

Pupil premium strategy statement: Horton CE VA Primary School

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	37
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Dean Hudd
Pupil premium lead	Emma Galsworthy
Governor / Trustee lead	Mark Kenyon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£13,365

Part A: Pupil premium strategy plan

Statement of intent

At Horton Primary School, we are committed to providing all pupils with the best education possible, regardless of their background. To do this, we strive for all children to make good progress with high attainment across the curriculum. We endeavour to support our children with their social and emotional skills overcoming any potential barriers to their learning that they may have in order for them to participate fully in school life and to prepare them for the future. We aim to provide opportunities for our children to allow them to build their confidence with challenges, believe in their own abilities and to develop the skills they need to succeed and enjoy life.

We recognise that the pupil premium funding grant is allocated to pupils in receipt of free school meals (FSM or FSME6) as well as children in care or post care and is a means of addressing some of the issues associated with social disadvantage and in particular, in narrowing and hopefully eventually closing any gap in attainment where this exists.

The pupil premium grant is used strategically to support these pupils to achieve this aim in a number of ways:

- High quality teaching is at the heart of our approach as this is proven to have the greatest impact on closing the disadvantage attainment gap whilst at the same time benefitting the non-disadvantaged pupils in our school (see evidence and research from the DfE & EEF).
- High quality provision - this also includes employing strategies and interventions to remove barriers which can be caused by personal circumstances or learning gaps
- High quality professional development for staff through the use of staff meetings and CPD.
- Targeted support for pupils who require a more personalised curriculum or intervention to access learning but also ensuring our expectations of the work our PP children complete are set high
- Offering provision with a more specialised focus on nurture type activities to motivate pupils and raise aspirations to create a positive view of learning
- Ensuring pupils are able to engage with enriching learning opportunities by identifying potential barriers.

When planning our Pupil Premium strategy, research has been gathered from the Education Endowment Fund as well as our own professional knowledge of where strategies have been successful in previous years.

Challenges

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

Challenge number	Detail of challenge
1	<p>For attainment amongst our disadvantaged children to be in line with their peers.</p> <p><i>Data across the school shows that not all of our disadvantaged pupils reached expectations at the end of EYFS, KS1 and KS2 including the KS1 phonics check. Data from across other year groups also shows that this is the case for our PP children.</i></p>
2	<p>Whilst there have been significant improvements, attendance rates for pupils eligible for PP are below the national figure for all (including lates).</p> <p><i>Many of our disadvantaged pupils have attendance which falls below the national figure. Evidence shows the positive impact of having an attendance leader in place who can make quick contact with pupils and families being persistently late and is consistent with our approach.</i></p>
3	<p>Pupil Learning Attitude and readiness to learn - some pupils struggle with their emotional and social skills and well-being.</p> <p><i>Continue to support children with managing emotions - observations and discussions with pupils, families and staff have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils and on their behaviours for learning and readiness to learn. We recognise that difficulties in home lives can impact on wellbeing and progress and children's ability to learn in school. A number of pupils require additional support with social and emotional needs and receive 1-1 or small group interventions such as MELSA. We want children to recognise their own behaviours for learning and become resilient, confident members of the school, local and wider community. Through building a growth mindset, children's confidence can improve.</i></p>
4	<p>Children are not as engaged with reading and phonics and need more support with their oracy and vocabulary.</p> <p><i>Children find it more challenging across the curriculum to access areas due to their developing reading and phonics skills. Through tailored CPD focusing on Phonics and Reading Prosody and high quality teaching, it is hoped that children's love of learning will permeate through the school. We also want to build parental engagement to support with this area.; we recognise the impact parental engagement can have on children's reading and phonics.</i></p>

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
<i>For attainment amongst our disadvantaged children to be in line with their peers.</i>	<ul style="list-style-type: none"> *The attainment of children receiving PP will be in line with national in end of key stage assessments, from their starting points. *Children’s progress across the key stages will be in line with national. *Children will be in line with their peers reaching ARE at the end of each year group. *Children will be in line with the phonics screen check.
Attendance rates for pupils eligible for PP will be increased resulting in children’s learning being unaffected due to no broken weeks or late marks.	<ul style="list-style-type: none"> *Reduce the number of persistent absentees and broken weeks among pupils eligible for PP. *Overall PP attendance improves to be in line with national.
Children will be ready to learn and be happy, confident members of the school community. Children will have improved emotional regulation and social skills.	<ul style="list-style-type: none"> *Reduced incidents of social conflict or escalated behaviours in unstructured times. *Improved outcomes on wellbeing survey. *Children speak positively about themselves and their relationships with peers. *Children are equipped with strategies for self-regulation.
For children to develop a love of reading to support their knowledge and understanding across a wider range of curriculum subjects with increased parental engagement, with improved oral language skills and vocabulary among pupils	<ul style="list-style-type: none"> *CPD opportunities for Early Reading Lead and support from English Hub. *Quality first teaching across all year groups. *High standards for delivering phonics across EYFS & KS1. *1-1 support put in place for children at risk of falling behind *Reading prosody intervention put into place for children at risk of falling behind from Y2-Y6. *Vocabulary is explicitly taught during lessons *Children have access to a wide range of reading material which supports children’s understanding of the world. *Increased parental engagement at workshops *Assessments and observations indicate significantly improved oral language among disadvantaged pupils. *Pupils will be confident to participate in whole class discussions, using sentence stems taught. *This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny ongoing formative assessments and the challenge of vocabulary used in lessons.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Quality first teaching across the school—CPD focused on QFT using Rosenshines Principles and Walkthrus training. This will support with retention of staff and ensuring that teachers are delivery HQT</i></p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>High-quality teaching is the most powerful lever we have to improve pupil learning. To make sure all pupils have access to excellent teaching, we must recruit strong candidates into the profession, support their development, and retain them in schools. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/recruiting-retaining-and-supporting-teachers</p>	<p>1,2,3, 4</p>
<p><i>Effective CPD for teaching assistants and teachers to support children with reading and phonics through the Read, Write, Inc programme.</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Reading comprehension strategies have also shown to be a crucial element of early reading instruction.</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1,3,4</p>
<p><i>Maths and English subject leaders use outcomes from data analysis, question level analysis and monitoring activities to identify strengths and next steps in provision. They use this information to coach and mentor colleagues to continually develop and</i></p>	<p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1635355217</p>	<p>1,3,4</p>

<i>refine practice. This leads into teachers planning for whole class, small groups and individuals.</i>		
<i>Provide additional academic support in English and Maths to support high quality teaching and learning for all pupils (including disadvantaged pupils).</i>	On average, reading comprehension approaches deliver an +6 months' progress. —EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,3,4

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Identified PP children receiving support with Reading, Writing and Maths skills in a small group approach including Reading Fluency groups.</i>	Booster support for Y6 children has previously proven successful EEF research shows +4 months in improvement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1,3,4
<i>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</i>	RWI groupings and 1:1 tuition has proven successful in boosting children's phonics knowledge—EEF research shows children aged 4-7 years who have phonics intervention leads to +4 months progress. Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF TA Deployment: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,3,4

Children in Y1-Y6 will receive 1:1 conferencing weekly—10 minutes from Teacher and 20 minutes from TA. Children in YR will receive 20 minutes of dedicated TA time a week to work on individual targets	EEF research shows that 1:1 tuition has +5 months in impact on children involved. This approach has been used previously in KS2. https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/one-to-one-tuition	1,3,4

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

Budgeted cost: £3,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Attendance Leader to monitor attendance of PP weekly, including broken weeks. Meet with parents of PP children who have attendance issues. Use EWO where necessary to improve attendance. Attendance policy has earlier intervention from lead at 95% and clear stages for parental contact. Positive rewards in place for good/outstanding attendance for individuals and groups. Discussion during SLT</i>	Attainment for PP children will not improve if they are not actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. Disadvantaged pupils need to have good attendance to benefit from the 1:1 conferencing, additional TA time and key timetabled interventions. https://educationendowmentfoundation.org.uk/news/attendance-from-the-very-start	3,4
<i>Whole staff training on behaviour management approaches with the aim of developing our school ethos and improving behaviour across school. Encouraging positive behaviours for learning, resilience and responsibility for pupils. Linked to Walkthrus and behaviour</i>	Both targeted interventions and universal approaches can have positive overall effects: educationendowmentfoundation.org.uk https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	3

<p><i>The quality of social and emotional (SEL) learning through careful monitoring of interventions and use of key texts to support individuals or groups. This includes purchasing key texts to support staff understanding and individual workbooks for children. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff. E.g use of zones of regulation as a whole school approach as well as 1-1 or small group work (provided by family link worker or learning mentor).</i></p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3,4,5</p>
<p><i>Staff offer support for PP children and their families through: 1:1 mentoring, sessions with targeted parents, and workshops.</i></p> <p><i>Staff support parents in sharing and/or observing 1:1 teacher/ TA sessions with pupils in order to support their learning at home. Outside agencies support families and pupils.</i></p>	<p>On average, Social and Emotional interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment—EEF. EEF research indicates that mentoring leads to +1 month improvement for the child.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/</p>	<p>1,2,3,4</p>

Total budgeted cost: £13,100

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to the numbers of children in attendance at Horton, more than data is needed to be looked at to measure outcomes and progress. We are at the end of the current 3-year strategy and moving on to the next 3-year strategy – there will be a big drive on High Quality Teaching through effective CPD to drive standards of all children. Some elements of the plan were met successfully and this was particularly apparent for the children who received 1-1 teaching from their class teacher at regular periods throughout the week. There has been lots of discussion with staff and stakeholders regarding disadvantaged and how to tailor teaching towards disadvantaged children in order to teach everyone successfully. Staff have fully contributed to reviewing the plan and looking at the barriers to children's learning. CPD was delivered across the year to support teachers and TAs to deliver high quality teaching in phonics and reading but moving forward this is being tailored more specifically and linked more explicitly to the EEF Implementation Guide with a focus on High Quality Teaching and effective retention of staff.

Teaching:

1-1 Teaching for children had the biggest impact on children academically and socially and emotionally; the targets identified supported children in both social and emotional aspects of their learning as well as identified academic targets relating to reading, writing and/or mathematics.

Social and emotional targets helped pupils to develop a growth mindset and resilience in their learning as well as develop their skills in building and maintaining positive relationships with their peers. Targets also included a programme of support to aid preparation for transition to Secondary school to ensure a smooth transition.

Targeted Academic Support:

Support for children working with a MELSA has been positive in order to develop social and emotional needs, building relationships and supporting regulation. Reading prosody has supported children with their reading fluency.

Wider Strategies:

A wide range of curriculum enrichment activities (eg trips, visitors etc) were delivered to broaden cultural capital of our pupils and provide opportunities for our children.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
NA	

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
NA
The impact of that spending on service pupil premium eligible pupils
NA