadvantaged by SEND issues.</p> <p>Pupil make accelerated progress from their individual starting points.</p> <p>1 day per week for 39 weeks: £5226 per year ongoing</p>	2,3,4,5
<p>Speech and Language Link screening software and follow-up resources</p> <p>Establish a baseline to measure progress in oracy skills.</p>	<p>Identifying and addressing speech and language needs early in a child’s school career is essential for appropriate and effective development in language and reading.</p> <p>Studies in the EEF toolkit indicate that language interventions with frequent impact over a sustained period have a larger impact.</p> <p>Speech and Language therapist hours have doubled this year to support the increasing number of children who have had limited exposure to language/play etc: £280 x 22= £6160</p> <p>Speech link: £386 per year</p>	4,5
RWI (phonics) small group tutoring (Y1,2, 3 and 4)	<p>Pupils make accelerated progress.</p> <p>(costed through RWI information in teaching section)</p> <p>Pupils are at least in-line with all others pupils nationally</p> <p>Gaps are filled</p>	2,4,5

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

**Budgeted cost: £ 43,750**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Full time Family Liaison Officer to help target/ support identified individuals with attendance, wellbeing,	<p>Pupils being in school and actively engaged in their learning will only lead to better outcomes.</p> <p>PPG provision shows high level of involvement with this cohort.</p>	1,2,3,4,5

family support and engagement in school.	£25,000	
Additional hours for the LA attendance practitioner are bought in to enable home visits and meetings with parents.	Attendance for this group fluctuates between 93% and 97% - we are working with families to raise the profile of the importance of regular attendance.	1,2,3,4
Contribution to funding for outreach support for Year R children who have significant issues with behaviour regulation.	Pupils need to be emotionally equipped for learning if they are to meet their potential at school. The majority of pupils who have benefited from this are PPG/disadvantaged: £5000	2,3,5
Funding for identified PPG pupils for school trips, school uniform and wrap around care.	Funding made available where needed, to enable access to wider experiences and participation curriculum and enrichment activities so that they have the same opportunities as their non-PPG peers.  £4000	1,3
Rocket Club	Disadvantaged/vulnerable pupils provided with an alternative lunchtime provision in order to support their well-being, provide talk time, Sulp provision (including turn taking and shared play experiences).  Staffed by ELSA trained FLO and HLTA: 5 hrs per week: £9750 per year.	

**Total budgeted cost: £144,718**

**As can be seen the school expenditure is significantly higher than income for PPG.**

## Part B: Review of outcomes in the previous academic year

Disadvantaged KS1/ KS2 pupils achieving the expected standard for July 2024 (Unvalidated as disadvantaged data is yet to be published nationally)

EYFS GLD	50% (out of 6 chn)
Phonics	81.8%
MTC	20% 25/25 47.1% 20+/25
KS2 reading	81.8% EXS
KS2 writing	81.8% EXS 18.2% GDS
KS2 maths	90.9% EXS

## Pupil Premium strategy outcomes 2023 - 2024

This details the impact that our pupil premium activity had on pupils in the 2022 - 2023 academic year.

- Early identification of communication and language needs within the EYFS was established and timely interventions put in place. As a result, children's needs were met at their starting points and strategies in place to support progression. All PPG children with Speech and Language interventions achieved GLD.
- Staff have received support from the SENCo in order to deliver Quality First Teaching which is evident in monitoring and learning in books. Staff are confident to plan learning journeys for pupils with SEN in order to meet their needs, particularly in maths and English lessons.
- Phonics check passes 81.1% of PPG pupils (an increase on last year) – ongoing evidence that the investment into RWI continues to show a good impact. RWI sessions will continue in Y3 for those pupils who did not pass the phonics screen.
- Funding applied to make changes to our EYFS resulted in a 7% increase to GLD across the year group.
- New reading scheme has significantly improved higher order skills in reading where pupils achieved a greater depth of understanding.
- Targeted support by FLO has reduced persistent absenteeism for disadvantaged pupils – this includes lunchtime clubs, Homework Club, ELSA support and support for families. Disadvantaged KS 2 attendance 95%/ KS1 92%. The next academic year will target KS1 disadvantaged attendance.
- After school clubs are free of charge for all pupils and a significant percentage of PPG pupils attend throughout the year.

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
RWI Portal	Ruth Miskin and RWI

Speech and Language support	Sound Linkage.
Online phonics/ reading support	Epic Reading
Online maths support	Play.ttrockstars.com
Well-being support	Emotional Literacy support Assistant (ELSA)
NELI Nuffield Early Language	The NELI Programme, provided by <u>OxEd and Assessment</u> , is an integrated programme, for 4–5 year olds, that is proven to improve language and behaviour.