

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	Horncastle Primary School
Number of pupils in school	431 / 454 (inc. Nursery)
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2023/24
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
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
Pupil premium funding allocation this academic year	£177,280
Recovery premium funding allocation this academic year	£19,865
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£197,145

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 PP strategy works alongside our whole school curriculum intent to provide an education that benefits all children to succeed. We place reading at the heart of this curriculum; not only the ability to read fluently but also the enjoyment of reading. We believe this opens up wider opportunities for all our children, but especially our disadvantaged children, who are statistically more likely to leave primary school unable to read fluently. This inability to read impacts upon all other subjects as they move through their education. Our curriculum gives children opportunities to build a rich bank of knowledge in a range of subjects and to thrive; taking part in a wide range of opportunities.

We recognise that for many of our children social, emotional and mental health needs are rising and our strategy aims to support our children in this area as well, so they are in the best place to learn and thrive, both in school and in the wider community.

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 school serves a broad geographical area and, accordingly, the population is diverse in terms of socio-economic status. The school location deprivation indicator is in quintile 2 (less deprived) but the pupil base is in quintile 3 (average deprivation) of all schools (ISDR Dec 2022).

The proportion of children known to be eligible for free school meals at any point during the past six years is 32%, which is above the national average and marks another year on year increase. Across school, the proportion of pupils receiving Pupil Premium is 38% (126/431 Rec to Yr6), as of 05/01/23. 96% of pupils at the school come from a white British background with 4% from other ethnic groups (IDSR Dec 2022).

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:

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 3 year 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: £83,304

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></p> <p>Specific Leadership Training Package to be accessed through the year - knowledge to be disseminated to other staff</p> <p><i>CPD training opportunities planned to improve quality first teaching of phonics, reading and writing. 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>CPD training opportunities planned to improve quality first teaching of phonics, reading and writing. Interventions planned, sequenced and reviewed termly with relevant subject leads and SLT.</p> <p>EEF States:</p> <ul style="list-style-type: none"> 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. 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. 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). 	2,3

<p><i>Maths Mastery programme REC-Y6</i></p> <p><i>Mastering Number Programme REC-Y2</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 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>This is the second year of our Mastery Programme and it involves bringing on board another teacher (Y6) to ensure the Mastery Approach is consistent throughout school</p> <p>Mastering Number builds upon the 5 key recommendations set out in EEF's Improving Mathematics in the Early Years and Key Stage 1 report (October 21)</p> <ul style="list-style-type: none"> ● Develop practitioners' understanding of how children learn mathematics ● Dedicate time for children to learn mathematics and integrate mathematics throughout the day ● Use manipulatives and representations to develop understanding ● Ensure that teaching builds on what children already know ● Use high quality targeted support to help all children learn mathematics 	<p>2</p>
<p><i>White Rose subscription</i></p>	<p>Resources to ensure teachers are planning a mastery approach as detailed above</p>	<p>2</p>
<p><i>The purchase of Standardised diagnostic assessments.(NFER)</i></p> <p><i>Training for staff to ensure assessments are interpreted and administered correctly.</i></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>	<p>2</p>

<p><i>Leadership release cover</i></p> <ul style="list-style-type: none"> -Phonics -English -Maths -Phase 	<p>Time for staff to assess, plan and review their subject/phase allows staff to design and monitor their subject needs effectively.</p> <p>A crucial part of this work includes a focus on feedback. EEF research suggest +6 months impact.</p>	2
<p><i>3 x Phase Leader (TLR) with a responsibility for Pupil Premium</i></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>School leaders will scrutinise the evidence that has informed their strategy with a focus on effective implementation.’</p> <p>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>	1,2, 3, 4, 5, 6 & 7
<p><i>Feedback</i></p>	<p>Teachers and LSAs in class provide feedback by live marking and same day.</p> <p>Education Endowment Foundations toolkit (+6 months)</p>	2

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

Budgeted cost: £41,969

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Phonics/Reading intervention across school (Rec to Y6)</i></p>	<p>Education Endowment Foundation’s toolkit (+ 5 months)</p> <p>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</p>	2

	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.	
<i>The purchase of additional RWI resources</i>	To ensure that Phonics can be taught correctly across the school and that children's home/school reading books match their phonics knowledge. This also included additional resources for 1:1 tuition	2
<i>TTRs Numbots</i>	To aid the children's mastery of maths facts. Children are given the opportunity both at home and at school to rehearse the recall of number facts.	2, 6
<i>Feelings Detectives group intervention</i>	Programme designed by Dr Gemma Slack and Dr Orlaith Green. Evidence Based intervention evaluated by Educational Psychologists. initial evaluation research found a reduction in anxiety for young people who completed the programme - measured using the Spence Children's Anxiety Scale Independent research at the University of Nottingham also found significant reduction in parent and self-reported anxiety in a series of case studies. These studies support the efficacy of the programme which applies an evidence-based adapted Cognitive Behaviour Therapy (CBT) protocol for young people	1, 7
<i>Lego Therapy group intervention</i>	Playing with LEGO in a therapy setting promotes social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts. It can be used to target goals around social skills, language and motor skills. By using a commonly adored tool like LEGO it capitalises on its existing motivation and supports self-esteem by allowing the participants to demonstrate their skills in a social situation. It also sets up a positive opportunity for guided social problem-solving to help develop	1,2

	social skills that can then be used in other situations.	
--	--	--

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

Budgeted cost: £71,872

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Support Team</i>	Education Endowment Foundation's toolkit (+ 4 months) Dedicated staff in the role, who builds a relationship where the parents trust them and feels they will listen to them and provides them with the support they require, leads to improved relationships with school and home lives for the whole family	1, 4, 6 & 7
<i>Training for new Pastoral Team</i>	Research showed the importance of taking a more holistic view in children's education (Liau, Liau, Liau & 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 & Baker).	1, 4, 6 & 7
<i>ELSA course x 2</i>	The Emotional Literacy Support Assistant (ELSA) project was designed to build the capacity of schools to support the emotional needs of their pupils. It recognises that children and young people learn better and are happier in school if their emotional needs are also addressed. These skills help children become emotionally resilient.	
<i>Lego Therapy course x2</i>	Playing with LEGO in a therapy setting promotes social interaction, turn-taking skills, sharing, collaborative	

	<p>problem-solving and the learning of concepts. It can be used to target goals around social skills, language and motor skills. By using a commonly adored tool like LEGO it capitalises on its existing motivation and supports self-esteem by allowing the participants to demonstrate their skills in a social situation. It also sets up a positive opportunity for guided social problem-solving to help develop social skills that can then be used in other situations.</p>	
Theraplay Training	<p>Play therapy is recognized as an evidence-based practice by professional organisations for anxiety, disruptive behaviours, and victims of domestic violence.</p>	1,7
<i>Funded breakfast club places</i>	<p>EEF report on breakfast clubs Nov 16 research shows hungry children do not perform as well.</p>	4, 6 & 7
<i>Residential and Experiences Costs</i>	<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
<i>Positive Regard 'Gold Package'</i>	<p>All staff members will receive training in Team Teach de-escalation techniques to ensure that all children are ready for learning at all times.</p> <p>Support also given to re-write school's behaviour policy to ensure it follows a restorative practice approach which allows children to be in class as much as possible receiving Quality First Teaching.</p>	1
<i>Graduated Approach Training for all teachers</i>	<p>This training will enable teachers to recognise how different needs can present in the classroom, and teach them strategies to implement to support the children.</p> <p>The course has been developed in partnership with education professionals & SEND experts,</p>	1,2

<i>Attendance Champions</i>	The DfE recognises the importance of getting the basics right, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine the effectiveness of the PPG in raising standards. Successful schools set up rapid response systems to address poor attendance. This involves staff contacting home immediately if a child fails to arrive on time and completing home visits when needed . If the problem persists, staff work with families to address any barriers they face in getting their children to school.	4
<i>Educational Therapy</i>	Identifying barriers of specific pupils. Includes Specialist Teacher and Educational Psychologists as well as traditional therapy sessions for some children.	1,2
<i>Boxall Profile credits</i>	<p>The Boxall Profile is the most popular tool used by schools in the UK to measure the social emotional mental health (SEMH) and wellbeing of children and young people (Marshall, Wishart, Dunatchik, & Smith, 2017). Since 2018 it has been cited by the Department for Education to assess mental health and behavioural needs (Department for Education, 2018).</p> <p>The assessment provides teachers and professionals working with children and young people with an insight into their world, allowing them to think about what might lie behind challenging behaviour and what their needs might be. Once needs have been identified, the Boxall Profile can be used to plan and review the support offered to pupils.</p> <p>This gives staff a better understanding of what lies behind the children and young people’s difficult behaviour. It provides individualised, achievable targets that reinforce target behaviour and skills. It supports the planning of strategies for individual children and young people and allows us to measure the impact of interventions at an individual/group level over time.</p>	1,2
<i>Forest school training To enable Forest School Sessions in next academic year</i>	Forest school sessions Education Endowment Foundation’s toolkit (+ 5 months) Social and emotional learning – improves interaction with others and self	1,4

	-management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment	
<i>Family Learning Sessions</i>	Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +4 months over the course of a year.	6

Total budgeted cost: £197,145

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Targets from the previous pupil premium strategy were partially met and we have amended the targets accordingly for the next academic year.

SAT’s data academic Year 21/22: .

KS1 % Expected Standard At/Above Reading 66%
 KS1 % Expected Standard At/Above Writing 51%
 KS1 % Expected Standard At/Above Maths 56%

KS2 % Expected Standard Combined RWM 42%
 KS2 % Expected Standard At/Above Reading 66%
 KS2 % Expected Standard At/Above Writing 51%
 KS2 % Expected Standard At/Above Maths 66%

GLD - 59%
 Phonics - 57%

It was evident through entries on C-Poms and through discussions at SEND and Pupil progress meetings that there was a rise in interventions relating to SEMH needs of the children. We have used interventions such as Lego therapy and ELSA which have had a significant impact on the children’s SEMH needs. The pastoral team have supported the SEMH needs of pupils and have picked these children up as and when required to complete individualised work. This work has been strengthened and will continue to be a priority (increase in overall hours of Pastoral Team in 2022-23)

The DSL team has also continued to work with our families, made early help referrals and attended CIN and CP meetings as required.

Through carefully deployed teaching assistants the needs of children in all classes requiring additional support and interventions are met effectively. Lesson observations and performance management reviews ensure that standards remain high.

Attendance 2021-22

ALL- 92.3%

PP - 89%

Non PP - 94%

Persistent Absentee 2021-22

ALL - 24%

PP - 40%

Non PP - 17%

National overall absence rate was 4.6% in 2020/21 (2021/22 figures not yet released) but this picture is not fully representative as 21.3% of sessions nationally were marked as not attending due to Covid.

Attendance will continue to be a priority in 2022-23 and will be added to the school development plan.

Externally provided programmes

Programme	Provider
Read Write Inc	Ruth Miskin
White Rose Maths	White Rose Maths