

# Pupil premium strategy statement-Horton Grange Primary School 2019/20 (note this year ended March 2020 due to school closure for COVID 19. Data capture at point of closure and not comparable to previous years)

1. Summary information					
<b>School</b>	Horton Grange Primary School				
<b>Academic Year</b>	2019/20	<b>Total PP budget</b>	£212,520		
<b>Total number of pupils</b>	480 (March 2020)	<b>Number of pupils eligible for PP</b>	154	<b>Date for next internal review of this strategy</b>	Termly review of progress

2. Current attainment (March 2020)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
71 % of Reception children on track for a good level of development (GLD)	55%	80%
85% of Year 1 children on track to expected standard in the 2020 Phonics Check	71%	89%
End of Key Stage 1 (Year 2) Attainment and Progress		
<b>73% on track to reach expected standard in reading</b>	73%	72%
<b>32% on track to reach greater depth in reading</b>	23%	40%
<b>64% on track to reach expected standard in writing</b>	73%	77%
<b>17% on track to reach greater depth in writing</b>	9%	24%
<b>70% on track to reach expected standard in maths</b>	73%	85%
<b>30% on track to reach greater depth in maths</b>	23%	36%
End of Key Stage 2 (Year 6) Attainment and Progress		
<b>80% on track to reach expected standard in reading</b>	72%	89%
<b>34% on track to reach greater depth in reading</b>	22%	48%

80% on track to reach expected standard in writing	83%	89%
25 % on track to reach greater depth in writing	16%	37%
78% on track to reach expected standard in maths	69%	89%
25% on track to reach greater depth in maths	13%	41%

### 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
<b>E.</b>	Impact of time out school due to COVID 19 is not know. Less PP children attending as key worker, vulnerable group or wider opening to targeted year groups.

### 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 so that differences with others diminish	Data linked to achievement of GLD
<b>B.</b>	Increase the % of PP children achieving the required standard the Year 1 phonic check so that differences with others diminish	Data linked to RWI and phonics
<b>C.</b>	PP children make accelerated progress in Reading, Writing and Maths at end of KS1 and KS2 ensuring that the differences between their attainment and others nationally diminish (focus KS2)	Gap between PP and others nationally diminishes
<b>D.</b>	Increase the % of pp children who achieve higher standard at the end of KS2 (focus writing and maths)	Data linked to KS2 outcomes
<b>E.</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>F.</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.