



Pupil Premium Strategy Statement Review 2021-2022

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.

School overview

Detail	Data
School name	Horndean Infant School
Number of pupils in school	253
Proportion (%) of pupil premium eligible pupils	15.4% (39 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	December 2021
Date on which it was last reviewed	December 2022
Date on which it will be reviewed next	December 2023
Statement authorised by	Jacqui Ralphson (Headteacher)
Pupil premium lead	Maria Gleed (Assistant Headteacher)
Governor / Trustee lead	Matt Desmond (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,192.92
Recovery premium funding allocation this academic year	£5,364.00
Pupil premium funding carried forward from previous	£0

years (enter £0 if not applicable)	
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	£56,556.92

Part A: Pupil premium strategy plan

Statement of intent

Key principles for Pupil Premium Strategy:

- To develop learners language skills (vocabulary, reasoning, explaining)
- To maintain a Horndean 'UNITED' ethos and approach to learning
- To ensure a consistent approach to promote positive behaviours for learning

(In addition the school identified that disadvantaged pupils were often disproportionately affected by the impact of COVID-19, and therefore the additional focus of a recovery curriculum – both academic and to support mental health and emotional well-being - has been at the heart of Pupil Premium Strategy.)

Key objectives, from the School Improvement Plan, linked to the school's values, and which then inform our strategy for Pupil Premium Pupils:

Leadership and Management

- Governors are assigned monitoring subjects/roles and a named governor for Pupil Premium
- Ensure whole school works to achieve best value in the context of reducing school budgets

The Quality of Education

- Class Track is updated half termly and used as a working document to analyse gaps in learning
- Improve teacher accountability to ensure accelerated learning for SEND children through quality first teaching and intervention planning and tracking
- Recovery Teacher to be an outstanding teacher on staff
- Embed team teaching sessions to share outstanding practice and develop coaching skills
- Whole school training on reading
- 1:1 reading to teach phonics and word level

Behaviour and Attitudes

- Ensure wider curriculum continues to be developed and meets the needs of individual cohorts
- More precisely match learning tasks to the right level of challenge
- Continue triangulation meetings – parent, child, teacher – for PP children every

½ term

- Fischer Family Trust (FFT) interventions continued for PP children

Personal Development

- Embed 'Trick Box' programme to support children's well-being and mental health
- Ensure key staff are trained to support parents with their child's mental health

Challenges

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

Challenge number	Detail of challenge
1	Some pupils eligible for Pupil Premium are experiencing social or emotional difficulties
2	A significant proportion of children do not read regularly at home. This means that they get less practise than other children which slows their reading progress
3	Oral language on entry to school is significantly lower than expected for age
4	Impact of Covid-19 and low ability to access remote learning

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.

Intended outcome	Success criteria
All pupil premium pupils, to have the best possible opportunity of achieving 'Age Related Expectations' (ARE) and where appropriate 'Greater Depth' (GDS) through high quality teaching and learning, in all areas of our curriculum.	Evidence of a reduction of the attainment gap between Pupil Premium Pupils and all pupils – in school, locally and nationally. (OTrack data analysis)
All pupil premium pupils to develop a Horndean 'UNITED' approach to learning and life, supports a successful recovery curriculum and develops the emotional and mental well-being of the individual.	Evidence of positive outcomes from SEMH and other interventions, including academic outcomes, for identified Pupil Premium pupils. (SEND tracking and analysis)

All pupil premium pupils to have opportunities, which are diverse and relevant to our learners and community, equip individuals for citizenship in the 21st century.	Evidence of successful engagement, including academic outcomes in the full curriculum and enrichment activities from 50 Things before leaving HIS. (Pupil Premium Tracking)
All pupil premium pupils receive well targeted child and family support, ensuring all stakeholders can achieve aspirational outcomes.	Evidence of positive impact, including academic outcomes, of child and family support, including outside agencies. (CPOMS reports and OTrack data analysis)
All pupil premium pupils can demonstrate that respect underpins all interactions and relationships within our community, which enables members of the school to contribute positively to a diverse and ever-changing society.	Evidence of increased positive behaviours, including behaviours for learning. (CPOMS reports and classroom behaviour documentation)

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: £33,711

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
Snug Club	<p>Exploring the impact of Nurture Groups on children's social skills: a mixed-methods approach, Cunningham, Hartwell and Kreppner, 2019</p> <p>https://www.tandfonline.com/doi/abs/10.1080/02667363.2019.1615868?journalCode=cepp2</p>	<p>1, 2, 5</p> <p>£23,372</p>	<ul style="list-style-type: none"> Maintained the safety of all pupils and restored stability within classrooms following a period of disruption. Specific children able to access a place where education can be continued in a managed environment on a 1:1/1:2 ratio. Specific children provided with daily personal, social and emotional development opportunities. 3/4 chn accessing SNUG re-integrated back into the classroom and accessing Quality First Teaching alongside peers (1 child working just outside class and entering class during independent learning tasks).
LSA support	<p>Making Best Use of teaching Assistants, EEF, 2018</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1,3</p> <p>£7,518.00</p>	<ul style="list-style-type: none"> All training delivered to LSAs, resulting in them feeling more included and better informed. LSAs and teachers have been able to collaborate

	<p>Deployment of Teaching Assistants in schools Research Report Skipp and Hopwood, ASK Research, ,2019</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812507/Deployment_of_teaching_assistants_report.pdf</p>		<p>better to support pupils.</p> <ul style="list-style-type: none"> LSAs' training has focussed on positive handling, SEND and effective strategies to support children's learning. Flexible grouping and intervention trackers used well to ensure all disadvantaged pupils have targeted time with LSA. High quality interventions matched to the needs of the pupils in response to outcomes from pupil progress meetings. Trained LSAs leading on reading recovery group 'Books and Breakfast' 2xweekly.
Iris Connect Professional development support	<p>The EEF Guide to The Pupil Premium</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p>	<p>1, 2, 3, 5</p> <p>£2,821</p>	<ul style="list-style-type: none"> Staff PD supported through peer coaching linked to key priorities within the school improvement plan (SIP) Improved subject knowledge of teachers, developing and sharing effective techniques and embedding practice.

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

Budgeted cost: £14,948

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
ELSA support	Investigation into the Effectiveness of Emotional Literacy Support Assistants (ELSAs) in Schools, ELSA Network, (May 2015)	<p>1, 2, 5</p> <p>£4,937.00</p>	<ul style="list-style-type: none"> Trained ELSA teaching Social and Emotional Literacy explicitly on a 1:1

	https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf		<p>basis for those in need – every afternoon</p> <ul style="list-style-type: none"> • ELSA attending support group ½ termly led by Education Psychologists • Weekly Anxiety intervention groups
School Led Tutoring	<p>School-Led Tutoring guidance The National Tutoring Programme September 2021</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1015216/School-Led Tutoring Guidance .pdf</p>	<p>1, 3</p> <p>£10,011.00</p>	

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

Budgeted cost: £11,539

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
Trick Box Parent Course	<p>Working with Parents to Support Children's Learning, EEF, 2018</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>5</p> <p>£3,030</p>	<p>Workshops delivered to parents to help develop key personal skills. Parents are provided with tools to help them build the same skills in their children.</p> <p>Workshops focussed on <i>Confident thinking and behaviour</i> to boost self-esteem.</p> <p><i>Emotional, anxiety and stress management</i></p> <p><i>Assertive communication strategies</i></p> <p><i>Goal setting and achievement</i></p>
TALA Home/School Support		<p>5</p> <p>£7,339</p>	<p>Trained TALA practitioner working with up to 5 children per week. Sessions offer children a safe and supportive environment to talk about difficult issues in confidence. Those attending TALA</p>

			<p>sessions continue to develop their ability to:</p> <ul style="list-style-type: none"> • Explore and deal with painful emotional issues. • Look at circumstances differently. • Cope better with issues, concerns and situations. • Achieve some level of understanding with regard to thoughts, emotions and behaviours.
Enrichment Trip subsidy	<p>The EEF Guide to The Pupil Premium</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p>	<p>3, 4, 5</p> <p>£1170</p>	<p>School offered payment of 2 school trips at £15 each for 47 pupils.</p>

Total budgeted cost: £ 60,198.00