

Pupil premium strategy statement

- This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Horndon on the Hill C. of E. Primary
Number of pupils in school	202 R-6 (240 including Nursery)
Proportion (%) of pupil premium eligible pupils	18 pupils – 8.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022- 2023
Date this statement was published	5/12/2022
Date on which it will be reviewed	1/12/2023
Statement authorised by	Debbie Bradley Headteacher
Pupil premium lead	Gaynor Bray SENCo
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,210
Recovery premium funding allocation this academic year	£2,610
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	£25,457

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 to the best of their ability across all subject areas.

We will consider the challenges faced by all our vulnerable pupils, such as those who have a social worker and young carers.

Good quality first teaching for all children at the heart of our approach. The academic and social and emotional needs of our cohort of children will be analyzed and the best strategies to support the cohort will be adopted. This allows us to target out provision to best meet the needs of our children. 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 in response to shared challenges and individual needs, rooted in clear and thorough assessment of academic attainment and social and emotional needs. The approaches we have adopted complement each other to help pupils achieve to the absolute best of their ability. To ensure they are effective we will review our actions on a termly basis across the school and with year groups and individuals. The needs of any new pupils to the school will also be considered quickly.

We aim to work closely with parents and carers to ensure there is good communication between home and school and supportive relationships are developed. We will continue to work with schools within our Trust and within our locality to ensure good practice is shared.

We will be reflective and proactive regarding access to online learning as the Covid-19 situation continues to develop and will amend our processes in line with any new challenges faced.

Challenges

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

Challenge number	Detail of challenge
1	Maintain decrease of behavioural challenges seen when class teachers are not in the classroom by ensuring staff are known to all pupils removing reliance on supply staff

2	For PPG pupils to access online learning packages to support their ongoing learning and provide further intervention and to have access to chrome books to support their work in classrooms
3	To ensure parents of PPG pupils are supported and able to attend school events and to play a full part in their child's education
4	For pupils experiencing mental health challenges to be supported quickly through counselling
5	For PPG pupils to make the same, if not better, progress than non-PPG pupils
6	For PPG pupils to continue to have access to wider cultural opportunities by removing financial barriers to trips/residential etc.

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
For there to be a continued decrease in behavioural issues seen when teaching staff are out of class	CPOMS/behaviour monitoring shows a continued decrease in behaviour incidents
For children to have more regular access to online learning packages to support attainment and provide intervention	Progress data for groups accessing the online learning packages shows increased progress made.
For PPG parents to attend school events in line with the attendance of non-PPG parents.	PPG parents attend parents' evenings, workshops, and social events in line with the % of parents who are not eligible for PPG.
For children who are experiencing mental health challenges to access regular weekly counselling session on site and to access support from other local services eg School Wellbeing Service, School Nurse, EWMHS, CAMHS	Feedback from class teachers and parents shows an improvement seen in the mental health of pupils attending counselling sessions.
For PPG pupils progress to be in line, if not better, than their non-PPG peers.	Data shows that attainment is in line with non-PPG pupils or better.
For PPG pupils to continue to have access to wider opportunities linked to the arts/sports/cultural capital	All wider opportunities are offered to all pupils regardless of their status. Ensure a distribution of additional opportunities is targets to PPG pupils. The financial barrier to attendance of wider opportunities is removed.

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 (Continuing Professional Development), recruitment and retention)

Budgeted cost: £ £7,184

Activity	Evidence that supports this approach	Challenge number(s) addressed
Previous HLTAs both retired during the last academic year. A new HLTA has been appointed to ensure consistent cover for PPA and to ensure this person has a thorough understanding of then needs of the pupils and the rules and boundaries of the school.	Increase in behaviour challenges seen if supply staff are used within the school especially within Years 5 & 6. Classes covered by our internal HLTAs (Higher Level Teaching Assistants) do not experience the same behavioural challenges or loss of learning time. Our HLTAs are fully aware of the needs of our disadvantaged pupils and can work closely with staff to ensure they are fully aware of the support needs for individuals..	1

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

Budgeted cost: £ £11,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of online educational software to support pupil attainment and support intervention. Allowing greater use of chrome books to support work within lessons as well as interventions.	By accessing the online learning packages on chrome books allocated to the children they are able to have frequent access to high quality learning resources (TTRS/Sora/Sum Dog) These can also include intervention packages such as Nessy to support intervention in phonics and spelling. Intervention programmes provide feedback to teachers on pupil progress	2

	<p>and next steps ensuring a joined-up approach.</p> <p>Pupils are able to record their work on the chromebooks engaging some pupils with lessons they would otherwise have difficulty accessing.</p>	
<p>LSA allocated to provide reports of pupil progress on intervention packages, track progress and liaise with class teachers</p>	<p>Reports from the intervention packages are produced and shared with the staff and SENCO to ensure they are aware of the progress children are making on the intervention and next steps needed. One person being allocated additional hours ensures this task is done in a timely and efficient manner for all classes. It also complies with GDPR regulations.</p>	2

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

Budgeted cost: £7,666

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Counsellor to be provided for 4 hours each week.</p>	<p>Children in need of direct work can access on site so have less time away from school travelling for appointments. Counselling is reviewed half termly to see how it is meeting the needs of the current cohort and the cohort is adjusted as needed. Feedback from previous years from parents and teachers has been overwhelmingly positive and children are more able to access their learning and there is a decrease in behavioural concerns.</p> <p>Children are able to better regulate their emotional state or are able to allow staff to co-regulate with them allowing them to be able to better access learning tasks within their classrooms.</p>	4

<p>TV licences purchased for school and Nursery</p>	<p>Teachers can access high quality learning resources from the BBC that can be used to support learning and intervention. These resources can also be used for hybrid/online learning to support the education of those isolating from Covid or in the event of school/class closure. These have been beneficial for utilising in class to provide experiences of places and events children may have hears/seen in the news such as the Quens Jubilee and funeral.</p> <p>It has allowed staff to explore other places that may not be possible to via a trip at the moment due to the financial crisis being experienced by many families.</p>	<p>5</p>
<p>Wider opportunities music lessons/school trips/Artsmark/Trailblazer/Residential</p>	<p>With the school providing payment for an entire year group to have access to weekly teaching of a musical instrument all children can experience this with no pupils being excluded due to costs.</p> <p>School trips/residential can be subsidised to ensure access for PPG pupils.</p> <p>Although Artsmark and Trailblazer events are no longer financially supported by the Trust some joined up working between schools in the Trust is happening to ensure access to creative events and activities is still integral to school life. Funding will allow PPG pupils to access these events and activities.</p>	<p>6</p>
<p>LSA allocated to contact and engage PPG parents regarding school events.</p>	<p>Less than 50% of PPG parents attended the autumn term Termly Learning Conference offered compared to a high take up from non PPG parents. PPG parents have also been the least responsive at</p>	<p>3</p>

	<p>attending Autumn IEP meetings offered. This needs to be improved so time is allocated to an LSA to contact the parents directly regarding Termly Learning Conferences and IEP meetings to try to improve attendance at these.</p> <p>This LSA will make half termly contact with all families and hopefully become a central point of contact for families who may struggle to approach and be involved with school staff, either due to their own negative school experiences, lack of confidence etc.</p>	
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Total budgeted cost: £ 25,950

Leaves £870 unallocated? I'm not sure if we can do that but you can carry some over or we could just allocate it to something like counselling or HLTAs if you would rather???

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 2020 to 2021 academic year.

Previous years funding allowed additional SATs (Standardised Attainment Tests) LSA support and revision books to be purchased for Year 6 who achieved very well in the internal SATS tests.

Although Counselling was only able to be in place for the summer term of 2021 it had a significant impact on the pupils attending with individual counselling sessions provided for 5 pupils. 2 have increased attendance significantly to attending full weeks having previously only attended on a part time basis. 2 have been able to speak openly and manage their grief related to parental loss and 1 has seen no further significant behaviour incidents.

Additional funding provided to ensure cover for class teachers is provided by known HLTAs rather than relying on cover staff. This ensures continuity for the children as staff are familiar so the same rules and sanctions will be in place. As the HLTAs are in school it allows teachers to plan with them and share ideas for cover ensuring continued curriculum coverage which does not always happen with cover staff. When we had a shortage of staff due to Covid in Autumn 21 and were unable to provide cover just using our own HLTAs more behaviour incidents were recorded during this period than at any other point in the previous 2 years.

HLTAs have also been providing additional cover to Class Teachers to allow Teachers to carry out specific interventions for pupils requiring additional learning support therefore ensuring our most vulnerable pupils receive support from our most qualified staff. This has led to Teachers having a greater knowledge of the specific needs of their pupils and for any gaps to be targeted quickly. Teachers also spent time with each individual child to get to know their interests and the impact Covid had on their lives.

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
Nessy	Nessy.com

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

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