

Pupil premium strategy statement-Horton Grange Primary School 2020/21 (note school closed Jan to March except to vulnerable and key workers and continued disruption due to bubble closures and additional isolations)

1. Summary information					
School	Horton Grange Primary School				
Academic Year	2020/21	Total PP budget	£216,545		
Total number of pupils	507 (July 21)	Number of pupils eligible for PP	191	Date for next internal review of this strategy	Termly review of progress

2. Current attainment (July 2021)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
63 % of Reception children achieved a a good level of development (GLD)	42%	74%
85% of Year 1 children reached expected standard in the 2020 Phonics Check (note these children are now Year 2)	60%	93%
End of Key Stage 1 (Year 2) Attainment and Progress		
61% reach expected standard in reading	31%	72%
12% reach greater depth in reading	12%	12%
58% on track to reach expected standard in writing	31%	67%
9% on track to reach greater depth in writing	7%	12%
64% on track to reach expected standard in maths	38%	74%
30% on track to reach greater depth in maths	7%	7%
End of Key Stage 2 (Year 6) Attainment and Progress		
75% on track to reach expected standard in reading	72%	79%
21% on track to reach greater depth in reading	17%	26%

71% on track to reach expected standard in writing	69%	74%
17 % on track to reach greater depth in writing	14%	21%
73% on track to reach expected standard in maths	69%	79%
15% on track to reach greater depth in maths	10%	21%

3. Barriers to future attainment (for pupils eligible for PP, including high ability) – built into 3 year plan

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

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

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

D.	Rates of Persistent Absenteeism are higher among PP children than Non PP children. Though improving over time this has widened as a result of the COVID 19 pandemic.
E.	Impact of time out school due to COVID 19 has disproportionately impacted on disadvantaged children and catch up is taking longer than with non-disadvantaged. It has also impacted greater children in KS1.

4. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase the % of PP children in EYFS expected level (note Early years profile is no longer statutory from Sept 21)	Data linked to new EYFS framework and progress from baseline.
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
C.	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
D.	PP children catch up quickly – focus Year 1,2 & 3	In school data
E.	Increase the % of pp children who achieve higher standard at the end of KS2 (focus writing and maths)	Data linked to KS2 outcomes
F.	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
G.	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.