

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	Horncastle Primary School
Number of pupils in school	419 / 450 (inc. Nursery)
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2023/24
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Steve Bladon <i>Headteacher</i>
Pupil premium leads	Eiry Leak <i>Phase Leader</i> Kate Chevli <i>Phase Leader</i> Mike Walker <i>Phase Leader</i>
Governor / Trustee lead	Kathy Christie (Chair)

## Funding overview

Detail	Amount
<b>Pupil premium funding allocation this academic year</b>	<b>£174,120</b>
<b>Recovery premium funding allocation this academic year</b>	<b>£17,690</b>
<b>Pupil premium funding carried forward from previous years (enter £0 if not applicable)</b>	<b>£0</b>
<b>Total budget for this academic year</b>	<b>£191,810</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Horncastle Primary School we target the use of Pupil Premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers that may adversely affect their learning.

### Our ultimate objectives are to:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read 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

### Demography and School context:

The community that the school serves is very diverse in terms of socio-economic status. Deprivation has become a significant factor in the town in recent years. There is great disparity between the school's perceived deprivation levels and the actual deprivation of pupils and their families. The school location deprivation indicator is in quintile 2 (less deprived) of all schools and the pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation (IDSR Nov 2021). The proportion of children known to be eligible for free school meals at any point during the past six years is 31%, which is above the national average of 23% (IDSR Nov 2021). Across school, the proportion of pupils eligible for Pupil Premium is 34% (142/419 Rec to Yr6). The proportion varies across year groups, from 22% to 38% (current Yr1).

93% of pupils at the school come from a white British background with 7% from other ethnic groups (IDSR Nov 2021). The number of children with EAL is 0.15%, which is significantly lower than the national average. The proportion of pupils identified for SEN support is 17.3% (summer census 2021), which is above the national average of 12.8% (IDSR June 2021). As of 26/11/21, 22 pupils have an EHCP and receive additional support due to a special educational need or disability.

### In order to achieve our objectives and overcome identified barriers to learning we will:

- 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.

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

**Key Principals:**

1 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.

## Challenges

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

Challenge number	Detail of challenge
1	Social, emotional and mental health
2	Gaps in reading, writing, maths and phonics
3	Speech, language and communication
4	Attendance and punctuality
5	Access to wider opportunities
6	Parental engagement
7	Pupils Arrive at school unprepared for 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
Reading, Writing and Maths	Achieve outcomes in-line with, or above, national average by the end of KS2.

Phonics	Achieve at least 90% of pupils in Y1 pass the PSC
Attendance	Ensure attendance of disadvantaged pupils is at least 96%

## 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: £50000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>RWI training package and online resources (Ruth Miskin Training and Oxford Owl)</i> <b>(£2000)</b></p> <p><i>CPD training opportunities planned to improve quality first teaching of phonics, reading and writing.</i></p> <p><i>All staff teaching RWI have regular release time to follow their training pathway and to discuss issues with Phonics Leads</i></p> <p><i>Support from RWI consultant also included.</i></p>	<p>EEF States:</p> <ul style="list-style-type: none"> <li>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>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>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> </ul>	2
<p><i>Maths Mastery programme</i> <b>(£3500)</b></p> <p><i>Maths subject leads will lead coaching/lesson obs etc to support implementation</i></p>	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening.</p> <p>Mastery learning approaches could address these challenges by giving additional time and support to pupils</p>	2

	<p>who may have missed learning, or take longer to master new knowledge and skills</p> <p>EEF states that Mastery learning has been used successfully across the curriculum but particularly for, mathematics. (+6 months)</p>	
<p><i>White Rose subscription</i> <b>(£200)</b></p>	<p>Resources to ensure teachers are planning a mastery approach as detailed above</p>	2
<p><i>NPQSL</i> <b>(£300 – additional cost funded by apprenticeship levy)</b> <i>Development of school leaders to ensure that supports succession and builds a cohesive, impact-focused school leadership team who can make evidence-based decisions and approach new challenges in an effective and efficient manner.</i></p>	<p>There will be increased ability to review and evaluate practice in order to bring about change and get the best outcomes for young people and staff within the organisation</p> <p>Alongside this, three senior members of staff will lead significant areas of school improvement, which are all backed up, by evidence and research from the EEF.</p>	2
<p><i>The purchase of Standardised diagnostic assessments.(NFER)</i>  <i>Training for staff to ensure assessments are interpreted and administered correctly.</i> <b>(£5000)</b></p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	2
<p><i>Leadership release cover</i> <i>-Phonics</i> <i>-English</i> <i>-Maths</i> <i>-Phase</i> <b>(£15500)</b></p>	<p>Time for staff to assess, plan and review their subject allows staff to design and monitor their subject needs effectively.</p>	2

<p><i>3 x Phase Leader (TLR) with a responsibility for Pupil Premium</i> <b>(£18900)</b></p>	<p>The EEF states that ‘Successful implementation of a pupil premium strategy is a carefully staged process that takes time, rather than being a one-off event. The strategy needs to be aligned with other school development plans and existing practices to ensure a sustained impact.</p> <p>2 School leaders will scrutinise the evidence that has informed their strategy with a focus on effective implementation.’</p> <p>3 With this in mind, the school has written the roles of Pupil Premium lead into the job descriptions of three school leaders and the implementation and monitoring of this strategy is built into their leadership time.</p>	<p>1,2, 3, 4, 5, 6 &amp; 7</p>
<p><i>RWI Spelling programme</i> <b>(£1400)</b></p>	<p>In school data shows that although children perform well at the Y1 phonics check, this is not translated into their ability to spell at the end of KS2. We needed to implement a systematic approach to the teaching of spelling which ensures:</p> <ul style="list-style-type: none"> <li>• Teachers have good knowledge of the subject and courses they teach.</li> <li>• Teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching.</li> <li>• Teachers check learners’ understanding systematically, identify misconceptions accurately and provide clear, direct feedback.</li> <li>• Teachers create an environment that allows the learner to focus on learning.</li> <li>• Resources and materials reflect ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning.</li> </ul>	<p>2</p>
<p><i>Go Read</i> <b>(£500)</b></p>	<p>To develop a Reading for Pleasure culture within the school that extends to home and has parental engagement. The DfE state that:</p> <ul style="list-style-type: none"> <li>• There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development</li> </ul>	<p>1, 2 &amp; 6</p>

	<ul style="list-style-type: none"> <li>• Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment</li> <li>• Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status</li> <li>• There is a positive link between positive attitudes towards reading and scoring well on reading assessments</li> <li>• Regularly reading stories or novels outside of school is associated with higher scores in reading assessments</li> <li>• Evidence suggests that reading for pleasure is an activity that has emotional and social consequences</li> </ul>	
<i>JB Sports provision (£2700)</i>	We promote active learning to stop the obesity crisis. Children are given the opportunity to participate in a wide range of sports activities.	1,4 & 5

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

Budgeted cost: £60,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Phonics/Spelling intervention in KS2 (£5500)</i>	The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work, which is more closely matched to learners' needs, explains this impact. There is also evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language speech skills, which may affect their school experience and learning later in their school lives.	2
<i>TTRs Numbots (£250)</i>	To aid the children's mastery of maths facts.	2, 6

	Children are given the opportunity both at home and at school to rehearse the recall of number facts.	
<i>EYFS early interventions</i> <b>(£3500)</b>	Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one. This also includes 1:1 tuition for phonics	1, 2, & 3
<i>Education City</i> <b>(£1300)</b>	This programme is designed for improving students' performance and progress. It is a diagnostic tool which reiterates to the children with an explanation whether they are right or wrong and it offers children Home Access and encourages parental engagement with learning.	2 & 6
<i>Diagnostic assessments from Specialist teacher</i> <b>(£5250)</b>		
<i>Teachers</i> <b>(£44500)</b>	Pupil conferences	

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

Budgeted cost: £53,450

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>School Counselling services</i> <b>(£11750)</b>	Counselling offers children a safe and comfortable space in which they can be themselves and have the emotional support to express their feelings freely. These feelings can then be explored and contained in a healthy way with the help of a therapist in order to promote resilience and confidence within each child. Our school counsellor liaises parents to support their child and will work directly with the parent.	1, 4, 6 & 7
<i>EWO/Attendance officer</i> <b>(£3600)</b>	Education Welfare Officer supports school by addressing attendance concerns; the EWO communicates effectively with families to support attendance needs with the SLT.	1, 4, 6 & 7
<i>Pastoral Support Team</i> <b>(£35100)</b>	Learning from best practice and research released by EEF and case	1, 4, 6 & 7



	studies for improving behaviour for learning (SEMH ed +4 months – EEF).	
<p><i>Elsa Training and supervision</i> <b>(£500)</b></p> <p>To train a second staff member and so to grow capacity in school</p>	<p>Research showed the importance of taking a more holistic view in children’s education (Liau, Liau, Liau &amp; Teoh). It was found that low levels of emotional literacy lead to high levels of internalising behaviours such as stress and depression, as well as externalising behaviours such as aggression and delinquency. Problem behaviours such as these would take away from academic achievement and the ability for the child to succeed in future life. It has been found that programmes that focus on enhancing emotional literacy improve academic performance and behaviour (Carnwell &amp; Baker).</p>	1, 4, 6 & 7
<p><i>Funded breakfast club places</i> <b>(£500)</b></p>	<p>EEF report on breakfast clubs Nov 16 research shows hungry children do not perform as well.</p>	4, 6 & 7
<p><i>Residential and Experiences Costs</i> <b>(£2000)</b></p>	<p>Outdoor adventure learning studies report wider benefits in terms of self-confidence and self-efficacy. Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p>	5 & 6
<p><i>Whole school approach to mental health and wellbeing</i> <b>(£28010)</b></p>	<p>EEF states:</p> <p>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice. This is particularly important at a time when schools are reviewing their core vision and curriculum offer, and planning to implement statutory Relationships and Health education.</p> <p>Our whole school approach will provide staff with the skills they need to enable them to best support our children</p>	1, 4, 6 & 7

--	--	--

**Total budgeted cost: £155,000**