

Pupil premium strategy statement

School overview

Detail	Data
School Name	Horsley C of E Primary School
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	Sept 2022/2023 to 2025/2026
Date this statement was published	January 2023
Date on which it will be reviewed	October 2023
Statement authorised by	Mr Gary Price
Pupil premium lead	Mr Gary Price
Governor	David Savage

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3,795
Recovery premium funding allocation this academic year	£1500
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	£5,295

Part A: Pupil premium strategy plan

Statement of intent

School Context



- Horsley C of E School is a small, rural, voluntary aided school.
- It has 91 pupils on roll (Jan, 2023) and is organised into four classes: EYFS (Foxes), Yr1/2 (Badgers), Y3/4 (Otters) and Y5/6 (Owls)
- Children enter school with standards broadly typical for their age, or, in some cases slightly above
- Currently, low numbers of children qualify for free school meals. There are currently 4% of children who qualify for the pupil premium. 15% children are registered as pupils with SEND (Jan, 2023)
- The majority of pupils are White British or White European and use English as a first language

Key Principles

We aim to close any gaps for our disadvantaged pupils, which may be social, emotional or academic so that:

- no child is left behind;
- children make good progress despite any barriers or challenges;
- pupils have full access to the wider curriculum;
- and pupils feel safe, valued and understood.

Ultimate Objectives

We intend for all our pupil premium children to achieve their full potential. Using early identification, quality first teaching (QFT) and structured and measured interventions, we aim to support our disadvantaged pupils to close any gaps, irrespective of their background or the challenges they face, by the end of Year 6. In addition, high attaining, disadvantaged pupils will achieve their goals and high standards. This approach will also benefit our non-disadvantaged pupils.

Disadvantaged and vulnerable pupils will be provided with both emotional and social support where appropriate. They will be given strategies and tools in order to support them to deal with any challenges that they may face.

We aim to ensure that all disadvantaged pupils are provided with full access to the wider curriculum by providing first-hand experiences and opportunities. All children will have the same experiences as their peers and the school will be inclusive for all.

Through the Christian character and ethos of the school, we aim to support our pupils to feel safe, loved and valued in and outside school. We aim to provide an environment where the children have the opportunity to flourish and live fruitful lives regardless of their background. We aim to act early to intervene, where the need has been identified, through a whole-school approach in which we all take responsibility.

These ultimate objectives will be achieved through:

- Pastoral support in school via Emotional Literacy Support Assistants (ELSAs) or appropriately experienced/trained TAs/teachers
- Play Therapy
- Funding for wider curriculum activities (e.g. residential trips, instrumental tuition such as violin, iRock, swimming lessons, etc.)
- Funding for the school breakfast and after-school club
- Quality First Teaching (QFT) using research from the EEF
- Quality Teaching Assistant support using research from the EEF
- Pre-Teaching in the core subjects, provided by Class Teaching Assistants
- Targeted support, such as catch-up, using measurable interventions
- Tutoring (1:1)
- Access to a broad and balanced curriculum rooted in Horsley’s Christian values.

Challenges

The following details the key barriers to achievement that have been identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The impact of COVID in terms of social, emotional and academic outcomes
2	Children that are disadvantaged may have low prior attainment in the core subjects
3	Family support and aspirations for the future
4	The child may have experienced one or more ACES

Intended outcomes

The following 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
1	Targeted interventions in reading, writing and maths work towards closing the gaps in reading, writing and maths	<ul style="list-style-type: none"> All interventions have measurable targets to outline the impact of the intervention. Pupils make good progress to close the gaps. Where pupils do not close the gaps, interventions are altered to suit the needs of the individual.
2	With targeted support, disadvantaged pupils meet national expectations in the phonics screening (Yr1)	<ul style="list-style-type: none"> Pupils to meet expected progress as shown in national data.
3	Children make progress and close gaps in reading, writing and maths by accessing quality first teaching and teaching assistant support in class	<ul style="list-style-type: none"> NFER and CanDo Maths assessments support judgements and identify gaps. Assessments are accurate and support closing the gaps. Appropriate CPD is provided for all teachers to achieve QFT. Measurable targets are placed on a Narrowing the Gap forms and measurable targets are analysed.
4	Children can close the gaps through targeted tutoring sessions after school.	<ul style="list-style-type: none"> Data shows measurable improvement for these pupils in tutored subjects. Sessions are delivered by class teachers so that targeted support can relate to lessons in class.
5	Pupils are provided with full access to the wider curriculum by providing first-hand experiences and opportunities such as music tuition, residential trips and school trips.	<ul style="list-style-type: none"> Pupil conferencing/ pupil surveys will identify if disadvantaged pupils feel that they received the same experiences as non-disadvantaged pupils. Pupil conferencing will outline the impact of experiences and opportunities provided.
7	The children will be provided with appropriate pastoral support depending on the individual needs of the child.	<ul style="list-style-type: none"> Children will be able to access pastoral support, depending on need, to improve their wellbeing, attendance, self-esteem or academic progress. Outcomes will be recorded to monitor the impact of the sessions depending on area of focus.
8	Children can access wrap around care.	<ul style="list-style-type: none"> Some places for breakfast club and after-school club will be made available to support the children with their attendance and a positive start to the

		morning, impacting on their wellbeing and academic outcomes. This will be measured through attendance, attainment and wellbeing.
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Activity in this academic year

The following 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: £5295

Activity	Evidence that supports this approach	Challenge number(s) addressed
Booster Teaching in Key Stage 2 £2500	<p>This approach will enable the teacher, booster teacher and teaching assistant to provide quality feedback to improve the children's learning. Feedback will focus upon moving learning forward targeting specific learning gaps which will focus upon the individual need. This approach, alongside written feedback, will enable children to clearly focus upon the actions that they need to take in order to achieve their goals, with the child motivated and confident to achieve.</p> <p>Dylan Williams, 'Embedded Formative Assessment.'</p> <p>Feedback EEF (educationendowmentfoundation.org.uk) (6 to 7+ months impact)</p>	1, 3
Teaching assistant support in class £1240	<p>All classes will have access to a teaching assistant during the morning. Teaching assistants are directed to work with key groups providing quality feedback, support and interventions. Teachers are specific on how they deploy their TA.</p> <p>Evidence from the EEF states that teaching assistants provide up to 4 months+ impact, if used effectively.</p> <p>Education Endowment Foundation Teaching and Learning Toolkit: Teaching Assistant Interventions</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 3

Phonics resources for supporting the teaching of phonics in KS1/FYS £0 (funding now sourced from external source)	A phonics approach has a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk)	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3740

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions delivered by teaching assistant	All classes will have access to a teaching assistant during the morning. Teaching assistants are directed to work with key groups providing quality feedback, support and interventions. Teachers are specific on how they deploy their TA. Interventions target number, reading, speaking and listening, spelling and writing. Schemes are used when appropriate. Evidence from the EEF state that teaching assistants provide up to 4 months+ impact, if used effectively.	1
Tutoring £2500 (additional funding secured for CiC)	Small group tuition targeted at pupils' specific needs. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. (4+ months depending on group size) One to one tuition EEF (educationendowmentfoundation.org.uk) Small group tuition EEF (educationendowmentfoundation.org.uk)	4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Residential Trip to Viney Hill £240 Swimming £150</p> <p>Children have an opportunity to work on their social and emotional skills. Every child has the opportunity to attend the residential and day trips and receive the same experiences as their peers.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p> <p>During the trip to Viney Hill (residential trip), there will be a focus upon: relationship skills, role play, good communication and listening skills and responsible decision-making. The children will teach and practise problem-solving strategies which all contribute towards effective social, emotional learning.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Access to art clubs with a local artist £180</p>	<p>The impact of arts participation is considered as being beyond maths and English outcomes. The art activities will be delivered through small groups to improve impact opportunities. This approach is being used to develop positive attitudes, to support learning and increase well-being which have been acknowledged by the Education Endowment Foundation Teaching and Learning Toolkit: Arts Participation.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	5
<p>Play Therapy £400</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and later in life. EEF Social and Emotional Learning. Weekly sessions of play therapy to be given to those who receive pastoral support.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	6
<p>ELSA or Emotional Support</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and later in life. Pastoral support given where appropriate and counselling used when required. (Outline of support etc. can be provided)</p> <p>EEF Social and Emotional Learning</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	7
<p>Music lessons £345</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life.</p>	5

Breakfast Club/After-School Club £240	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and later in life. The breakfast club provides a safe start to the morning and encourages attendance in school (data available). EEF Social and Emotional Learning Social and emotional learning EEF (educationendowmentfoundation.org.uk)	8
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Total budgeted cost: £5295

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

The following details the impact that our pupil premium activity had on one pupil registered as PP in the 2021 to 2022 academic year.

Teaching: The implementation of teaching assistant support throughout the school has enabled the teachers to use robust assessment systems to target gaps and provide children with personalised, appropriate support. The majority of the support is provided within the lessons and alongside the class teacher. As a result, data has shown that the gaps are closing for the identified PP child. This also had impact on other children.

Targeted academic support: The PP child received tutoring from their class teacher / teaching assistants. The child benefitted from tutoring, which supported closing the gap. The child also benefitted from working with teachers that teach them regularly as this enabled misconceptions from lessons to be addressed, or enabled them to build upon prior learning.

Wider strategies: 1 PP child received support with emotional well-being where appropriate, through either pastoral support or professional support. Pupil conferencing indicates that wider strategies have had a positive impact on PP children. Opportunities were given to partake in other funded extra-curricular activities (e.g. music lessons).

(Due to small numbers, data will not be published as it is impossible to keep individuals anonymous)

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

Further information (optional)

N/A
