



## Pupil premium strategy statement

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	Horton Grange Primary School
Number of pupils in school	507 (including 2yr old and Nursery Provision)
Proportion (%) of pupil premium eligible pupils	42% (R-Year 6)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22-2024/5
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Nichola Irving Headteacher
Pupil premium lead	Emma Brownrigg Assistant Headteacher
Governor / Trustee lead	Janet Dyson Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year <a href="#">Funding Allocation for 2022-23</a>	£219,235 <b>£236,835</b>
Recovery premium funding allocation this academic year (year 1 only)	£ 23,780.
Pupil premium funding carried forward from previous years (enter £0 if not applicable) <a href="#">Carry forward from 21-22</a>	£ 48,000 <b>0</b>
<b>Total budget for this academic year 2021-22</b>	<b>£ 291,015</b>

<p><b>Total budget for this academic year 2022-23</b></p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p><b>£236,000</b></p>
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## Part A: Pupil premium strategy plan

### Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*

### **What are the key principles of your strategy plan?**

At Horton Grange we aim to use the Pupil Premium allocation to support attainment and maximise the children's potential in terms of learning, raised expectations, experiences and readiness for the challenges ahead. At the heart of this and integral to our approach is an expectation of high-quality, innovative teaching, every day. Funding aims to maximise staffing capacity so that the most effective teachers work with those who need it the most and this begins at the earliest stage, with early identification of the barriers to learning the children face. We use findings from high quality, research based evidence including that of the Education Endowment Foundation to help inform the decisions we make, recognising that the biggest impact on the outcomes for disadvantaged children is quality first teaching. Social and emotional development and the wellbeing of all members of our school community is a paramount and ensuring all children have the maximum capacity to learn and thrive is central to not only how finance is allocated but also in every decision made. We aim to ensure that no one is educationally, socially or culturally disadvantaged and we work closely with Children's North East to poverty proof the school day. Teachers are held accountable for outcomes and there is a culture of reflective practice and open dialogue and monitoring to assess the success and impact of actions. Challenging, aspirational targets and the achievement of these are seen as everyone's responsibility. We learn together to be the best we can be.

At Horton Grange we know that the most effective strategy to maximise PP children's attainment and progress is having consistently excellent teaching, day in, day out. An approach and supporting curriculum which gives opportunities for repetition and development of fluency is key. Ensuring both staff and children use metacognitive approaches to know more and remember more so that learning becomes automatic is integral.

For the past 2 academic years there has been no statutory assessment, 2 extended periods of time where school has been closed to the majority of pupils and disruption due to bubble closures and positive cases of COVID 19. Whilst contact was maintained with the most vulnerable families and work accessed due to a large investment in chrome books, the pandemic (in line with the national picture) had a greater impact on the disadvantaged group and this is reflected the data picture in some areas across school.

Therefore, using accurate data and assessment PP funding aim to diminish the differences between disadvantaged pupils and their peers, make up for lost learning and ensure excellent outcomes for all.

## Challenges

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

Challenge number	Detail of challenge
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<p><b>1</b> <b>EYFS</b></p>	<p><b>To increase the amount of PP children achieving GLD so that outcomes are in line with National</b></p> <p><b><u>Challenge</u></b></p> <ul style="list-style-type: none"> <li>• On entry children are below national</li> <li>• Data shows that PP children are furthest behind on entry into EYFS and that by the end of Nursery are still further behind in CLL and PSED, despite making good progress</li> <li>• The youngest children, particularly the disadvantaged have been impacted the greatest by school closures linked to the pandemic as this has been a greater proportion of their education. Learning and learning strategies have not had time to embed.</li> </ul>
<p><b>2</b> <b>PHONICS</b></p>	<p><b>To ensure the outcomes for PP children in phonics are at least in line with National and that phonics teaching continue to positively impact on the children’s ability to become confident readers</b></p> <p><b><u>Challenge</u></b></p> <ul style="list-style-type: none"> <li>• Traditionally outcomes for PP children in phonics are very strong and exceeded National for all in 2019</li> <li>• Nationwide school closures and bubble closures have had the biggest impact on the disadvantaged in this area compared to all and compared to non-disadvantaged</li> <li>• Children need a strong foundation in reading in order to progress through the reading curriculum</li> </ul>
<p><b>3</b> <b>OUTCOMES FOR KEY STAGE 1</b></p>	<p><b>To ensure the progress and attainment of PP children is at least in line with national and differences between PP children and NPP children are diminished.</b></p> <p><b><u>Challenge</u></b></p> <ul style="list-style-type: none"> <li>• Assessment data and observations indicate that PP children in Year 1 and 2 remain behind in reading, writing and maths and the impact of the pandemic has had a greater negative impact on these children.</li> </ul>
<p><b>4</b> <b>OUTCOMES FOR KEY STAGE 2</b></p>	<p><b>To ensure PP children make accelerated progress so that over time differences are diminished and that by the end of KS2 children are next stage ready</b></p> <p><b><u>Challenge</u></b></p> <ul style="list-style-type: none"> <li>• PP children take more time to reach ARE than NPP children (data is variable depending on the cohort and the subject area)</li> </ul>
<p><b>5.</b> <b>PARENTAL ENGAGEMENT</b></p>	<p><b>To raise parental engagement and improve the effectiveness and impact of reading at home so home and school are working more effectively together to improve outcomes</b></p> <p><b><u>Challenge</u></b></p> <ul style="list-style-type: none"> <li>• Parental engagement reading has decreased resulting in children not reading at home to the extent they were. There have been reduced opportunities to work with parents on using phonics, wider reading strategies and reading for pleasure due to COVID restrictions. Children’s reading fluency is not progressing at the rate it was and more time having to be spent 1:1 reading in school to meet that deficit. This is particularly noticeable with PP children.</li> </ul>
<p><b>6.</b> <b>BEHAVIOUR AND ATTITUDES</b></p>	<p>Improve rates of attendance and reduce rated of persistence absenteeism</p> <p><b><u>Challenge</u></b></p> <ul style="list-style-type: none"> <li>• Rates of persistent absenteeism among PP children are too high and significantly higher than those of all children in school. Despite rigorous</li> </ul>

	<p>systems and procedures, measures are impacting less well since COVID</p> <ul style="list-style-type: none"> <li>Overall attendance of PP children is not as high as all children in school</li> </ul>
<p><b>7</b> <b>PERSONAL DEVELOPMENT</b></p>	<p><b>To support and sustain the emotional, social and mental health of children and families so they are ready and able to access learning effectively.</b></p> <p><b><u>Challenge</u></b></p> <ul style="list-style-type: none"> <li>Children face a range of challenges both socially and emotionally and this impacts negatively on their ability to learn, their attainment and progress.</li> <li>Whole school screenings (carried out twice yearly) identify those with the most significant gaps in their emotional development, with the majority of these (but not all) being PP children.</li> <li>School closures due to COVID have impacted most significantly on the disadvantaged group.</li> <li>There are an increasing number of families (since COVID) who are struggling with behaviour, structure, routines and setting boundaries at home and this is impacting negatively on their ability to positively parent and in turn how the children are achieving at school (attainment and attendance)</li> </ul>

## 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
<p><b>EYFS</b> <b>To increase the amount of PP children achieving GLD so that outcomes are in line with National</b></p>	<ul style="list-style-type: none"> <li>Ensure that in Nursery children attain well in the prime areas (in line with national comparators)</li> <li>Ensure % in school who achieve GLD (non statutory) is at least in line with national comparator -</li> <li>Increase the % who reach expected standard in reading, writing, number –</li> <li>Ensure that differences between key groups diminish (pp / boys) so that overtime achievement is similar</li> <li>Improve outcomes for pp in C&amp;L, reading (comprehension and word recognition) and writing</li> <li>Children are next stage ready and can access the Year 1 curriculum</li> </ul>
<p><b>PHONICS</b> <b>To ensure the outcomes for PP children in phonics are at least in line with National and that phonics teaching continue to positively impact on the children's ability to become confident readers</b></p>	<ul style="list-style-type: none"> <li>Outcomes for PP children are at least in line with National data and there is no significant difference to others nationally</li> <li>Children can decode confidently and have solid foundations in phonics which will enable them to become 'readers'</li> <li>Teachers are highly skilled at developing early reading evidenced through</li> </ul>

	<p>observations and RWI development day feedback</p> <ul style="list-style-type: none"> <li>Resources to support early reading are used effectively to accelerate progress (texts linked to RWI) and foster a love of reading (wider texts in the classroom and library)</li> </ul>
<p><b>OUTCOMES FOR KEY STAGE 1</b>  <b>To ensure the progress and attainment of PP children is at least in line with national and differences between PP children and NPP children are diminished.</b></p>	<ul style="list-style-type: none"> <li>End of key stage data shows PP children attain as well as others nationally and the gap between PP and NPP has diminished significantly in reading, writing and maths</li> <li>Through pupil voice and lesson observations, PP children read confidently, showing a growing ability to read beyond decoding. Reading books are engaging and matched to their phonic/reading ability level. KS1 book corners provide challenging and engaging texts to foster reading for pleasure</li> <li>The basic skills of writing (handwriting, spelling and punctuation) are becoming more fluent and this is evident in books over time.</li> <li>Through pupil voice and book scrutiny it is evident that children access and use a range of vocabulary when they are speaking and writing. This includes subject specific vocabulary from a range of topics studied. All classrooms support vocabulary development and this is inherent in daily teaching</li> <li>PP children have well developed basic numeracy skills and are using these increasingly well in different contexts so that elements of mastery are developing-evidence triangulated through data, observations and book scrutiny</li> <li>Age appropriate mathematical vocabulary is used when discussing their learning.</li> <li>Staff build in regular opportunities for retrieval practice ensuring the children know more and remember more-evident through formative and summative assessment and through observations and pupil voice.</li> <li>KS1 children are well equipped with the essential building blocks for the KS2 curriculum. These are well embedded in the long term memory and children are ready to use these in a wider variety of contexts</li> </ul>
<p><b>OUTCOMES FOR KEY STAGE 2</b>  <b>To ensure PP children make accelerated progress so that over time differences are diminished and that by the end of KS2 children are next stage ready</b></p>	<ul style="list-style-type: none"> <li>KS2 outcomes for reading, writing and maths continue to show an improving trend with the gap between PP and NPP attainment narrowing.</li> <li>In school data in the interim years show increased attainment in reading, writing and maths for PP children with the</li> </ul>



	<p>difference between PP and NPP children narrowing over time</p> <ul style="list-style-type: none"> <li>• Through pupil voice and lesson observations and Reading Plus data PP children read confidently and fluently Reading books are engaging and matched to their phonic/reading ability level. KS2 book corners and the Library provide challenging and engaging texts to foster reading for pleasure.</li> <li>• The fluency of writing (spelling, punctuation and grammar) are automatic so that children are able to focus more on the composition of writing. Observations, book scrutiny and data shows that over time children master the fluency of writing. By Year 6 PP attainment is in line with National (supported by cross school moderation)</li> <li>• Staff build in regular opportunities for retrieval practice ensuring the children know more and remember more-evidently through formative and summative assessment and through observations and pupil voice. Children, over time, become more able to plan, monitor and assess their own learning. Motivation and self-regulation are high.</li> <li>• PP children are well equipped for KS3. The essence and fluency of each subject are well embedded and children are increasingly confident with articulation of how they have progressed through the curriculum.</li> </ul>
<p><b>PARENTAL ENGAGEMENT</b>  <b>To raise parental engagement and improve the effectiveness and impact of reading at home so home and school are working more effectively together to improve outcomes</b></p>	<ul style="list-style-type: none"> <li>• Questionnaire, evidence from reading records and reading data show that parents are more engaged and confident with listening to their children read and using strategies learned from school to impact on fluency, comprehension and vocabulary.</li> <li>• Less TA/teacher time is taken up with 1:1 reading and more time can be spent with wider reading strategies and interventions</li> </ul>
<p><b>BEHAVIOUR AND ATTITUDES</b>  <b>Improve rates of attendance and reduce rates of persistence absenteeism</b></p>	<ul style="list-style-type: none"> <li>• Attendance target of 96% is met and sustained by ALL children (including PP)</li> <li>• Rates of PA among PP children are significantly reduced and sustained. Data is in line with National</li> <li>• PP children are next stage ready in terms behaviour, attitude and values. They are ready to take the Horton Values into the wider world and adapt to the new experience of high school.</li> </ul>
<p><b>PERSONAL DEVELOPMENT</b></p>	<ul style="list-style-type: none"> <li>• Data from Thrive assessments show ongoing and sustained improvements through the emotional stages of</li> </ul>

<p><b>Support the emotional, social and mental health of children and families so they are ready and able to access learning effectively</b></p>	<p>development for children on a Thrive action plan</p> <ul style="list-style-type: none"><li>● Through parent surveys, those that have accessed Family Thrive report improved confidence with supporting their child. Observations in school show this to be impacting on learning</li><li>● Time Out C's and exclusions remain low (this is linked to behaviour and attitudes although is most likely to be impacted by Thrive and Family Thrive)</li><li>● PP children who have accessed Thrive are ready for KS3. They are increasingly able to self regulate and manage their big feelings and behaviours, enabling them to engage in learning. They make a successful transition to KS3</li></ul>
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## 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: £ 140,000 per year

**Budgeted cost (year 2) £ 120,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><i>Boost pupil's language capability and vocabulary throughout school to support their reading and writing-children become confident communicators</i></b></p> <ul style="list-style-type: none"> <li>• Literacy team to explore the current provision so they have an accurate picture of the strengths, weaknesses, opportunities and threats for the provision of spoken vocabulary. Time to plan next steps based on evidence (Teacher release time)</li> <li>• Release time for the literacy team to look at the writing process so that opportunities to develop oracy are planned effectively.</li> <li>• Research and implement an approved approach to the teaching of vocabulary (source any additional training and resources)</li> <li>• SLT and subject leaders to look at the wider curriculum to maximise opportunities to teach and embed vocabulary across the curriculum and promote this</li> <li>• Training and professional development of staff on maximising speaking and listening opportunities and effective collaborative learning strategies</li> <li>• Release time for the Literacy team to support teachers with planning and teaching to extend children's receptive and expressive language</li> <li>• Purchase of any supporting resources</li> <li>• Allocate time for all staff to review measures taken,</li> </ul> <p><b>Year 2-additional actions</b></p> <ul style="list-style-type: none"> <li>• <b>Look for opportunities to assess and develop spoken language-</b></li> </ul>	<p>Children's early vocabulary and the amount of words they know and use is one of the biggest indicators of disadvantage</p> <p>Equipping them with a richer vocabulary as part of the early educational experience will help them to be able to utilise new educational experiences more effectively. It also forms an essential component to becoming confident readers and writers</p> <p>'Speaking and listening are at the heart of language not only as foundations for reading and writing but also as essential skills for thinking and communication.</p> <p>Improving Literacy Reports KS1 and KS2 (EEF)</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	<p>1,3 and 4</p>

<ul style="list-style-type: none"> <li>● Purchase of Picture News-weekly focus for discussion and debate on key current events.</li> <li>● EYFS phase lead to work with staff to develop a vocabulary document mapping out all key vocabulary to be taught linked to key areas of learning</li> <li>● English team to embed SEEC (Select, Explain, Explore and Consolidate) model for the teaching of vocabulary-communicate effectively so that it embeds in all subjects. Adapt English planning accordingly-work with teachers/CPD to ensure they are confident with the model</li> </ul>		
<p><b>Ensure staff have the sufficient training and resources to effectively teach early reading/RWI phonics-children become fluent readers</b></p> <ul style="list-style-type: none"> <li>● Continued ongoing development of RWI programme to teach phonics including RWI development days to maintain and develop staff knowledge (CPD and release time)</li> <li>● Additional staff training for new staff and those who teach early reading beyond KS1 (targeted intervention)</li> <li>● Review of the provision of RWI in Year 2 and 3 to improve fluency and automaticity</li> <li>● Purchase supporting resources to ensure children can read targeted books outside their RWI session including at home</li> <li>● Additional books purchased to improve the provision in class book corners to foster a culture of reading for pleasure</li> <li>● Additional staff capacity to ensure children are grouped effectively with the most qualified members of staff placed with those children who need to make the most progress and teaching can be adjusted in a responsive way.</li> <li>● Review and purchase new reading books across school to build more effectively on the phonics teaching that the children receive in KS1. Ensure systems around the use of these are tight and that they are being used effectively for independent, 1:1/group reading (see targeted interventions)</li> </ul> <p><b>Year 2-additional actions</b></p> <ul style="list-style-type: none"> <li>● Additional enhanced RWI package purchased to include training videos to support new and existing staff</li> <li>● Additional release time for DHT to coach and mentor new and existing</li> </ul>	<p><i>The systematic teaching of phonics has proved highly in school with a generally improving trend . PP children achieve higher than National using this programme.</i></p> <p><i>EEF evaluation project (report into the effectiveness of phonics to be published in 2023)</i></p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start/">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start/</a></p> <p>The importance of reading and the engagement with it is known to be a key indicator of the ability to overcome deprivation as stated in the Reading Framework 2021 ‘Over the last two decades, there has been a deepening recognition of the fundamental importance of improving reading standards on a child’s future academic achievement, wellbeing and success in life. The reading and writing of Standard English, alongside proficient language development, is the key to unlocking the rest of the academic curriculum. Pupils who struggle to read struggle in all subjects and the wonders of a knowledge-rich curriculum passes them by unread. Fluency of reading is also a key indicator for future success in further education, higher education and employment’</p> <p>Learning to read and reading to learn is a fundamental driver for our curriculum. From early reading and decoding to developing a love</p>	1,2,3,4

<p>staff and provide bespoke follow up training</p> <ul style="list-style-type: none"> <li>• Ensure all support staff are confident in using RWI approach when supporting 1:1/small group reading. Ensure KS2 support staff are using these strategies in the first instance when decoding.</li> <li>• Beyond early reading develop a more cohesive and effective approach to the teaching of reading including how reading is taught within literacy sessions as part of the writing process and in additional sessions including guided reading</li> <li>• Bespoke reading training provided by Reading Plus to ensure the greatest impact and teachers are fully confident with its implementation</li> </ul>	<p>of reading, it is essential that all our children have the best teaching of this pivotal part of education.</p>	
<p><b>Ensure the staff have sufficient expertise to ensure that children develop the necessary transcription skills (spelling, handwriting and sentence construction so that over time, focus can be placed on writing composition-children become fluent writers</b></p> <ul style="list-style-type: none"> <li>• Ensure the writing process is refined and embedded in school and that opportunities to practise the basic transcription skills are delivered effectively both through the writing process and in additional basic skills sessions-in school training and support from the literacy team (in class and through PPA and planning time)</li> <li>• Collect evidence through staff and pupil voice, book scrutiny and learning walks to review the writing process and its various elements. Decide on any adaptations that need to be made, implement and sustain</li> <li>• Source and deliver additional any additional training needed.</li> </ul> <p><b>Year 2-additional actions</b></p> <ul style="list-style-type: none"> <li>• Basic skills sessions have been timetabled into component parts with a daily session of spelling. Handwriting in Key stage 1 is being taught every day-Literacy team to monitor this and assess impact.</li> <li>• Training to be delivered to all staff re: development of fluent handwriting across school-use of Nelson handwriting. Monitor expectations and implementation of handwriting</li> <li>• Ensure there is consistency across all classes in Reception in the teaching of handwriting. Literacy team to review where this is recorded for maximum impact</li> </ul>	<p><i>EEF-Improving Literacy in KS2-recommendation 5</i></p> <p>A fluent writing style supports composition because pupils cognitive resources are freed from focusing on handwriting, spelling and sentence construction and can be redirected towards writing composition</p> <p>Spelling and handwriting are currently taught discretely in basic skills time, although spelling will be highlighted through the writing process when applicable. Sentence construction is taught through the writing process.</p>	<p>1,3,4</p>

<p><b>Ensure the staff have sufficient expertise to ensure children have the necessary solid foundations of number and that the mastery approach is embedded in teaching and learning -children become confident mathematicians</b></p> <ul style="list-style-type: none"> <li>• Review of White Rose Maths as the main vehicle for resourcing. Further explore how NCETM can provide additional breadth and how they can work more effectively in conjunction with each other. Explore additional possibilities if needed</li> <li>• Develop staff knowledge and expertise through training and resources around the development of mental strategies to support their mathematical efficiency</li> <li>• Develop staff confidence with the teaching of mental strategies through CPD. Ensure these are reflected in the planning</li> <li>• Attend and disseminate mastery in number training and evaluate the impact</li> <li>• Develop work with local maths hubs</li> <li>• Extra staffing capacity in KS2 to provide additional support through specialist teaching, coaching and mentoring</li> </ul> <p><b>Year 2-additional actions</b></p> <ul style="list-style-type: none"> <li>• <b>Source additional training to develop teachers knowledge and skills to deliver WRM with a focus on developing a cohesive approach (to include concrete, pictorial, abstract, bar modelling, reasoning and problem solving, mathematical talk, and variation)</b></li> <li>• <b>Maths team to work with the Great North Maths Hub (part of the NCETM) to enable and extend possibilities for effective scaffolding and challenge and depth for more independent learners. Termly meetings to check progress against actions and targeted CPD</b></li> <li>• <b>Maths team to assess the need for further training linked to a specific programme (WRM/NCETM) to ensure all teachers including new staff are equipped to implement the curriculum effectively.</b></li> <li>• <b>Ensure ECTs and Year 3 staff have had training and are implementing effectively</b></li> </ul>	<p>The importance of firm mathematical foundations from the start is highlighted in Improving Mathematics in Early Years and KS1 (2020) It clearly makes the link between the benefits of a solid mathematical understanding and educational outcomes in later life.</p> <p><i>'Developing a sound understanding of mathematics when we are young is essential. Children's early mathematical understanding is strongly associated with their later school achievement.1 It has, therefore, a major impact on young people's educational progress and life outcomes.'</i></p> <p>The EEF guidance report for KS2 and 3 makes similar links between maths attainment as the children progress through school and economic disadvantage in later life. For us at Horton Grange, this means equipping our teachers and TAs with the best knowledge, understanding and skills to ensure our PP children have the same chances as other children and that they are well prepared mathematically for the next stage of learning</p>	<p>3,4</p>
<p><b>Ensure that metacognition continues to positive impact on outcomes for the disadvantaged across all areas of the curriculum</b></p> <ul style="list-style-type: none"> <li>• Source additional metacognition training to address planning monitoring and</li> </ul>	<p>When properly embedded, metacognition and self-regulation boosts learning, having a huge impact on outcomes for the</p>	<p>1,3,4</p>

<p>reflecting on learning and increasing motivation. 1 full day training for all staff</p> <ul style="list-style-type: none"> <li>● Review current practice in light of training and work as a staff to implement any changes needed. Monitor and sustain.</li> <li>● Member of SLT to lead on metacognition and how it can impact on the disadvantaged. Disseminate training received by Newcastle Teaching Schools. Ensure time is given for the implementation of change through teacher release.</li> </ul> <p><b>Year 2-additional actions</b></p> <ul style="list-style-type: none"> <li>● <b>Further metacognition CPD revisiting the plan, monitor, evaluate model, choice of task and motivation.</b></li> <li>● <b>Through training ensure that the explicit teaching and modelling is maintained whilst ensuring challenge and opportunities to develop independence and the application of strategies</b></li> </ul>	<p>disadvantaged (+7mths) based on extensive evidence. (EEF guidance report)</p> <p>School have already attended some training and disseminated this among staff. Planning formats and teaching approaches have been changed to encourage spaced retrieval, activation of prior knowledge and more methodical approach to modelling.</p> <p>Further work is need to look at children planning, monitoring and reflecting on their learning and increasing intrinsic motivation.</p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 48,000

**Budgeted cost Year 2 £ 31,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve early language skills through the introduction, delivery and embedding of the NELI early language intervention</p> <ul style="list-style-type: none"> <li>● Ongoing professional development and training to ensure the effective implementation of the training</li> <li>● Release time for staff to deliver and scrutinise the assessments and plan accordingly</li> <li>● Purchase of any accompanying resources</li> </ul> <p><b>Year 2-additional actions</b></p> <ul style="list-style-type: none"> <li>● <b>additional staff training for NELI programme</b></li> <li>● <b>Additional Early Talk Boost training</b></li> </ul>	<p>NELI was developed by a team led by Professors Charles Hulme and Maggie Snowling (University of Oxford) in response to the growing evidence that oral language skills form a key foundation of education and are critical for psychosocial development and wellbeing.</p> <p>Evidence shows that oral language skills can be enhanced through targeted and specific teaching. Several robust evaluations funded by the Nuffield Foundation and Education Endowment Foundation, have shown that NELI improves children's oral language and early literacy skills. A recent trial found that children who received NELI, over a 6 month period, made on average 3 months additional progress in language development compared to children in the comparison group. NELI is best</p>	<p>1</p>

	evidenced early language intervention available in the UK	
<p>Improve reading across school through high quality interventions and 1:1 support.</p> <ul style="list-style-type: none"> <li>● Research and purchase if necessary a quality reading intervention that has a strong evidence base in terms of impact (KS1)</li> <li>● Additional targeted interventions for those needing additional RWI sessions or overlearning-this includes extending provision into Year 2 and beyond for specific children</li> <li>● Ensure TA's have the necessary training and expertise to deliver the intervention or to continue with 1:1 reading</li> <li>● 1:1 reading delivered through the school led tutoring programme using the principles of BRP</li> <li>● Boosting Reading at Primary (BRP) embedded into KS2-2 x TA delivery in Year 3 and 4</li> <li>● Evaluate the provision of current interventions (Reading Plus and Lexia) in KS2, consider actions and re-purchase upon evaluation if appropriate</li> </ul> <p><u>Year 2-additional actions</u></p> <ul style="list-style-type: none"> <li>● Continuation of BRP as a reading intervention in KS2 (target group Year 3 and 4)</li> <li>● Re-purchase Reading Plus (3 year subscription) to ensure that children develop reading fluency and comprehension skills in order to access increasingly complex texts and be able to access the wider curriculum (focus learning to read, reading to learn)</li> <li>● Invite Authors in to talk to the children to support increase in reading for pleasure, engagement in books, transforming children into 'readers' and making a link to the world of work. Purchase some texts from the author for the library so they can be accessed by PP children</li> </ul>	<p>'There is extensive and consistent evidence of the impact of intensive small group and 1:1 interventions...particularly when the additional support is offered in school or when focused on reading'</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Literacy/Literacy_KS1_Guidance_Report_2020.pdf</a></p> <p>Bearing this in mind we need to make sure the current approach to boosting reading at KS1 and 2 is having the maximum impact and that staff are adequately trained and existing resources are being used effectively.</p>	2,3,4



<ul style="list-style-type: none"> <li>• <b>1:1 reading to continue through school through support staff.</b></li> <li>• <b>1:1 phonics sounds (current learning) plus a review of past sounds and alien words as a focus for any PP child who is falling behind</b></li> </ul>		
<p>Improve the outcome in maths across school</p> <ul style="list-style-type: none"> <li>• Source additional maths interventions and extend the number of people currently trained at first class @ number. Look to implement in target year groups in KS1 and 2. Evaluate the impact in terms of progress against starting points and plan for sustained implementation</li> <li>• Third space learning 1:1 intervention for targeted PP children across KS2-monitor and evaluate impact</li> <li>• Resources purchased to support fluency of number facts and times tables (TT rockstars and NUMBOTS)</li> </ul> <p><b><u>Year 2-additional actions</u></b></p> <ul style="list-style-type: none"> <li>• <b>1st class@number intervention delivered to PP children by trained TAs (focus Year 2 and 3)</b></li> <li>• <b>Additional SLT capacity provided to target Year 6 maths to ensure end of Key Stage 2 outcomes and increase the % of children achieving GDS</b></li> <li>• <b>Extend Mastery in Number to Year 3 so they can use the approach in Year 3 to support basic number acquisition . Staff receive training so they are familiar with the approach and content. Purchase of supporting resources if necessary.</b></li> <li>• <b>Investigate a second year of third Space Learning Intervention.</b></li> <li>• <b>PLUS 1 and power of 2 books purchased for specific targeted children to embed basic numbers and implemented by support staff daily.</b></li> </ul>	<p>The EEF evaluated the effectiveness of First Class @ Number and concluded that</p> <p><i>'Pupils who received 1stClass@Number made two months' additional progress in maths, on average, compared to pupils in the control group. This result has a high security rating'</i></p> <p>This indicates that the target group that would benefit the most from this intervention is the group sitting just behind ARE and at risk of not reaching ARE.</p> <p>In accordance with the EEF's guidance about the most effective way to use TAs this will be delivered in accordance with the programme, following training.</p>	1,2

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

Budgeted cost: £ 103,000

**Budgeted cost (Year 2): £ 85000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appoint an attendance officer to maintain and sustain systems and procedures linked to attendance and support families to improve children's attendance</p> <ul style="list-style-type: none"> <li>• Work with welfare support and guidance officer to develop relationships with key families</li> <li>• Implement and review the new policy and work with SLT to make adaptations where necessary</li> <li>• Review and implement strategies to communicate more effectively with parents (target PP/PA) so that they are personalised, positive, link to learning and ensure the parents have a clear understanding of their child's attendance compared to that of others</li> <li>• Support key families through funded breakfast club places</li> </ul> <p><b>Year 2-additional actions</b></p> <ul style="list-style-type: none"> <li>• <b>Maintain focus on attendance through staffing changes by increasing the work of the PGSWO to focus on attendance</b></li> <li>• <b>work with LA focus attendance group to share good practice and discuss ways to reduce PP PA</b></li> <li>• <b>ongoing reviewing and tracking by AHT of the support/enforcement of PP/PA to ensure both are targeted appropriately for maximum impact</b></li> </ul>	<p>Research shows that poor attendance and persistent absenteeism adversely impacts on the long term outcomes and prospects for children. Despite rigorous systems in place, PA among PP children remain too high and existing measures and COVID have impacted upon any sustained improvement</p> <p><i>DFE guidance-Improving School Attendance Advice from the <u>National Strategies</u> EEF report into parental engagement states "Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance"</i></p> <p>EEF-Working with parents to support children's learning-guidance report</p> <p>Evidence shows that carefully designed communications can impact on parents beliefs and behaviours.</p>	5
<p>Continue to develop and embed Thrive as an approach in school and extend to Family Thrive in order to support mental health and wellbeing of children and families</p> <ul style="list-style-type: none"> <li>• Fund 'The Place' with 2 x full time Thrive practitioners</li> <li>• Maintain Thrive Practitioner licences throughout school through ongoing CPD and use of the assessment tool</li> <li>• Run a programme of workshops for Family Thrive for target families</li> <li>• Improve and sustain the whole school ethos of Thrive, embedding practice into classrooms through workshops.</li> </ul>	<p>'With the right support, children learn to articulate and manage their emotions, deal with conflict, solve problems, understand things from another person's perspective, and communicate in appropriate ways. These 'social and emotional skills' are essential for children's development, support effective learning, and are linked to positive outcomes in later life'</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a></p>	7

<p><u>Year 2-additional actions</u></p> <ul style="list-style-type: none"> <li>• Continue to use the Thrive Approach in schools by maintaining Thrive Practitioner licences and disseminate training to staff (focus embedding the Thrive approach more effectively in class and upskilling support staff so that they are using the Thrive approach more effectively)</li> <li>• PSGWO to run 3 x parent Thrive courses throughout the year to support key families and ensure that the Thrive approach is used by parents in the home to support children</li> <li>• Thrive Practitioners to further support Family Thrive by attending training and working alongside PSGWO to facilitate parent events in The Place so that parents are more engaged and have a better understanding of the Thrive Approach</li> </ul>		
<p><b><i>Ensure that school and parents work together in the most effective way to maximise pupil outcomes.</i></b></p> <ul style="list-style-type: none"> <li>• Review what we currently do in school to communicate and engage parents in EYFS, KS1 and KS2 (SLT/middle leader/admin/parent support officer representative/parent representative working party) This should include       <ol style="list-style-type: none"> <li>1. Best practice to support parents with their children's learning</li> <li>2. Supporting parents to establish a good working environment and routines</li> </ol> </li> <li>• Plan in light of the findings and write an action plan that focuses on each different age phase and target areas that have the strongest evidence base-this will be different for each age phase. Define clear actions and responsibilities and communicate these with staff</li> <li>• Provide more intensive support for targeted families through Family Thrive-see above</li> </ul> <p><u>Year 2-additional actions</u></p> <ul style="list-style-type: none"> <li>• Maintenance of Thrive Practitioner licences through CPD (7 licences to be maintained-approx £120 per person per year)</li> <li>• Additional member of SLT trained (leading emotionally healthy primary schools course)</li> <li>• Time allocated for SLT member to meet with staff from The Place to</li> </ul>	<p>The right parental involvement can have a significant impact on the outcomes for children, regardless of income or qualifications. It is crucial that we communicate effectively so that parents have the necessary information, skills and confidence to help their child and aid school in achieving the best outcomes</p> <p>'levels of parental engagement are consistently associated with academic outcomes' EEF guidance report.</p> <p>In addition the Millenium Cohort Study, Kiernan and Mansah 2011, set out the impact that parental engagement across the poverty history range can have on the % of children reaching GLD.</p>	5

<p>monitor and develop the Thrive approach in schools</p> <ul style="list-style-type: none"> <li>• Time given for Thrive practitioners to liaise to ensuring consistency and continuity from EYFS-The Place-Family Thrive so that the children and families that are most in need are being targeted in the right way</li> </ul>		
<p><b>Provide children with rich, wider experiences that support both the curriculum and the Horton Grange values. Ensure access to all through supported funding for PP children</b></p> <ul style="list-style-type: none"> <li>• Ensure our supported funding is transparent and parents know how to access this</li> <li>• Priorities PP children for after school clubs-make these non-payment where possible</li> <li>• Use the school's payment support to subsidise trips and residential (graduated support) to ensure income is not a barrier to attendance at these. These include those used in school to support the curriculum</li> <li>• Pay for music tuition for PP children who want to access this</li> </ul> <p><b>Year 2-additional actions</b></p> <ul style="list-style-type: none"> <li>• Purchase of OPAL to improve the children's access to play, health and well-being (social and emotional), physical development, cognitive development, resilience, character and their ability to assess risk and challenge</li> <li>• Additional rich experiences planned for (in and out of school) 1 per term to support the curriculum and the children's depth of knowledge, vocabulary and understanding.</li> <li>• Extension of the residential programme to include a 1 night stay for Year 3</li> </ul> <p><b>Costing considerations</b></p> <ul style="list-style-type: none"> <li>• Purchase of OPAL programme</li> <li>• release time for OPAL lead for planning and training for the Play Lead</li> <li>• Release time for the OPAL team to attend meetings and work together to develop the programme</li> <li>• Purchase of structural and storage facilities needed for OPAL</li> <li>• purchase of additional play equipment/resources</li> </ul>	<p>It can be hard to evidence the educational impact of residential, trips and wider experiences in a traditional, data based way. However, we know that in the context of our school these experiences can be very limited for our disadvantaged pupils. We see our role in providing these as pivotal and supporting the financial burden of these means that no child missed out because of their economic background. When linked directly to the curriculum, they provide the necessary vocabulary and understanding of context for the area being studied, bringing learning to life and giving it relevance it would not otherwise have. Residential address more holistic values, in essence those we have at the heart of our vision; things like resilience, tolerance, open-mindedness and new experiences. These are all values needed in life as well as the classroom.</p> <p>A study by the University of Cumbria 'The impact of residential experiences on pupil progress and attainment in year six (10 – 11 year olds) in England-A Learning Away Comparative Research Study' ( A report on behalf of the Learning Away Consortium by Dr Jane Dudman, Carrie Hedges &amp; Dr Chris Loynes) shows the impact of the study</p> <p><i>The residential experiences had a significant impact on a range of indicators associated with self-efficacy and locus of control. Six of these indicators were found to be significant and six showed an elevated trend towards significance. • When residential experiences explicitly addressed curriculum content (in this case creative writing and geography), they impacted significantly on progression and attainment. • Residential experiences supported pupils facing unanticipated challenges enabling them to achieve their expected results in SATs tests.</i></p>	<p>3,4,7</p>

**Total budgeted cost: £ 291,000 (year 1) 2021-22**

**Total budgeted cost: £ 236,000 (year 2) 2022-23**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021-22 academic year.

<u>Intended Outcome</u>	<u>Review of actions and impact 2021-22 (reviewed August 2022)</u>
<p>EYFS To increase the amount of PP children achieving GLD so that outcomes are in line with National</p>	<p>In 2022 56% of PP learners achieved GLD (not yet in line with pre-covid levels) <b>but an increase of 14% from the previous year</b> where the impact of Covid could be clearly seen. National for all was <b>65%</b> and whilst attainment for the disadvantaged group was lower differences over time are diminishing</p> <p><b>Phonics</b> RWI phonics teaching begins in the first week of term and differentiated phonics groups commenced from Autumn 2 and PP learners additionally received 1:1 assisted blended coaching, pinny time and 1:1 speed sounds practice. 11/26 PP children made accelerated progress in reading. 17/26 had reached the expected standard for reading.</p> <p><b>CLL</b> Most children make expected or above expected progress. The NELI intervention has been implemented and whilst staff report some positive impact it is lengthy and time consuming to deliver and the programme was not finished by the end of the year. Additional staff have been trained to deliver NELI so that it can be delivered more effectively Early Talk Boost Training will also be accessed by additional staff to ensure that implementation continues An additional intervention (Talking Tales) has been sourced to support children's CLL</p> <p><b>PSED</b> Thrive approach embedded throughout EYFS and implemented mostly successfully. 1 member of staff attended additional Narrowing the Gap training and this indeed Thrive practitioner training. This is being used to support existing Thrive provision and provide coaching and mentoring for staff. This will continue next year and RH will work with other Thrive practitioners in school.</p> <p><b>PD</b> Squiggle while you wiggle' intervention positively impacting on strength <b>89% PP children attain PD ELG from baseline of 52%</b> Nursery used Dough Disco to help develop gross motor skills/ crossing the midline and pre writing skills. Impact of this can be seen entering Reception with greater control and ready to access squiggle whilst you wiggle and early writing Changes made to continuous provision have increased activity and improved elements of core strength PP children have been targeted through the provision and pre-writing movement focused on.</p> <p><b>MATHS</b></p>

	<p>Mastery in Early Number well established and ++ impact on confidence and fluency</p> <p>White Rose is now embedded and impacting (evidence in books)</p> <p>2 maths lessons a day mean additional practice</p> <p><b>7/26 children had made accelerated progress in maths</b></p> <p><b>23/26 were at the expected standard.</b></p>
<p><b>PHONICS</b></p> <p>To ensure the outcomes for PP children in phonics are at least in line with National and that phonics teaching continue to positively impact on the children's ability to become confident readers</p>	<p><b>Phonics Data (PP) and impact</b></p> <p><b>81% of PP learners passed the phonics check and this is above National for all</b></p> <p><b>There is no difference between PP and non PP</b></p> <p><b>Attainment in the Reading ELG for this cohort was 58% (+23%)</b></p> <p>RWI is well established and staff are highly skilled at delivering the programme with rigour.</p> <p>Children are assessed regularly and moved quickly to maximise progress</p> <p>Regular RWI days have ensured staff have up to date training and CPD</p> <p>Staff are well organised with groupings</p> <p>Additional purchased resources have impacted on the children's ability to practise at home and throughout the day.</p> <p>A member of SLT oversees the implementation and provides feedback. She also takes some children who have the most progress to make. Regular and ongoing monitoring support of all groups ensure that children in all groups make progress and teachers are continually developing</p> <p>Children who were still to pass the phonics test in Year 3 received RWI as a daily programme and by the end of Year 3 all were off the programme</p> <p><b>Next Year</b></p> <p>Ensure new staff have training and are overseen in the delivery of the programme</p> <p>Subscribe to additional resources in the RWI programme to help deliver training and upskill practitioners in early reading</p>
<p><b>OUTCOMES FOR KEY STAGE 1</b></p> <p>To ensure the progress and attainment of PP children is at least in line with national and differences between PP children and NPP children are diminished.</p>	<p><b>KS1 school data (PP)</b></p> <p><b>Reading 70%</b></p> <p><b>Writing 57%</b></p> <p><b>Maths 70%</b></p> <p><b>Outcomes for the PP group exceed the emerging National data for all in reading and maths and are in line for writing</b></p> <p><b>Reading</b></p> <p><b>70% of PP children (Year 2)</b> achieved EXS in reading and 57% made above expected progress, meaning over time, differences diminish)</p> <p><b>In Year 1 75% of PP children achieved EXS</b> with 46% of children making above expected progress</p> <p>PP learners accessed 15 hours of 1:1/small group reading through the national tutoring project. Teachers and children reported ++ impact on levels of engagement and attitudes. Reading data would support this with reading outcomes similar to pre-covid levels.</p> <p><b>Writing</b></p>



	<p>Writing is lower, has been impacted the most significantly by covid and will be a priority for next year. The writing process has been modified so that children have more opportunities to embed transcription skills. There has been some in school training on vocabulary although this needs further time to embed.</p> <p><b>Maths</b></p> <p>Mastery in Number training was done and Mastery in Number implemented throughout EYFS and KS1. This will extend to Year 3 next year. Staff report this is having a huge impact on the children's understanding of place value and the number system. Numbots was relaunched at the start of the year and this is improving knowledge of number bonds and facts. Increased access to technology through the acquisition of a new Ipad trolled and 30 ipads has ensured children have regular practice.</p> <p>An additional staff member underwent 1st class@number training (partly funded EEF project) and delivered the program to 4 children (2 x PP ch) This was hugely impactful with the children making more than 2 years progress over the 3 month period. This will be implemented next year with a focus on those children who need similar accelerated progress in Year 3</p> <p>Like reading, outcomes for maths are similar to pre-covered levels showing the positive impact of the interventions.</p>
<p>OUTCOMES FOR KEY STAGE 2</p> <p>To ensure PP children make accelerated progress so that over time differences are diminished and that by the end of KS2 children are next stage ready</p>	<p><b>KS2 school data (PP)</b></p> <p>Reading 63% (National PP-62%)</p> <p>Writing 74% (National PP-55%)</p> <p>Maths 74% National PP-56%</p> <p>SPaG 68%</p> <p>Combined 45%</p> <p>PP children made excellent progress in writing and maths and significantly exceeds PP national data. Reading is in line with national.</p> <p>Gaps remain between PP and NPP learners and these were highest in reading and writing and remain a priority.</p> <p>Cohort context should be considered</p> <p>33% SEND and 16/19 (84%) are both SEND and PP</p> <p>Impact of Covid is still evident in the data.</p> <p>Compared to the cohorts data at the end of KS1 Writing has increased by 20% and Maths by 6%. However there has been a decrease of 2% in reading and this will be a priority for 2022/23</p> <p><b>Reading</b></p> <p><b>Year 6</b>-63% of PP learners achieved EXS in reading (linked to a crossover between PP/SEND)</p> <p><b>Year 5</b>- 81% (with 56% making above expected progress)</p> <p><b>Year 4</b> -79% ((with 77% making above expected progress)</p> <p><b>Year 3</b> -69% (with 67% making above expected progress)</p> <p>Reading Plus will continue with a refocused relaunch and additional bespoke training. Data shows that when used regularly, impact on fluency, vocabulary and comprehension is most noticeable. Timetable changes will aim to ensure children have further opportunities to read in a variety of contexts. New reading scheme was purchased to support readers including higher attainers. Focus needs to be on ensuring this impacts on fluency and comprehension.</p>

	<p>PP children across KS2 had access to 15 hours 1:1 and small group reading through the national tutoring programme and this had a ++ impact on children's attitudes and engagement.</p> <p>Author visits were a positive feature pre-covid and will be reintroduced.</p> <p>BRP was implemented as a reading intervention in Year 4 and this showed ++ impact with children making between 10 months and 2 years progress.</p> <p><b>Writing</b></p> <p>The writing process has been reviewed and now has greater opportunities to embed skills. Initial evidence in books is strong (KS2 staff attended moderation) and shows that it is impacting well. The spelling journey that was started last year shows a positive impact on spelling (improvement in SPaG data from previous year) and gives the PP learners the regular opportunities they need for the spellings to embed.</p> <p><b>Maths</b></p> <p>There have been few changes to the implementation of maths and actions linked to this will carry on next year. 2 members of SLT continue to provide additional capacity to ensure maximum progress and outcomes through teaching of maths groups (this year in Year 6 and some intervention in year 3)</p> <p>Next year the focus will be on Year 4 maths (as an intervention) and reading across KS2</p>
<p><b>PARENTAL ENGAGEMENT</b></p> <p>To raise parental engagement and improve the effectiveness and impact of reading at home so home and school are working more effectively together to improve outcomes</p>	<p>Some covid restrictions at different times meant that pre covid levels of parental involvement in school were not yet reached. However, towards the end of the year there were increasing opportunities to invite parents into school. Parent consultations were face to face, parents attended meetings with staff and the SENDCo largely face to face and they attended the end of year celebration events with ++ positive feedback.</p> <p>Forums have not yet restarted and these are planned for next year with a focus on communication and attendance</p> <p>Parents will be invited into the Year group meetings at the start of the year with the aim to impact more on learning</p>
<p><b>BEHAVIOUR AND ATTITUDES</b></p> <p>Improve rates of attendance and reduce rates of persistence absenteeism</p>	<p><b>Attendance</b></p> <p>Overall attendance of PP children are not significantly different to others in school. However PP persistent absenteeism is still high (23%) This is in line with National data (24%) and below LA data.</p> <p>The appointment of an attendance officer allowed for the already rigorous systems that were in place to be followed through more quickly and there were more referrals to the EWO than previous years. There is new DFE guidance relating to Attendance and training has been undertaken linked to this.</p> <p>In light of the new guidance an action plan has been written and these actions will be implemented next year.</p> <p>Attendance and specifically PP/PA remains a high priority for next year.</p> <p><b>Time Out Cs</b></p> <p>Time Out C's remain relatively low. Where there are high incidents they relate to 1 high needs child and further provision and additional funding have been sought.</p> <p>Fixed Term Exclusions</p>

	Further Thrive training is to be provided specifically to TAs in September and introduction of OPAL next year will aim to improve behaviour at more unstructured times such as break times and lunchtimes, which in turn can impact the afternoon.
<b>PERSONAL DEVELOPMENT</b> Support the emotional, social and mental health of children and families so they are ready and able to access learning effectively	<p><b><u>Thrive</u></b>  112 children accessed the Thrive provision during 2021/22 on plans or through additional requests  60 of these were PP  of those 101 children 86% made progress with their social and emotional gaps. Those who did not make progress had specific SEND needs where changes take longer to embed or had significant life events which impacted them  Pupil voice linked to thrive (evidenced through SIP reports (Summer 1) showed ++ impact of Thrive in terms of building long term strategies for regulation, the ability to access learning and readiness for the next stage of education)</p> <p><b><u>Family Thrive</u></b>  2 rounds of family Thrive have been delivered with ++ impact on families (feedback cards evidenced)  Further plans to extend family Thrive to target SEND and Attendance concern families are a focus for next year. This will tie into the plans to widen the scope of The Place (family Thrive parents to access the Place for some of their training so they have a better understanding of the work done there with their children)</p> <p><b><u>Residential and Wider Experiences</u></b>  Year 4, 5 and 6 all attended residential this year with a high take up from PP children due to the heavily subsidised funding. Those who did not attend did so through personal choice, not finances.  Pupil voice showed ++ positive impact of these trips and allowed for some of the wider elements of Horton Values and character education to be maximised. There are plans to extend the residential programme to include Year 3 next year.  Wider experiences linked to curriculum development also increased and included visitors in school as well as visits out. There is a planned visit programme for next year (1 per term for each year group) which will continue to be subsidised through funding</p> <p><b><u>Clubs</u></b>  A wide variety of after school clubs were provided throughout the year to maximise the children's interests and talents. All were free of charge and there was a good take up by PP children</p>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Reading Plus by Reading Solutions	

Thrive (Social and emotional intervention)	
Lexia reading	
First Class @ Number	
TT Rockstars (times tables fluency)	
Spelling Shed-spelling fluency	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*