# 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 2023 to 2024 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 | 50 |
| Proportion (%) of pupil premium eligible pupils | 6% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2021-2024 |
| Date this statement was published | 19th January 2024 |
| Date on which it will be reviewed | 1st December 2024 |
| Statement authorised by | Nicole Davison |
| Pupil premium lead | Nicole Davison |
| Governor lead | Peter King |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £4365 |
| Recovery premium funding allocation this academic year | £0 |
| 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 | £4365 |

# 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~~ Embed teaching of ~~a~~ [~~DfE validated Systematic~~ ~~Synthetic Phonics programme~~](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme) Red Rose Phonics 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 |
| Develop Quality First Teaching approaches across school through:  • Access to high quality, relevant CPD • Inset / Release time for Subject Leaders to support and monitor the implementation of QFT strategies | EEF Teaching and Learning Toolkit (+5)  EEF School Improvement Planning Toolkit: High Quality Teaching *“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.”*  EEF guidance report: Special Educational Needs in Mainstream Schools | 1, 2, 3 |

**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 |
| Allocate teaching assistant time to deliver high quality phonic intervention to children who are falling behind in phonics. | Allocate teaching assistant time to deliver high quality phonic intervention to children who are falling behind in phonics. | Allocate teaching assistant time to deliver high quality phonic intervention to children who are falling behind in phonics. |
| Allocate teaching assistant time for small group maths interventions for disadvantaged pupils falling behind age-related expectations  20 mins 5 x per week | EEF Teaching and Learning Toolkit (+5) Small group tuition (+4) | 2 |
| Embedding Maths Mastery throughout school through subject leader to link with NCETM Maths Hub for CPD and share with staff | EEF Teaching and Learning Toolkit metacognition and self-regulation +4  EEF Teaching and Learning Toolkit Maths Mastery | 1,2 |

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

Budgeted cost: £610 plus costed within school staffing plus funding from PTA

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Fund teaching assistant time to pupils in each class to provide rapid support and intervention for children experiencing barriers to learning (pastoral and academic) including check-ins where needed and a weekly social skills group. | EEF Teaching and Learning Toolkit (+6), Small group tuition (+4)  DfE guidance: Promoting mental and supporting mental health and wellbeing in schools and colleges  EEF Toolkit: Behaviour interventions  EEF Toolkit: Social and emotional learning  EEF Toolkit: Teaching assistant interventions | 1, 2, 3 |
| Targeted support for children’s social and emotional development, behaviour and mental health and wellbeing  \* Lego therapy | 1, 2, 3 |
| Encourage and support children to attend extra-curricular activities to promote social skills and healthy mental well-being. | 1, 2, 3 |

**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 2022/2023 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.  DfE has published our school’s 2023 performance data (December 2023).  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 2022/23 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.  Absence and persistent absence among disadvantaged pupils was no higher than their peers in 2022/2023. We continue to work within school to improve attendance for all children including disadvantaged.  Our observations and assessments demonstrated that on the whole pupil behaviour was good last year there have been an increase in challenges in relation to wellbeing and mental health. 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. |