

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	535 (including 2yr old and Nursery Provision)
Proportion (%) of pupil premium eligible pupils	36% (R-Year 6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25-2026/7
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Nichola Irving Headteacher
Pupil premium lead	Debby Carr, Sarah Cornwall, Emma Brownrigg Assistant Headteacher
Governor / Trustee lead	Janet Dyson Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	
FSM	£235,320
PLAC	£17,990
LAC	£365
Services	£1,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Total budget for this academic year 2024-25	£255, 375
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	N/A

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 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. 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.

An effective 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. 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 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.

Challenges

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

Challenge number	Detail of challenge
1 EYFS	To increase the amount of PP and boys who attain GLD <u>Challenge</u>

	<ul style="list-style-type: none"> • On entry children are below national • 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 • The youngest children, particularly the disadvantaged, have been impacted by the pandemic as they missed out on early developmental experiences as babies as a result of reduced services and opportunities. • When there is a choice about whether to take part, some children, often those who need the most teaching and practice, opt out. (Strong foundations)
2 PHONICS	<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><u>Challenge</u></p> <ul style="list-style-type: none"> • Traditionally outcomes for PP children in phonics are very strong and exceeded National for all in 2022 • Children need a strong foundation in reading in order to progress through the reading curriculum
3 OUTCOMES FOR KEY STAGE 1	<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><u>Challenge</u></p> <ul style="list-style-type: none"> • Assessment data and observations indicate that PP children in Year 1 and 2 remain behind in reading, writing and maths. • Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many PP children.
4 OUTCOMES FOR KEY STAGE 2	<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><u>Challenge</u></p> <ul style="list-style-type: none"> • PP children take more time to reach ARE than NPP children (data is variable depending on the cohort and the subject area) • 2023/4 data shows PP achieved more than NPP in Reading and maths. Gaps in writing and SPaG. • Gaps evident in GD. • Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many PP children.
5. PARENTAL ENGAGEMENT	<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><u>Challenge</u></p> <ul style="list-style-type: none"> • Parental engagement reading at home decreased resulting in children not reading to the extent they were. There had been reduced opportunities to work with parents on using phonics, wider reading strategies and reading for pleasure however, this is returning to pre COVID levels. • 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. • Due to the increasing size of the school, classroom based engagement is becoming more challenging.
6. BEHAVIOUR AND ATTITUDES	<p>Improve rates of attendance and reduce rates of persistence absenteeism</p> <p><u>Challenge</u></p>

	<ul style="list-style-type: none"> • Rates of persistent absenteeism among PP children are too high and significantly higher than those of all children in school. Despite rigorous systems and procedures and measures. • Overall attendance of PP children is not as high as all children in school • 2023/24 data shows out of 72 PA, 48 were PP and 24 NPP.
7 PERSONAL DEVELOPMENT	<p>To support and sustain the emotional, social and mental health of children and families so they are ready and able to access learning effectively.</p> <p>To increase opportunities for children to contribute positively to the school, local community and society.</p> <p><u>Challenge</u></p> <ul style="list-style-type: none"> • Children face a range of challenges both socially and emotionally and this impacts negatively on their ability to learn, their attainment and progress. • Through THRIVE, 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. • 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)

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

<p>To ensure that children who did not pass the PSC make rapid progress in Y2.</p>	<ul style="list-style-type: none"> • Children who did not pass the PSC pass at the end of KS1.
<p>OUTCOMES FOR KEY STAGE 1 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>	<ul style="list-style-type: none"> • 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 • 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 • The basic skills of writing (handwriting, spelling and punctuation) are becoming more fluent and this is evident in books over time. • 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 • 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 • Age appropriate mathematical vocabulary is used when discussing their learning. • 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. • 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 • Assessments, observations and pupil voice indicate significantly improved oral language skills.
<p>OUTCOMES FOR KEY STAGE 2 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>	<ul style="list-style-type: none"> • KS2 outcomes for reading, writing and maths continue to show an improving trend with the gap between PP and NPP attainment narrowing. • In school data in the interim years show increased attainment in reading, writing and maths for PP children with the difference between PP and NPP children narrowing over time • Through pupil voice, 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. • 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 external NCC moderation Summer 2 2024) • 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. • Assessments, observations and pupil voice indicate significantly improved oral language skills.

	<ul style="list-style-type: none"> ● 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.
<p>PARENTAL ENGAGEMENT 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>	<ul style="list-style-type: none"> ● 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. ● Less TA/teacher time is taken up with 1:1 reading and more time can be spent with wider reading strategies and interventions
<p>BEHAVIOUR AND ATTITUDES Improve rates of attendance and reduce rates of persistence absenteeism</p>	<ul style="list-style-type: none"> ● Attendance target of 96% is met and sustained by ALL children (including PP) ● Rates of PA among PP children are significantly reduced and sustained. Data is in line with National ● 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.
<p>PERSONAL DEVELOPMENT Support the emotional, social and mental health of children and families so they are ready and able to access learning effectively</p>	<ul style="list-style-type: none"> ● Data from Thrive assessments show ongoing and sustained improvements through the emotional stages of development for children on a Thrive action plan ● 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 ● 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) ● 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

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: £127,687

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Build fluency in foundation knowledge allowing children to succeed.</i></p> <ul style="list-style-type: none"> ● SLT to review findings from research - 'strong foundations in the first years of school' and evaluate against provision at HG. 	<p>Strong foundations document:</p> <ol style="list-style-type: none"> 1. Language is the bedrock of thinking and learning. 2. Foundational knowledge includes composing simple sentences orally, holding a pencil correctly, forming letters and numbers, spelling and reading fluently. 	<p>1, 2, 3 and 4</p>
<p><i>Boost pupil's language capability and vocabulary throughout school to support their reading and writing-children become confident communicators</i></p> <ul style="list-style-type: none"> ● Release time for the literacy team to look at the writing process so that opportunities to develop oracy are planned effectively. ● Increase opportunities across the curriculum to develop speaking and listening ● SLT and subject leaders to look at the wider curriculum to maximise opportunities to teach and embed vocabulary across the curriculum and promote this ● SLT to review findings from research - 'strong foundations in the first years of school' and evaluate against provision at HG. ● CPD for staff on the simple view of writing (focus y1) to ensure a focus on oral composition when the focus is language development. ● CPD on foundational knowledge and checks against this. ● SLT to source CPD on high quality interactions. ● Allocate time for all staff to review measures taken, 	<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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1,3 and 4</p>

<ul style="list-style-type: none"> • Continue to purchase Picture News-weekly focus for discussion and debate on key current events. • Continue to develop collaborative learning strategies to work alongside already embedded metacognitive strategies to improve opportunities for speaking and listening and development of vocabulary-further CPD • Develop a designated role play area with the OPAL outdoor provision in both KS1 and KS 2 to promote language 		
<p>Ensure staff have the sufficient training and resources to effectively teach early reading/RWI phonics-children become fluent readers</p> <ul style="list-style-type: none"> • Continued ongoing development of RWI programme to teach phonics including RWI development days to maintain and develop staff knowledge (CPD and release time) • RWI training videos to be drip fed into cohort meetings • Additional staff training for new staff and those who teach early reading beyond KS1 (targeted intervention) • Review of the provision of RWI in Year 2 and 3 to improve fluency and automaticity • Additional books purchased to improve the provision in class book corners to foster a culture of reading for pleasure • 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. • Review and purchase new reading books across LKS2 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) • Additional release time for DHT to coach and mentor new and existing staff and provide bespoke follow up training • Additional staff capacity (SENCo) to help reduce class sizes and target gaps (Year 1) • Additional SLT capacity provided in KS2-focus Year 4 PP/SEND (reading and writing) • 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. 	<p><i>The systematic teaching of phonics has proved successful in school with a generally improving trend . PP children achieve higher than National using this programme. EEF evaluation project</i></p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start/</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 of reading, it is essential that all our children have the best teaching of this pivotal part of education.</p>	<p>1,2,3,4</p>

<ul style="list-style-type: none"> • 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 • Bespoke reading training provided by Reading Plus to ensure the greatest impact and teachers are fully confident with its implementation • SLT to review findings from research - 'strong foundations in the first years of school' and evaluate against provision at HG. • Ensure that feedback in reading diaries is purposeful-encouraging the adults to maintain reading at home and ensure they are well informed regarding what the children need to work • Develop reading for pleasure further to include Reading Rocks Subscription and library visits. 		
<p>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</p> <ul style="list-style-type: none"> • SLT to review findings from research - 'strong foundations in the first years of school' and evaluate against provision at HG. • 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) • Source and deliver any additional training needed. • Through writing deep dive, SLT and literacy team to review foundational knowledge and adapt writing process/SPaG sessions if necessary. • Training to be delivered to all staff re: development of fluent handwriting across school-use of Nelson handwriting. Monitor expectations and implementation of handwriting • Literacy team to continue to monitor and assess the progress in writing (focus PP and boys) across school and implement guided groups/interventions as necessary 	<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>'Strong foundations in the first years of school' highlights that children do not learn the basics of letter formation that establish the foundations for speedy and fluent handwriting by teaching handwriting only in phonics sessions.</p> <p>Foundational knowledge includes composing simple sentences orally, holding a pencil correctly, and forming letters and numbers.</p>	<p>1,3,4</p>

<ul style="list-style-type: none"> Additional staffing capacity to take targeted group to address gaps in transcription so that it is not a barrier to writing (Focus Year 4) 		
<p>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</p> <ul style="list-style-type: none"> SLT to review findings from research - 'strong foundations in the first years of school' and evaluate against provision at HG. Additional WRM package purchased to include online training to develop staff subject knowledge and ensure continued excellent outcomes. Additional resources aim to continue the improvements seen from the Mastering Number' programme into KS2 White Rose Maths to be used in Nursery, monitor impact. 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 Develop work with local maths hubs - attend sustaining teaching for mastery programme. Attend and disseminate mastery in number training EYFS, KS1 and Y4/5. Evaluate the impact. 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. Ensure ECTs have had training and are implementing effectively Member of SLT to continue to work in Year 6 (focus GDS) to improve the % of children achieving GDS by the end of KS2 Continue to buy into existing platforms that allow children to practise and improve fluency (Numbots/TT Rockstars etc) Continue to provide children with the necessary homework support materials in Year 6 to ensure continued excellent outcomes for PP children at the end of KS2 (CGP maths books) 	<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>

<ul style="list-style-type: none"> • SLT to review teaching of reasoning and shape across school. CPD purchased if necessary. 		
<p><i>Develop children's executive function which is crucial for both learning and well-being.</i></p> <p><i>Ensure that metacognition continues to positive impact on outcomes for the disadvantaged across all areas of the curriculum</i></p> <ul style="list-style-type: none"> • Review current practice in light of previous training and work as a staff to implement any changes needed. Monitor and sustain. • 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. • Further metacognition CPD revisiting the plan. monitor, evaluate model, choice of task and motivation. • Through training ensure that the explicit teaching and modelling is maintained whilst ensuring challenge and opportunities to develop independence and the application of strategies • Review retrieval methods in school to ensure children know more, remember more. (Floor books to move to electronic versions) 	<p>When properly embedded, metacognition and self-regulation boosts learning, having a huge impact on outcomes for the 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>	<p>1,3,4</p>
<ul style="list-style-type: none"> • Through the NCTA poverty prevention programme the PP lead is working with RADY support (through Challenging Education) to improve outcomes for all PP children in all areas. This includes access to tutorials plus 8 x individual tutorial sessions looking at school specific issues and solutions • Access to 3 tiers of support from theNCTA poverty prevention programme including training with Citizen's Advice, provision of PE curricular teaching (1 afternoon per week for 12 weeks) and an after school club (12 weeks) by the Newcastle United Foundation • Continue to subscribe to National College for CPD. 		

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

Budgeted cost: £63,843

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve early language skills through the introduction, delivery and embedding of the Early Talk Boost language intervention</p> <ul style="list-style-type: none"> ● Ongoing professional development and training to ensure the effective implementation of the training ● Release time for staff to deliver and scrutinise the assessments and plan accordingly ● Purchase of any accompanying resources ● Maintain tales toolkit 	<p>Early Talk Boost is a targeted early language intervention aimed at three- to four-year-old children. Speech, language and communication skills are key skills for young children, enabling them to access all areas of the Early Years Foundation Stage Curriculum (EYFS). Early Talk Boost is designed to help support children who need a targeted approach to catch up with their peers. The Early Talk Boost intervention has been designed by Speech and Language UK specialist teachers and speech and language therapists, with the help of early years practitioners and parents.</p> <p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening, and a combination of the two show positive impacts on attainment:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p>	1
<p>Improve reading across school through high quality interventions and 1:1 support.</p> <ul style="list-style-type: none"> ● Research and purchase if necessary a quality reading intervention that has a strong evidence base in terms of impact (KS1) ● Additional targeted interventions for those needing 	<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>Bearing this in mind we need to make sure the current approach to boosting</p>	2,3,4

<p>additional RWI sessions or overlearning-this includes extending provision into Year 2 and beyond for specific children</p> <ul style="list-style-type: none"> • Ensure TA's have the necessary training and expertise to deliver the intervention or to continue with 1:1 reading • Evaluate the provision of current interventions (Reading Plus and Lexia) in KS2, consider actions and re-purchase upon evaluation if appropriate • 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) • 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 • Review and develop guided reading to ensure consistency with the best • Ensure continuity of rigour for reading is continued in Year 3 • Launch pad for literacy embedded in Early years and KS1. 	<p>reading at KS1 and 2 is having the maximum impact and that staff are adequately trained and existing resources are being used effectively.</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	
<p>Improve the outcome in maths across school</p> <ul style="list-style-type: none"> • 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 • Resources purchased to support fluency of number facts and times tables (TT rockstars and NUMBOTS) • Additional SLT capacity provided to target Year 6 maths to ensure end of Key Stage 2 outcomes 	<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</p>	<p>1,2</p>

<p>and increase the % of children achieving GDS</p> <ul style="list-style-type: none"> • 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. • PLUS 1 and power of 2 books purchased for specific targeted children to embed basic numbers and implemented by support staff daily. • TT rockstars and Numbots clubs used as catch up and keep up for those children who are below ARE and struggling with fluency • Continue to provide extra capacity in year 6 to target ARE and GDS and ensure that all children benefit from smaller group sizes 	<p>way to use TAs this will be delivered in accordance with the programme, following training.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre of Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>https://assets.publishing.service.gov.uk/media/6140b7008fa8f503ba3dc8d1/Maths_guidance_KS_1_and_2.pdf</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £63,843

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assistant Head 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"> • Work with welfare support and guidance officer to develop relationships with key families • Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures. • Implement and review the new attendance policy and work with SLT to make adaptations where necessary 	<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.</p> <p><i>DfE guidance-Improving School Attendance Advice from the <u>National Strategies</u></i></p> <p>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"</p>	5

<ul style="list-style-type: none"> • 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 • Support key families through funded breakfast club places • Work with LA focus attendance group to share good practice and discuss ways to reduce PP PA • Introduce new penalty notice guidance. Review impact. 	<p>EEF-Working with parents to support children's learning-guidance report</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	
<p>Continue to develop and embed Thrive as an approach in school and Family Thrive in order to support mental health and wellbeing of children and families</p> <ul style="list-style-type: none"> • Fund 'The Place' with 2 x full time Thrive practitioners • Maintain Thrive Practitioner licences throughout school through ongoing CPD and use of the assessment tool • Run a programme of workshops for Family Thrive for target families • Improve and sustain the whole school ethos of Thrive, embedding practice into classrooms through workshops. • 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) • PSGWO to run 2 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 • 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 	<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>	7
<p><i>Ensure that school and parents work together in the most effective way to maximise pupil outcomes.</i></p> <ul style="list-style-type: none"> • 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"> 1. Best practice to support parents with their children's learning 	<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>	5

<p>2. Supporting parents to establish a good working environment and routines</p> <ul style="list-style-type: none"> • 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 • Time allocated for SLT member to meet with staff from The Place to monitor and develop the Thrive approach in schools • Discuss at SLT how to increase opportunities for parents to come into school and engage in learning (focus anti bullying week/pshe and reading) 		
<p><i>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</i></p> <ul style="list-style-type: none"> • Ensure our supported funding is transparent and parents know how to access this • Priorities PP children for after school clubs-make these non-payment where possible • 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 • Pay for music tuition for PP children who want to access this • 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. <p><u>OPAL</u></p> <ul style="list-style-type: none"> • Fund Opal 'Next steps' following successful OPAL award (October 2024) to ensure provision is maintained and extended into the next 3 years • Release time for OPAL lead for planning and training for the Play Lead • Release time for the OPAL team to attend meetings and work together to develop the programme • Purchase of additional play equipment/resources 	<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.</p> <p>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 & 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),</i></p>	<p>3,4,7</p>

	<i>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>	
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Total budgeted cost: £255,375 (year 1) 2024-25

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 2024-25 academic year.

<u>Intended Outcome</u>	<u>Review of actions and impact 2024-25 (reviewed August 2025)</u>
EYFS To increase the amount of PP children and boys achieving GLD	
PHONICS 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 To ensure that children who did not pass the PSC make rapid progress in Y2.	
OUTCOMES FOR KEY STAGE 1 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.	

OUTCOMES FOR KEY
STAGE 2

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

KS2 school data (PP)

Reading

Writing

Maths

<p>PARENTAL ENGAGEMENT</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>BEHAVIOUR AND ATTITUDES</p> <p>Improve rates of attendance and reduce rates of persistence absenteeism</p>	<p><u>Attendance</u></p>
<p>PERSONAL DEVELOPMENT</p> <p>Support the emotional, social and mental health of children and families so they are ready and able to access learning effectively</p>	<p><u>Thrive</u></p> <p><u>Family Thrive</u></p> <p><u>Residential and Wider Experiences</u></p> <p><u>Clubs</u></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	Reading Solutions
Thrive (Social and emotional intervention)	Thrive
Lexia reading	Lexia
First Class @ Number	Edge Hill University
TT Rockstars (times tables fluency)	TT rockstars/Numbots
Spelling Shed-spelling fluency	EdShed
OPAL play	OPAL (Outdoor Play and Learning)

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?	Service children had access to the same level of support as other PP children.
What was the impact of that spending on service pupil premium eligible pupils?	See Above