# Pupil premium strategy statement– Hornby St Margaret’s Primary School.

## 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

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| Detail | Data |
| Number of pupils in school | 48 |
| Proportion (%) of pupil premium eligible pupils | 6.3% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | 16th December 2022 |
| Date on which it will be reviewed | 1st December 2023 |
| Statement authorised by | Kerry Stafford-Roberts |
| Pupil premium lead | Kerry Stafford-Roberts |
| Governor lead | Andrea Towse |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £3759 |
| Recovery premium funding allocation this academic year | £1456 |
| Pupil premium (and recovery 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 | £5215 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Hornby Primary School is a small rural school with currently has a low number of pupil premium pupils.  We aim to ensure thatpupils be given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focused support and through a broad and balanced curriculum. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding. There is no expectation that all Pupil Premium funded pupils will receive identical support.  The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils, undertaken termly through assessment and pupil progress meetings between the Headteacher and class teachers. Through pupil premium funding we ensure we have in place; whole-school approaches that impact on all pupils, focused support to target under-performing individuals and groups of vulnerable/ disadvantaged pupils. Specific support targeting pupil premium pupils.  We have a dedicated staff team which ensures the Pupil Premium funding impacts positively on achievement, attendance and emotional and pastoral care. The Headteacher is responsible for monitoring provision and outcomes, and the wider staff team to implement and evaluate provision. The Headteacher alongside the staff team regularly evaluates the outcomes of pupil premium children compared to other pupils in school and also in line with their projected age-related progress to ensure the correct strategies and provision are in place. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Ensure staff have time to work 1:1 hearing children read and tracking their progress to ensure reading is prioritised and they are encouraged to progress with the reading scheme. |
| 2 | Reinforce mathematical concepts to ensure children regain mastery of concepts lost during lockdown and ensure pp pupils attainment is at least in line with other pupils (using termly standardised scores from White Rose Maths). Provide additional maths support sessions before school. |
| 3 | Ensure Emotional health and wellbeing needs of pupils are addressed. |

## 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.

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| Intended outcome | Success criteria |
| To ensure the progress of pp children in reading, writing and maths in line with the progress expected for that child and or in line with year group expectations. | Time provided though staffing of teaching assistants to ensure that children are accessing support for 1:1 reading and small group work in writing.  The progress of PP children to be closely monitored through tracking, assessment and pupil progress meeting to ensure that this is at least in line with the expected standard for their age group and in some cases above the expected standard. |
| Ensure Emotional health and wellbeing needs of pupils are addressed both on an individual and cohort basis. | Pupils to have an awareness of their emotional health and wellbeing. Pupils to have access to pastoral support as and when required and also within structured programmes both in class, in small groups and on a 1:1 basis. |

## 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: £300

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of a [DfE validated Systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) to secure stronger phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/phonics/) | 2 |

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

Budgeted cost: £7,335 (PP + additional funds)

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Fund TA for 1 hour per week supporting individual reading  15 mins 4 x per week  Reading resources used to support progress. | EEF Teaching and Learning Toolkit (+6), Small group tuition (+4) EEF Teaching and Learning Toolkit (+5) | 1 |
| Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations  5 x 20 min sessions with TA | EEF Teaching and Learning Toolkit (+5), Small group tuition (+4) | 2 |
| Allocate a Teaching Assistant to the pupils in each class to ensure wellbeing, provide emotional security & social skills development.  5 minutes per child per day + social skills group weekly. Costed within school staffing. | EEF Teaching and Learning Toolkit (+6), Small group tuition (+4) | 1, 2, 3 |

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

Budgeted cost: £610

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Embedding Maths Mastery in school | EEF Teaching and Learning Toolkit metacognition and self-regulation +4 | 1,2 |
| Building children’s writing at length skills which are areas of weakness following lockdowns. | EEF Teaching and Learning Toolkit (+4) | 1,2 |
| *To further enhance provision and attainment in the wider curriculum through curriculum planning and subject leadership.* | EEF Teaching and Learning Toolkit (+5) | 1 |

**Total budgeted cost: £** *7945*

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| We have analysed the performance of our school’s disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.  Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.  DfE has shared our school’s 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.  To help us gauge the performance of our disadvantaged pupils we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and regional level (although these comparisons are to be considered with caution given the caveats stated above). We also looked at these comparisons using pre-pandemic scores for 2019, in order to assess how the performance of our disadvantaged pupils has changed during this period.  Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school’s disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.  The attainment gap between our disadvantaged pupils and non-disadvantaged pupils has grown since the start of the pandemic. This is reflective of national figures and demonstrates the additional impact of COVID-19 on disadvantaged pupils.  Absence and persistent absence among disadvantaged pupils was no higher than their peers in 2021/22. We continue to work within school to improve attendance for all children including disadvantaged.  Our observations and assessments demonstrated that pupil behaviour was good last year, but challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been similar to the whole school population.  These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes. |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

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| Programme | Provider |
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# Further information

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| **Additional activity**  Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:   * utilising a [DfE grant to train a senior mental health lead](https://www.gov.uk/guidance/senior-mental-health-lead-training). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils’ needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents. * offering a wide range of high-quality in school and extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. |