

Pupil Premium Strategy Statement Horwood and Newton Tracey Primary School.



This statement details our

school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	98
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/2024 2024/2025 2025/2026
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	<i>Janine Cook</i>
Pupil premium lead	<i>Janine Cook</i>
Governor / Trustee lead	<i>Claire Legg</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,880
Recovery premium funding allocation this academic year	£2000
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£12, 880

Part A: Pupil premium strategy plan

Statement of intent

At Horwood and Newton Tracey Primary school, it is our intention to ensure that all pupils, irrespective of their background or the challenges they face, make good progress from their starting points. When these starting points are lower, which is commonly associated with children in receipt of PP, we know how important it is to use this funding to accelerate their progress and bring them in line with their peers.

Our curriculum ensures that we take account of our rural and isolated context, creating children who are ready and well-prepared for life in modern Britain. Our geographical disadvantage is viewed as a catalyst for the actions in this statement.

Our key drivers of Building Learning Power, Building Self-esteem, Building Communities and Building Futures sit at the heart of our curriculum, but we recognise that some disadvantaged children will need more help to access these important pillars.

Quality first teaching is at the core of our approach, following guidance from the EEF that 50% of this spend should focus on the quality first teach. With a focus on areas in which disadvantaged pupils require the most support, such as early reading, raising the development of reading fluently and quick recall of number facts to use and apply in problem solving.

Implicit in the outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach is:

- Quality first teaching will be our priority and attracts 50% of the PP spend.
- Enrichment opportunities close the cultural advantage back and take up 25% of the spend.
- Interventions to address low performance are regular, well designed and prioritised. This is the final 25% of the spend.

Challenges

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

Challenge number	Detail of challenge
1	Tracking systems to monitor relative advantage do not recognise, quickly enough, when disadvantaged children are being outperformed by their peers.

2	We must ensure attendance of disadvantaged children is in line with their peers across the school (which is consistently above national average). While keeping the levels of persistent absence across vulnerable groups well below national average.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is less developed, particularly around arithmetical fluency.
4	Internal and external assessments show our disadvantaged children are less successful in reading comprehension assessments.
5	Writing outcomes show that our disadvantaged children don't make the required progress at their age-related expectation.
6	There are limited experiences for disadvantaged children of wider opportunities building connections and understanding to be brought to learning.

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
Tracking of achievement is precise and timely- helping us quickly identify where the gaps between peers are.	<ul style="list-style-type: none"> Teachers know, half termly, how their children are achieving relative to other schools and demographically. The trust can use this information to broker support more rapidly.
To improve attendance for all pupils	<ul style="list-style-type: none"> School attendance target of 96% met. Attendance of disadvantaged pupils in line with attendance of their peers Persistent absence reduced below 10% and in line for disadvantaged pupils and their peers. Strategies to improve attendance have a positive impact: Breakfast club, pastoral support, pre-teach and keep up interventions.
To ensure vulnerable children have commensurate arithmetical fluency with their peers.	<ul style="list-style-type: none"> The attainment gap between disadvantaged children and their peers becomes insignificant. Assessments show pupil progress matches national expectation or higher. MTC data and arithmetic data is in line/ above national average.

To ensure all pupils read with fluency, confidently and able to comprehend.	<ul style="list-style-type: none"> ● RWI and AR show disadvantaged pupils are making good progress. ● Whole class reading develops vocabulary and understanding of age-related texts. ● Phonics data is above national average and there is robust intervention plan in place to ensure those who missed the mark at year 1 are phonetically secure by the end of year 2.
To use Ready, Steady, Write to improve disadvantaged writing outcomes.	<ul style="list-style-type: none"> ● Disadvantaged children make increased progress at their ability. ● They can articulate their learning and make suggested ways on how to improve it. ● Comparative judgements/Assessments show improved (ARE) outcomes for disadvantaged children. ● Staff use adaptive teaching to enable all children to succeed in their writing.
Big Event opportunities provide disadvantaged children the opportunity to participate and immerse themselves in wider learning experiences.	<ul style="list-style-type: none"> ● Disadvantaged children have similar life experiences to that of their peers. ● They can make connections in their learning to real life scenarios. ● They have increased cultural capacity and are global citizens and can articulate this through pupil conferencing.

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: **£9,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Books matching Floppy Phonics scheme and training for all staff working within EYFS and Key stage 1.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/readingcomprehension-strategies	2, 4,5

Ready, Steady, Write	Aligned scheme with three other trust schools which focuses on direct instruction and practice in writing in order to raise the standard to above national average. High quality texts develop language vocabulary and support story writing.	2, 4, 5
White Rose Maths and TTRS: To ensure there is high quality teaching and learning that focuses on adaptive teaching , resourcing, support and consistency of mathematical knowledge and skills acquisition across the school.	WRM helps children develop their conceptual understanding of mathematics by using concrete objects, pictorial representations and abstract thinking. This inclusive approach is based on the principles of cognitive psychology and child development. https://www.structural-learning.com/post/white-rose-maths-ateachers-guide#:~:text=White%20Rose%20Maths%20helps%20children,cognitive%20psychology%20and%20child%20development.	2,3
Subscriptions: Nessy TT Rockstars Twinkle (WRM, AR)	Through bespoke subscriptions this will support Home Learning, tailor specific areas for learning needs and provide families and children support materials and resources to close the gap for disadvantaged children. https://swgfl.org.uk/magazine/whathas-been-the-impact-of-remoteteaching/	1,2,3,4,5,6

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

Budgeted cost: £1,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Morning and Afternoon interventions – pre-teach and keep up sessions(delivered by Support Staff).	Quality second wave teaching delivered to support additional needs of children shows positive outcomes on pupil performance. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/one-to-one-tuition https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions	2,3,4,5

Phonics and Reading interventions in KS1 and KS2, including 1:1 reading: Daily phonics interventions delivered across Key Stage 1 and 2.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions from ongoing assessments will be completed daily. 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	4,5
--	---	-----

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

Budgeted cost: **£1,980**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club	This is proven to impact attendance as well as outcomes for reading, writing and maths. https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res?utm_source=/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res&utm_medium=search&utm_campaign=site_search&search_term=breakfast%20club	1, 6 (2,3,4,5)
Educational experiences that enhance and emerge the children in the curriculum	Children benefit from having access to a variety of educational visits which enrich their learning and expose them to a variety of real-world activities / environments. https://www.jrf.org.uk/sites/default/files/jrf/migrated/files/2123.pdf	All
Wider educational experiences (KS2: residentials, music lessons)	Enabling the children to experience an environment beyond Horwood, whilst building relationships and developing their teamwork skills (leading to increased student wellbeing, attendance and behaviour)	All

Total budgeted cost: £12,880