

Pupil premium strategy statement 2024-2025

The Horsell Village School

School overview

Detail	Data
Number of pupils in school	266
Proportion (%) of pupil premium eligible pupils	4% Yr R: 1 Yr 1: 7 Yr 2: 3
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	3 years 2024-2025 to 2026-2027
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Jane Reeve (Headteacher)
Pupil Premium Lead	Laura Sharkey (Deputy Headteacher)
Governor / Trustee lead	Felix Witte

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,770
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£28,770

Part A: Pupil premium strategy plan

Statement of intent

At The Horsell Village School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to shared challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. We will:

- Act early to accurately identify each child's needs and challenges and devise plans accordingly.
- Ensure disadvantaged pupils are challenged in the work that they are set.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Enable access to all educational and extra-curricular activities in line with peers by decreasing financial barriers.
- Ensure children attend school regularly
- Use approaches that are based on strong educational research and evidence.

Challenges

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

Challenge number	Detail of challenge
1	Complex needs- progress and attainment of children who fall into one or more vulnerable groups- Send, Pupil Premium & EAL.
2	Emotional literacy as well as mental health issues affecting resilience and being ready to learn.
3	Communication and Language- children entering the school with low levels of oracy and communication.
4	Poor attendance and lack of parental engagement.

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
To ensure all children have the opportunities to experience success and make progress in line with their peers.	<p>Intervention Teacher employed, safeguarding all interventions. 85 % of children attending interventions to meet their individual end of year attainment and progress target.</p> <p>PP children will make at least expected progress.</p> <p>Staff will have a secure understanding of the assess, plan, do and review cycle and implement smart targets and teaching strategies to ensure quality first teaching in class and during interventions.</p> <p>All PP children will have an individual plan with identified long term and short-term targets to support academic and pastoral elements of development.</p>
To ensure children are provided with a breadth of opportunities and experiences, and to support parental engagement and decrease any financial barriers for families.	<p>There will be an increased number of enrichment and enhancement activities in the local area and community across all areas of the curriculum. There will be an increase in the number of pupil premium children accessing one free afterschool club per term.</p> <p>All pupil premium children to have access to free educational visits.</p> <p>All pupil premium children to receive a book and PE bag if needed.</p> <p>All pupil premium children to Access to new uniform when / if needed.</p>
To develop children's language and breadth of vocabulary.	Staff will have a secure understanding of how to enrich children vocabulary through a broad and balanced curriculum and quality first teaching.
Improve attendance and lateness of all Pupil Premium children.	<p>Attendance of PP children will be monitored, and support provided by the school's Attendance Champion. Where necessary, we will refer to Surrey Inclusion team to take action against persistent absence.</p> <p>The number of persistently absent or late will decrease and attendance of all PP children will be above the cut-off point of 90%.</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: £0 (Comes through our staffing budget – Quality First Teaching)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching, scaffolding and adaptation focus for all.	High quality curriculum which is adapted and scaffolded to enabled access for all.	1, 2, 3

	<p>Regular feedback given to all learners to inform next steps.</p> <p>Staff CPD</p> <p>Increased support for language in the classroom through Colourful Semantics, Word Aware and Oracy skills development. Quality First Teaching strategies document shared with staff.</p>	
Focus on high expectation and challenge for all.	<p>Additional feedback for pupil premium children – EEF High impact, low cost.</p> <p>Metacognition and self-regulation embedded through whole school approach.</p> <p>Children’s social and emotional needs are supported so they are ‘ready to learn’ through whole school approach including PSHE Jigsaw scheme and mindfulness techniques.</p>	1, 2, 3, 4
Children will have improved oracy and vocabulary levels.	<p>Word aware and Colourful Semantics used across the school - EEF Very high impact, low cost.</p> <p>Monitoring will show improved use of language and oracy skills.</p>	1, 3
For all children to have consistent and quality teaching of phonics and reading	<p>Phonics and reading meetings for parents.</p> <p>Consistent use of Phonics Scheme across the school.</p> <p>Streamed Phonics and targeted small support</p> <p>Additional reading opportunities for PP children.</p> <p>Reading buddies. Monitoring of teaching and learning provides evidence of good progress.</p>	1, 2, 3, 4
PP children have the opportunities to experience success and make progress in line with their peers.	<p>Progress to be assessed and learning gaps identified. Assessment Lead to track PP children’s progress through book monitoring, termly data and Pupil Progress meeting and learning walks.</p>	1, 2

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

Budgeted cost: £13,604

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of 2 Intervention Teachers to deliver targeted teaching of phonics and reading.	<p>High quality small group targeted support. Personalised, high-quality feedback given.</p> <p>Parents given work packs with activities to practise at home. Ongoing assessment to RAG rate and monitor impact.</p> <p>Monitoring of teaching and learning provides evidence of good progress. Monitoring of provision by Inclusion Lead.</p>	1, 2, 4
Numbots subscription	<p>Home access for all children to further enhance their basic number knowledge and skills.</p>	1, 3

Maths extra provision at home and PP weekly sessions in school	PP children weekly 1:1 sessions.	
Gaps in levels of oracy and language skills are reduced.	Language gaps monitored by class teacher and concerns shared with Year Lead and Inclusion Lead. Targeted intervention planned where needed. Advice sought from school Link Speech and Language and STIPS team.	4

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

Budgeted cost: £ 14,505

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA & Mental Health Lead to support the social, emotional and mental health needs of specific children through a range of therapies.	Children's social, emotional and mental health needs will be supported to enable them to feel happy and comfortable in school. ELSA works with Inclusion Lead, Mental Health Lead and class teachers to identify and monitor need.	2
School provides financial support for children to access school trips and external clubs to give them wider life experiences.	When children have access to additional clubs, this supports their skills and language as they are opened up to new experiences and vocabulary.	2, 3
School Attendance Champion monitors attendance and provides support for families to improve attendance.	We expect all children's attendance to be 100%. In order for the children to have the best academic outcomes, they need to be in school every day.	4

Total budgeted cost: £ 28,109

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed.

Early Years Outcomes

4/7 (57%) children in Reception met GLD.

Word reading	Reading Comprehension	Writing	Maths
71%	71 %	57 %	71 %

Year 1 Outcomes

Phonics

3/3 (100%) of children passed the Year 1 phonics screener.

End of Year 1 Data - At expected level or above

	Autumn Term 2023			Spring Term 2024			Summer Term 2024		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Cohort (90)	75 %	74 %	87 %	72 %	80 %	85 %	82%	87%	92%
PP (3)	0	0	0	0	0	0	33%	0	67%
Year Group Target	86 %	86 %	94 %	79 %	82 %	82 %	79 %	82 %	82 %

Year 2 Outcomes

Phonics

1/4 (25%) of children passed the Year 2 phonics screener retake.

5/8 (63%) of children passed the screener for KS1 (in Year 1 or 2).

End of Year 2 Data - At expected level or above

	Autumn Term 2023			Spring Term 2024			Summer Term 2024		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Cohort (90)	75 %	74 %	81 %	75 %	71 %	77 %	79 %	73 %	87%
PP (6)	33 %	16 %	33 %	33 %	16 %	16 %	38%	38%	63%
Year Group Target	79%	78%	77%	78 %	76 %	77 %	78%	76 %	77%

Barriers to children not meeting were:

- Attendance
- SEND need
- Language difficulties

Despite not meeting EYE, all children made good progress was made against year group and individual targets.