

# Pupil premium strategy statement-Horton Grange Primary School

1. Summary information					
<b>School</b>	Horton Grange Primary School				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£228,360.00		
<b>Total number of pupils</b>	420 (R-Y6)	<b>Number of pupils eligible for PP</b>	157	<b>Date for next internal review of this strategy</b>	Termly review of progress

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
67 % of Reception children achieved a good level of development (GLD)	63%	72% (2016 NA)
85% of Year 1 children achieved expected standard in the 2017 Phonics Check	85%	84% (2017 NA)
End of Key Stage 1 (Year 2) Attainment and Progress		
<b>75% reached expected standard in reading</b>	65%	78% (2017 NA)
<b>15% reaching greater depth in reading</b>	16%	28%(Greater Depth NA 2017)
<b>67% reached expected standard in writing</b>	58%	72% (2017 NA)
<b>12% reaching greater depth in writing</b>	4%	18%(Greater Depth NA 2017)
<b>73% reached expected standard in maths</b>	68%	78% (2017 NA)
<b>18% reaching greater depth in maths</b>	15%	23%(Greater Depth NA 2017)
End of Key Stage 2 (Year 6) Attainment and Progress		
<b>78%% reached expected standard in reading</b>	69%	71%
<b>19% reached greater depth in reading</b>	15%	29%
<b>75% % reached expected standard in writing</b>	65%	76%
<b>25 % reached greater depth in writing</b>	15%	21%
<b>78% reached expected standard in maths</b>	69%	75%

22% reaching greater depth in maths	12%	27%
-------------------------------------	-----	-----

### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers that affect some children (*issues to be addressed in school, such as poor oral language skills*)

<b>A.</b>	Poor communication and language skills which then impacts on their access to basic literacy and numeracy skills
<b>B.</b>	Limited breadth and range of experiences with which to draw upon and a lack of vocabulary linked to the wider world
<b>C.</b>	Gaps in social and emotional development

#### External barriers (*issues which also require action outside school, such as low attendance rates*)

<b>D.</b>	Rates of Persistent Absenteeism are higher among PP children than Non PP children although this is improving over time
-----------	--

### 4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increase the % of PP children in EYFS achieving GLD	Data linked to achievement of GLD
<b>B.</b>	PP children make accelerated progress in Reading, Writing and Maths ensuring that the differences between their attainment and others nationally diminishes	Gap between PP and others nationally diminishes
<b>C.</b>	Ensure absence does not impact negatively on rates of progress and attainment	There is no difference between absence rates of PP children and others. PA among PP children continues to decrease
<b>D.</b>	Develop the whole child. Provide a wide and varied curriculum, supported by a programme of rich experiences so this can impact positively on their learning and their wider understanding of the world. In addition to this ensure they are socially and emotionally secure. Children are able to articulate their feelings and have positive strategies to problem solve. Resilience and self-esteem are high and this is reflected in their attitude to learning and trying new experiences.	Evidence from pupil voice and in books reflect the impact of improved vocabulary across a range of subjects. Children are confident to talk about their experiences and use the vocabulary they have learned.