



Pupil Premium Strategy Statement

2023-2024

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

Detail	Data
School name	Horndean Infant School
Number of pupils in school	247
Proportion (%) of pupil premium eligible pupils	29 (12%)
Academic year/years that our current pupil premium strategy plan	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed next	December 2024
Statement authorised by	Ben Frank (Headteacher)
Pupil premium lead	Ben Frank (Headteacher)
Governor / Trustee lead	Karen Sherwood (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,434.00 (including service)
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	£45,434.00

Part A: Pupil premium strategy plan

Statement of intent

At Horndean Infant School, the main aim of Pupil Premium spending is to ensure that disadvantaged pupils are able to meet or exceed Age Related Expectations. The funding helps to address barriers to learning, and increase the cultural capital of disadvantaged pupils. In addressing key challenges to achievement, we aim to close the attainment gap between disadvantaged and non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Communication and Language Development Through baseline assessments and observations, it is evident that for many children in receipt of pupil premium, communication and language skills on entry to school are significantly lower than expected for their age. This year (Sept 2023), 29% of children in receipt of pupil premium are at age related expectations on entry to school. This is significantly below the 77% of children not in receipt of pupil premium, who enter school at age related expectations in this area of learning. Assessments, observations, and discussions with children also indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children in Key stage 1.
2	Phonics application when reading and writing Through observations, assessments and 1:1 teaching it is evident that pupils experience challenges and barriers when reading. Sound recognition is good, however, the application of phonics when independently reading presents as a difficulty for disadvantaged pupils. In addition, there are some inconsistencies in regularity of reading support at home. The percentage of children passing the phonics screening check in 21/22 57% (8/14) and 22/23 41% (5/12) was significantly lower than those children not in receipt of pupil premium.
3	Outcomes Assessments show that the percentage of children attaining age related expectations in reading, writing and maths for children in receipt of pupil premium is below children who are not. This is consistent across all year groups.

4	Parental Support and Empowerment The opportunity to engage with home learning and participate in school events alongside their child is challenging for many parents of children in receipt of pupil premium. Discussions with parents and responses to surveys have identified particular barriers (time, confidence, effective early support and meeting their child's needs).
5	Attendance In 2022/23, attendance for pupils in receipt of pupil premium is 3.6% lower than children not in receipt of pupil premium. Although remains .5% above National average and 1% above LA average.

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
Improved oral language skills The vocab gap between children in receipt of pupil premium and those that are not is diminished.	Assessments, observations, and discussions with children indicate a significant improvement in oral language skills among disadvantaged pupils. Vocabulary gaps among many between disadvantaged and non-disadvantaged will have diminished.
Improved phonic application At end of year 1, maintain and continue to reduce the gap between disadvantaged and non-disadvantaged peers nationally in phonics.	Pupils' outcomes at the end of Year 1 in line with national averages.
Reading outcomes Improved reading outcomes for children in receipt of pupil premium	Evidence of a reduction of the attainment gap between Pupil Premium pupils and all pupils – in school, locally and nationally. (Arbor data analysis) KS1 outcomes in 2022/23 show that 66% (8/12) of children in receipt of pupil premium achieved ARE or better at the end of KS1. At the end of 2023/24 the percentage of children in receipt of pupil premium meeting ARE or above in reading is in line with National and LA percentages.
Writing outcomes Improved writing outcomes for children in receipt of pupil premium	Evidence of a reduction of the attainment gap between Pupil Premium pupils and all pupils – in school, locally and nationally. (Arbor data analysis)

	<p>KS1 outcomes in 2022/23 show that 33% (4/12) of children in receipt of pupil premium achieved ARE or better at the end of KS1. At the end of 2023/24 the percentage of children in receipt of pupil premium meeting ARE or above in writing is in line with National and LA percentages.</p>
<p>Maths outcomes</p> <p>Improved maths outcomes for children in receipt of pupil premium</p>	<p>Evidence of a reduction of the attainment gap between Pupil Premium pupils and all pupils – in school, locally and nationally. (Arbor data analysis)</p> <p>KS1 outcomes in 2022/23 show that 66% (8/12) of children in receipt of pupil premium achieved ARE or better at the end of KS1. At the end of 2023/24 the percentage of children in receipt of pupil premium meeting ARE or above in maths is in line with National and LA percentages.</p>
<p>Parental Support and Empowerment</p> <p>All pupil premium pupils receive well targeted child and family support, ensuring all stakeholders can achieve aspirational outcomes.</p>	<p>Families are receiving early support and intervention. There is evidence of positive impact, including academic outcomes. (CPOMS reports and Arbor data analysis)</p> <p>Parent surveys detail positive feedback and clear impact in targeted areas of support.</p>
<p>Attendance</p> <p>Attendance for Pupil Premium is at least good. Barriers are identified and early intervention taken to support families.</p>	<p>Attendance for children in receipt of pupil premium is 95% or above.</p> <p>The attendance gap between disadvantaged and non-disadvantaged children reduces to less than 2%</p>

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: £19,254

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure high quality first teaching in every class. Access in-house, national and LA training improving teaching of core subjects. Release of SLT and in-house experts to provide support and model best practice	The EEF Guide to The Pupil Premium https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf	1, 2, 3
Enhanced hours of LSA support Add value to the work of teachers by supporting the learning and improving attainment of disadvantaged children.	Making Best Use of teaching Assistants, EEF, 2018 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants Deployment of Teaching Assistants in schools Research Report Skipp and Hopwood, ASK Research, ,2019 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812507/Deployment_of_teaching_assistants_report.pdf	1, 2, 3
Additional adults The needs of children within Early Years setting has increased significantly. Additional adults within Year F is needed to provide targeted support and reduce teaching group sizes to enable all children to receive QFT.	Making Best Use of teaching Assistants, EEF, 2018 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1, 2, 3
Assessment and monitoring Triangulation meetings between child/parent and teacher. Regular opportunities for SLT meetings.	The EEF Guide to The Pupil Premium https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf	1, 2, 3, 4, 5

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

Budgeted cost: £19,118

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support ELSA interventions also support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	EEF – Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Investigation into the Effectiveness of Emotional Literacy Support Assistants (ELSAs) in Schools, ELSA Network, (May 2015) https://www.elsanetwork.org/wp-content/uploads/2017/11/ELSA-Report-Investigation-into-the-Effectiveness-of-ELSA-in-Schools_Plymouth.pdf	1, 2, 3, 5
Speech and Language In-house therapist to work directly with disadvantaged pupils using tested and proven programmes.	EEF – Early Language https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/early-language EEF – Improving literacy in KS1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1	1, 2, 3
Phonics Masterclass Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by the English lead and attended by pupils and their parent.	The EEF Guide to The Pupil Premium https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf	1, 2, 3, 4
Books and Breakfast Club Provision for disadvantaged children before school for additional reading support and breakfast option	EEF – Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning The EEF Guide to The Pupil Premium https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf	1, 2, 3, 5

Structured interventions Through targeted assessment disadvantaged children receive high-quality teaching, through intense and structured interventions (Number Sense, Dyslexia Gold, Wigit software Visual Stress assessment)	Special Educational Needs in Mainstream Schools – EEF Guidance Report https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf?v=1671188687	1, 2, 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,808

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support Jigsaw PSHE curriculum Coffee Club TALA home/school support Trickbox workshops Offering parents and families more sustained and intensive support where needed. Regularly reviewing how well the school is working with parents and identifying areas for improvement. Tailoring opportunities for communications to encourage positive dialogue about learning.	EEf – Parental engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement Working with Parents to Support Children’s Learning, EEF, 2018 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	1, 2, 3, 4, 5

<p>Enhanced curriculum opportunities and provision</p> <p>Enrichment Trip subsidy</p> <p>Enrichment clubs</p>	<p>The EEF Guide to The Pupil Premium https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>An unequal playing field: Extra Curricular activities, soft skills and social mobility, Social Mobility Commission https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p> <p>The EEF Guide to The Pupil Premium https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p>	<p>3, 5</p>
<p>Attendance</p> <p>Effectively implementing guidance and strategies set out in DfE 'Working together to improve attendance</p>	<p>Department for Education – Working together to improve attendance https://assets.publishing.service.gov.uk/media/63049617e90e0729e63d3953/Working_together_to_improve_school_attendance.pdf</p>	<p>1, 2, 3, 4, 5</p>

Total budgeted cost: £48,980