Pupil Premium Strategy Statement 2021-2024

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.

Detail	Data
School name	*West Horndon Primary School*
Number of pupils in school	*162*
Proportion (%) of pupil premium eligible pupils	*11%*
Academic year/years that our current pupil premium strategy plan covers	*2021-2024*
Date this statement was published	*December 2021*
Date on which it will be reviewed	*December 2024*
Statement authorised by	*Matt O'Grady - Headteacher*
Pupil premium lead	*Mark Jepson - Deputy Headteacher*
Governor / Trustee lead	*Richard Kurzyca – Chair of Governors*

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	*£28,900*
Recovery premium funding allocation this academic year	*£8430*
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	*£TBC*

Section A: Pupil premium strategy plan

Statement of Intent

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. We have engaged in the research conducted by the Education Endowment Foundation (EEF) to help inform and support the decisions we have made around the usefulness of different strategies and their value for money in relation to our Pupil Premium Spend. Much like our approach to devising our Covid-19 Catch-Up Premium planned expenditure, we are operating a tiered approach to the spending of our Pupil Premium funding to achieve our objectives, with the tiered approach placing the greatest focus on promoting high-quality teaching supported by academic interventions and wider non-teaching strategies. Therefore, underpinning this three-year plan is a commitment to the ongoing development of high-quality teaching CPD aided by the recruitment/retention of high-quality teaching staff.

Core approach: EEF – A Tiered Approach

Figure 1: The tiered model for school planning



Common barriers to learning for disadvantaged children can vary, from receiving less support at home, to having weak language and communication skills, a lack of confidence, more frequent behaviour difficulties or attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

What are the key principles of our strategy plan?

The strategy plan is based on the following principles:

- That we create an ethos which promotes the school’s commitment to ensuring that **all pupils**, regardless of disadvantage or need, are expected to **achieve well**.
- That we are an **evidence-based school** and that decisions and interventions should be based on research and data.

- That the most effective method of addressing disadvantage is through a strong focus on **improving teaching and learning**, as advocated by the EEF
- That **developing literacy** of students, especially where literacy is below chronological age, is essential so that students can access the wider curriculum.
- That providing **high-quality pastoral support** is essential to meet the wider needs of all students
- That specific interventions should be based on **identified need**.
- That Pupil Premium funding is leveraged to benefit **as many students as possible**, including non-PP students.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- ✓ Pupils will develop their confidence and be able to demonstrate resilience and problem solving skills across the entire curriculum and beyond
- ✓ Children will develop good social skills, including developing a wide vocabulary. They will be able to apply these skills in differentiated ways across a variety of circumstances to a range of audiences.
- ✓ Pupils will develop their identity and understanding of the world so that they are able to infer meaning from what they read and experience across the curriculum.
- ✓ To increasingly address and remove the barriers faced by our Pupil Premium students e.g. literacy, poor attendance, lack of social capital, etc.
- ✓ To ensure that all Pupil Premium students participate in the academic and wider curriculum to the same extent as their peers

We aim to do this through:

- ✓ Ensuring that teaching and learning opportunities meet the needs of all the pupils
- ✓ By recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.
- ✓ Continually revising the curriculum to ensure opportunities are carefully planned for which aim to develop spoken language (radio station etc.)
- ✓ Engaging in professional pupil progress meetings to ensure the needs of disadvantaged pupils are being met.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

We will achieve these objectives by:

- ✓ Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- ✓ Reducing class sizes, thus improving opportunities for effective teaching and accelerating progress
- ✓ To recruit to enable us to launch our 'Individual Tuition' programme
- ✓ To continue with a National Tutoring Programme in the Autumn Term 2021-22
- ✓ Ensuring that outdoor learning and Forest School remain high-quality educational experiences
- ✓ All our work through the Pupil Premium will be aimed at deepening understanding and ensuring there is a change in their long-term memory
- ✓ Support payment for activities, educational visits and residentials, ensuring children have first-hand experiences to use in their learning in the classroom.
- ✓ Behaviour support

Challenges

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

Challenge number	Detail of challenge
1	Some of our pupils experience difficulties with their mental well-being which impacts on them having, good mental health, good self-esteem, strategies to stay mentally healthy, positive recent life experiences, a digital/real life balance and develop character
2	Some of our PP students' attendance is lower than their peers, and in certain cases, the attendance is significantly lower than expectations.
3	Some of our pupils lack global identity which can mean they struggle to have a sense of where they live, geographical knowledge, a pride in their heritage and an awareness of the diversity in their community, the UK and the wider world
4	Some of our pupils lack aspiration, which hinders ambition, the desire to challenge themselves and have pride in their work
5	Some PP students' home learning environment, social capital and parental engagement (e.g. attendance at parents' evenings) is on average lower than their peers, with many students living in areas of significant deprivation, especially educational deprivation.
6	The impacts of Covid-19 and lockdown have had a disproportionate effect on PP students compared to their peers.

Intended outcomes

Intended outcome	Success criteria
Continue to improve quality of teaching and learning with “quality first teaching” in all classrooms	Learning walks, book checks and assessment reviews, professional conversations, outcomes.
Improve attendance of PP students	Attendance for PP in line with peers by 2024
Pupils will develop their confidence and be able to demonstrate resilience and problem solving skills across the entire curriculum and beyond	Commando Joe challenges and problem solving in mathematics and the wider curriculum will demonstrate the effectiveness of our provision. Assessment tracker (Depth of Learning).
Children will develop good social skills, including developing a wide vocabulary. They will be able to apply these skills in differentiated ways across a variety of circumstances to a range of audiences.	Assessment tracker (Depth of Learning). Opportunities to perform (nativities, singing assemblies etc.)

Activity in this academic year

This section details how we intend to spend our pupil premium and recovery premium funding this academic year to address the challenges listed above.

Teaching (e.g. CPD, recruitment and retention)

Total budgeted cost: *[£14,000]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment and/or retention of key staff with specialist knowledge, making sure students are taught by excellent practitioners in class sizes that are as small as possible	Research reported by the DFE (2016) suggests that student attainment in core subjects such as maths is greater when delivered by a teacher with specialist knowledge	1, 4, 6
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. Forest School Training for our EYFS Lead to ensure we continue to grow the number of specialist teachers who can deliver Forest School sessions to pupils throughout the school (£2,400)	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) suggests that selected methodologies are most effective at improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims significant improvement in learning e.g. Interleaving and questioning +7 Months Assessment for learning / feedback + 6 Months	1, 3, 4, 6
CPD/daily briefings implemented to develop consistent high quality behaviour for learning techniques in all lesson	CPD to be based on the methodologies that are highlighted as most effective in wider literature e.g. Rodgers (2015) This is further supported by the EEF Tool Kit (2021) which claims that effective behavioural management strategies 1,4,have a benefit of significant improvement in learning i.e. +4 Months to learning	4

	Tablet devices provided for PP pupils to ensure they can access remote learning. Through access, we expect motivation to complete tasks will improve.	
Purposeful assessments to identify underperforming students and to signpost interventions.	Wider educational literature e.g. Lemov (2010) & Sherrington, (2019) highlights importance of effective assessment improving student outcomes. This is further supported by the EEF Tool Kit (2021) which claims effective assessment has a significant improvement in learning i.e..+7 months impact	1, 4, 6

Targeted academic support (e.g. structured interventions, tutoring, one-to-one support)

Total budgeted cost: *[£3,975]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
School Led Tutoring Programme for Autumn 2021-22 (£990). 15 children to receive 1:1 catch up provision from NTP (15x pupils @£199 per term per pupil) - LSA to support Third Space Learning sessions 1x hour a week at no additional cost to school due to alteration of hours for the day.	EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Having analysed our cohort, we have identified that the Year 5 cohort need support to address gaps in maths.	1,4,6

Wider strategies (e.g. related to attendance, behaviour, wellbeing) Total budgeted cost: *[£4,325]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Kids Inspire to support children who are having difficulty accessing learning through behavioural/emotional/social/mental health issues (£2,080). Mindfulness sessions (£1,000). 4x sensory tents purchased to address the increase in pupils with SEN (£400)	EEF (+4) Social and Emotional Learning – interventions which target social and emotional learning seek to improve a pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include :	1,2,5

	specialised programmes which are targeted at students with particular social or emotional needs.	
Educational visits/residentials contributions (£845).	Sutton Trust (+4) The development of cultural capital gained through educational trips or visits can improve learner outcomes by up to 4 months.	1,4

Section B: Review of outcomes in 2020/21

Pupil Premium Strategy Outcomes and Further Information

This section details the impact that our pupil premium activity had on pupils in the 2020/21 academic year.

The year 2020-21, much like 2019-2020, was an unprecedented year due to the Covid-19 pandemic. The nation experienced another lockdown and schools were partially closed to pupils except the most vulnerable and key worker children. There were no expectations that parents would send their children to school, even though some of the most disadvantaged pupils may have benefited form time in school. Parents were at liberty to make the choice, based on what they thought was the best option for their circumstances. Overall, some pupils, including PPG pupils, missed over 2 months of formal schooling.

The impact of school closures on all pupils was not simply measurable in terms of academic measures but also consideration needed to be made in terms of pupil health and mental wellbeing. As such, and since the return to school in September, there has been a focus on children's mental health and the inclusion of a recovery curriculum to support pupils through the transition back into school. This is ongoing as school may not operate in the same way as prior to lockdown and pupils may need support to manage this.

At West Horndon Primary School, we are proud to host an Enhanced Provision for Pupils with Speech and Language conditions. We can host up to 20 pupils from Year R to Year 6. These children often join our school at various points throughout the year and as such cause the data for particular year groups to fluctuate quite substantially. The nature of the SEN for these children, being based around language, often means they have significant difficulties with learning to read and write in the first instance and even when they begin to overcome this, have huge strides to make in terms of closing the gap with their attainment in these subject areas. Within this cohort, the percentage of pupils that are disadvantaged can also vary considerably and can therefore have impact on end of Key Stage outcomes. In the report above the percentages are given for whole school, including the Enhanced Provision and also for mainstream only. The remit of the provision is to meet the language needs of these pupils so that they are able to return to their local mainstream provision before they reach upper Key Stage Two. This again impacts the data, as children may be included in Key Stage One data, with their complex needs causing a negative impact, but by the time they have developed beyond their speech and language needs and made significant progress in their data, they are no longer part of our cohort.

It is also worth noting that West Horndon Primary School is a relatively small school with currently only 162 pupils on roll. As such, we have a low number of disadvantaged

children eligible for Pupil Premium. One child in any year group is worth a significant percentage, which can also cause the data to be skewed either favourably or unfavourably, if they achieve achieve age related expectations (ARE) or not. This can be reflected in the end of Key Stage data. This is especially so where these children are also placed in the Enhanced Provision with complex needs and therefore do not achieve ARE in the core subject areas. What the data does not reflect is the huge progress these children make in terms of self-esteem and confidence and of course speech and language development. Our Pupil Premium funding has been spent to ensure that the whole-child is developed, and not just their ability to perform well in English and Mathematics.