

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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:	Horndale County Infant & Nursery School
Number of pupils in school	71
Proportion (%) of pupil premium eligible pupils	70%
Academic year/years that our current pupil premium strategy plan covers	1
Date this statement was published	October 2023
Date on which it will be reviewed	July 2024
Statement authorised by	I Shaw
Pupil premium lead	Craig Brown
Governor lead	I Shaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55, 290
Recovery premium funding allocation this academic year	£9, 860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£67, 050

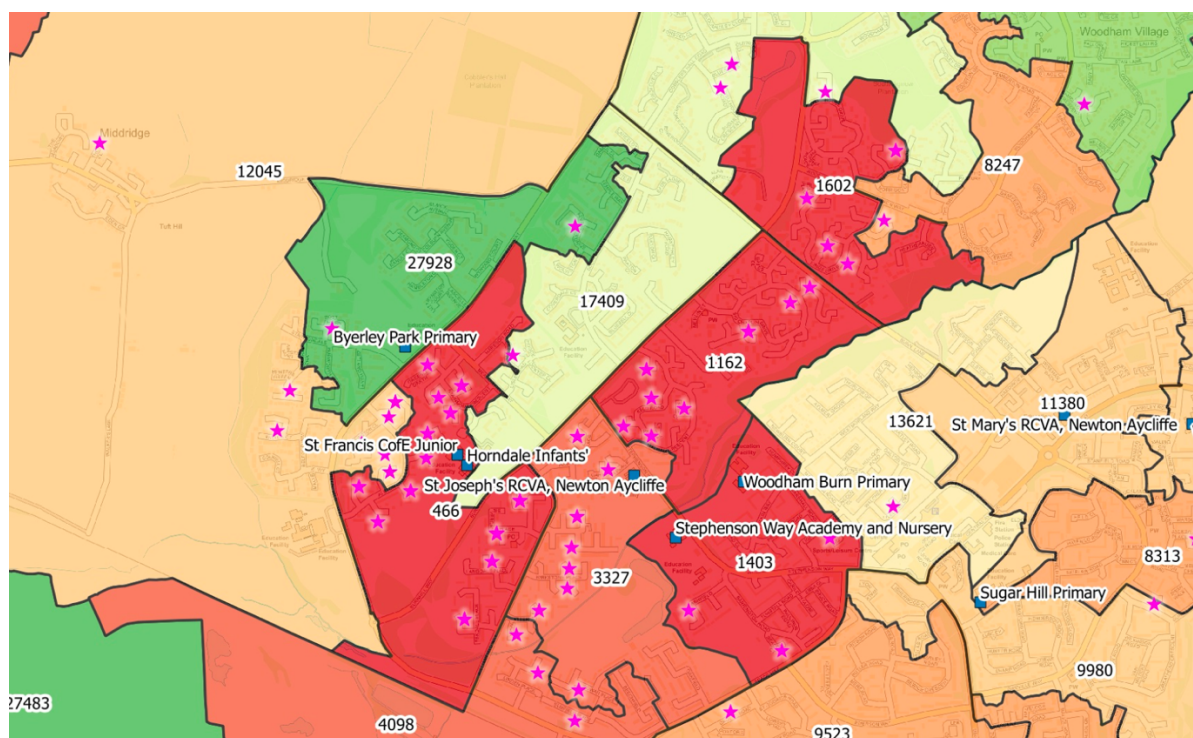
Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

School context

Horndale is an Infant and Nursery school within the town of Newton Aycliffe. The number of pupils on roll has reduced over the last 4 years with many children from single parent families or some who experience regular changing parent relationships. The mobility of pupils arriving and leaving during the academic year historically was high due to a range of social situations which has an impact on data, however over the last 2 year this has stabilised. At the time of writing 70% of pupils in school are classed as Pupil premium. This is higher than previous years however the number of pupils on roll is lower which may account for the change in %. The school is located in the top 2% of deprived wards within County Durham and sits within the top 5% of most deprived areas in the country as evidenced with the IDACI data shown below.



Objectives

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.

- For all disadvantaged pupils in school to make rapid progress by the end of the academic year based on their starting points.

The actions detailed below described how we will carefully support pupils to achieve the objectives above despite the challenges these pupils face.

Challenges

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

Challenge number	Detail of challenge
1	Poor Speaking, Listening and Attention skills On Entry to both Nursery and Reception leading to vocabulary difficulties in Key Stage 1.
2	Low starting points on entry to Nursery with Gross motor development
3	Pupils unable to recall basic mathematical key instant recall facts
4	Pupils ability to read with fluency
5	Access to wider opportunities
6	Pupil self-care skills and self-regulation on entry to the foundation stage is very low
7	Promoting poor attendance and punctuality of learners – 91% attendance in 2022-23 across the school

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
Pupils eligible for PP make accelerated progress in reading	Pupils achieve in line with national average in KS1 Reading - 62% in line at end of Y2 - 61% in line at end of Y1 - 67% in line at end of EYFS
Pupils eligible for PP make accelerated progress by the end of the EYFS	Pupils achieve in line with national average at end of EYFS - 56% of pupils achieve GLD
Pupils eligible for PP make accelerated progress in Phonics	Pupils achieve in line with national average expected standard in PSC in Y1 and Y2 - 71% Y1 - 56% Y2
Pupils eligible for PP make accelerated progress in Maths	Pupils achieve in line with national average in KS1 Mathematics - 63% in line at end of Y2 - 50% in line at end of Y1 - 66% in line at end of EYFS
Improved speech language and communication in EYFS	Pupils assessed termly and access appropriate speech intervention if required
Pupils eligible for PP attendance improves across the year rapidly	Attendance of disadvantaged pupils is closely monitored and aim for attendance in line with national average.

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: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve oral language skills for pupils eligible for PP in EYFS</p> <p>TA to complete Language Screen assessment with all EYFS and Y1 pupils.</p> <p>To screen all children on entry and bespoke programmes are put in place</p>	<p>Evidence and past experience tell us that pupils are working below on entry to Nursery, in 2022-23, 58% of pupils on entry are working below the expected standard. Although some pupils are ready by the end of Nursery (48% in 2022) we need to increase the % of pupils at ARE at this stage.</p> <p><small>*Data anomalies due to mobility of pupils</small></p> <p>Overall, according to EEF studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds.</p> <p>Showing a good evidence strength of +6.</p>	1, 4
SENCO additional time	<p>29% of children have significant SEND/ learning difficulties requiring high levels of care, 19% of pupils with SEND are PP.</p> <p>SENDCO to support TA's to provide high quality interventions, ensure all staff know pupil's individual targets on support plans.</p> <p>Early identification of pupils SEND needs using the Plan, Do, Review approach ensures that all pupils needs are met effectively.</p> <p>Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers.</p> <p>EEF research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average so long as the intensity of intervention increases with need and they are carefully targeted through identification and assessment of need.</p> <p>SENDCO to be released x1 session per month to ensure support is high quality and individual pupils support plans are followed, reviewed appropriately.</p>	1,3,4,6
Staff CPD	<p>High quality staff CPD is essential to follow EEF principles. According to the EEF, supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. The EEF suggests that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and their guidance further reflects this.</p> <p>This is further followed up during weekly Staff meetings and planned IN-SET. We are part of the St Michael's English Hub and will be working alongside the Jigsaw Learning Trust to further support staff CPD.</p>	1,2,3,4,5,6

	<p>All staff to lead effectively are released once per half/term as a minimum.</p> <p>CPD to include: (but not limited to)</p> <ul style="list-style-type: none"> - NPQSL/NPQEL - Squiggle whilst you Wriggle - Dough Disco - Reading 4 Pleasure - Phonics – Read Write Inc. - Subject leadership - Mathematical Problem Solving - Mathematical Leadership development 	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved oral language skills in EYFS leading pupils to speak in full sentences</p> <p>Designated Speaking and listening focused sessions for identified pupils feed into daily learning opportunities using designated programmes Talk Boost/ Early Talk Boost/NELI</p>	<p>On entry some children do not speak in full sentences, by working in focused small groups they will be exposed to a wider range of vocabulary on a daily basis to enrich their speaking and listening skills.</p> <p>According to the EEF, overall, studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills.</p> <p>On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year.</p>	1,4
<p>TA Grade 3 enhanced to complete targeting interventions inc.</p> <p>RWI Reading interventions 1:1</p> <p>TA's to read 3 times a week with children who do not get the opportunity at home</p> <p>Daily speech and language support</p>	<p>Research by the EEF suggests that Teaching assistants can provide a large positive impact on learner outcomes if deployed successfully. Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact of +4 months.</p> <p>Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.</p> <p>There is also evidence that working with teaching assistants can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale, workload and reduced stress.</p>	1, 3,4,5,6
<p>Additional Phonics practice via Ruth Miskin Training</p> <p>Online app for school homework</p>	<p>In order to support pupils' phonic development in and out of school, school have identified that the use of the SeeSaw app alongside RWI Online subscription would ensure that pupils continue to enhance their skills on top of the high quality teaching in school.</p> <p>Parents will receive support with how to help their child at home with reading, phonics and other homework tasks.</p> <p>Research produced by the EEF shows that pupils eligible for free school meals typically receive additional benefits from homework however school must consider that carefully linking homework to classwork and considering the optimal amount of homework – which is likely to be less with younger pupils is paramount to the expected impact.</p>	3,4,7

	The average impact of homework is positive across primary schools of +5 months where completed regularly and supports pupils effectively.	
EY / KS1 Reading Books to ensure the books are engaging to support Reading for Pleasure	<p>Evidence suggests that pupils enjoy reading in school but do not have a desire to read beyond their reading lessons.</p> <p>According to R4P and the Open University, research shows that reading for pleasure is the key indicator when it comes to raising attainment.</p> <p>Teaching reading comprehension strategies can boost children's learning by an additional 6 months.</p> <p>Reading has more impact on a child than their parents' educational levels – a child whose parents left school at 16 will do better than a child whose parents went to university if they have the desire to read.</p>	4,5

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

Budgeted cost: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To further promote pupils Wellbeing on their return to the new school year, pupils to take part in the 'fit for life' program daily.	<p>We encourage Active learning to stop the obesity crisis. Pupils will engage with daily wellbeing activities through the Fit for Life program. Staff to receive CPD to further enhance this approach. TA's to run 'Relax Kids' sessions on top of this to promote wellbeing further.</p> <p>Studies so far by the EEF suggest that in both reading and maths, in KS1, there was a substantial gap in attainment between disadvantaged children and their peers. This was equivalent to around seven months' progress based on the impact of the pandemic. Studies are ongoing and it remains unclear the full impact of the pandemic on pupils' education however research to date suggest that a higher proportion of pupils have struggled to adapt to KS1 due to missing out on crucial opportunities to develop socially and emotionally and to prepare for the transition from reception to KS1.</p> <p>Fit for Life sessions aim to support pupils wellbeing and development and improve their overall wellbeing and preparation for learning.</p>	2,6,7
Further improve Attendance of PP including school support getting disadvantaged pupils into school so they do not miss learning	<p>The EEF guidance 'Research into Improving Attendance in Schools serving deprived areas' shows that improved attendance strengthen the links between parents and school as well as the wider community to emphasise the importance of education and attendance.</p> <p>Despite attendance for PP pupils being above national and LA for 23/24 at 91%, this remains below historical attendance target of 96%. School to raise the profile of attendance further to ensure that attendance is a high priority.</p>	7

Total budgeted cost: £65,000

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
Read Write Inc. – Phonics Intervention	Ruth Miskin Training
Accelerated Reader	Renaissance
Speech Link	Speech Link Multimedia Ltd

