

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Horwood and Newton Tracey Primary School
Number of pupils in school (21/22 census)	12
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023
Date this statement was published	16.11.2022
Date on which it will be reviewed	07.2023
Statement authorised by	Headteacher and Resources Committee
Pupil premium lead	Lisa Eadie
Governor / Trustee lead	Karl Murphy-Barnes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£7565
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£9565

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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?*

Challenges

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

Challenge number	Detail of challenge
1	Levels of deprivation means that attainment gaps have widened and on entry data have indicated lower ability.
2	PP children's home experiences have affected their ability to learn in the past and need supporting through SEMH specialist support and advice. (eg Looked after children, family stress, etc).
3	Some SEND needs are apparent in our PP children which need identifying, addressing and supporting alongside our academic expectations and PP strategy. These longer-term special educational needs may result in lower ability and attainment by pupils who are PP.
4	Some indication of low attendance for individual PP children affects attainment
5	School readiness including speech and language delays and those children who are EAL/refugee children.

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
To raise the standards of achievement in English in line with age related expectations and/or in line with progress of individual child's starting point/s.	PP children's tracking data will show ARE and/or progress from relative starting points year on year

To raise the standards of achievement in Maths in line with age related expectations and/or in line with progress of individual child's starting point/s	PP children's tracking data will show ARE and/or progress from relative starting points year on year
To ensure access to a broad and balanced curriculum and achievement in line with age related expectations for Foundation Subjects, or in line with progress of individual child's starting points	Assessment tracking sheets and whole school procedures for monitoring of each subject
To ensure that pupils' social, emotional and mental health is supported to enable them to "be the best that they can be".	Pupil conferencing, parent/carer consultations, SHUE survey and in-house discussions with children will demonstrate SEMH needs are being met enabling children to learn. We eat elephants and PHSEE curriculum targeted to meet needs of all pupils and those who are disadvantaged.
To improve attendance of all pupils and diminish the difference between disadvantaged pupils	School attendance target of 96% met. Attendance of disadvantaged pupils in line with attendance of peers. Persistent absence reduced and in line for disadvantaged pupils and their peers. Strategies to improve attendance have positive impact: free after school clubs, walking bus to/from school, positive rewards and pastoral support.

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: £6365

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching targeted at individual PP children's needs in small group	Educational Endowment Foundation recommendations post-Covid. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning	1.
At least half termly CPD for support staff about specific learning issues and/or needs of PP children	Education Endowment Foundation recommendations about high quality CPD improving teaching and learning: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1.
Ongoing CPD for teaching through INSET days, staff meetings and ongoing training	Education Endowment Foundation recommendations about high quality CPD improving teaching and learning: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1.

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality teaching interventions for PP children targeted at individual PP children's needs 1:1, eg Toe by Toe, Power of 2, Plus 1,	School's experience of targeted interventions, personalised to individual pupils has resulted in high quality results for all pupils including PP and SEND pupils.	1.

specialist teacher sessions	<p>Parent/carer feedback in PLP reviews and action setting meetings.</p> <p>Parent/carer feedback in annual family surveys.</p>	
At least termly pupil conferencing telling pupils what they are doing well at and how to improve, including a behaviour for learning target. Individual targets for writing and maths including personalised feedback after initial writing elicitation tasks.	<p>Education Endowment Foundation research into teacher feedback to pupils which enables progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	2.
Emotional Logic training course for TA to develop specialist skills in emotional support of children to meet SEMH needs.	<p>Virtual School Team have recommended this intervention and part funded the course.</p> <p>SEMH needs of PP children (especially Looked After children) identified as being addressed.</p> <p>Attachment theory research and data (Louise Bombier and SEMH Team, EP specialist advice).</p>	2.
Speech and language trained staff	<p>Specialist support offered to those children identified with speech and language needs and individual programmes of support monitored through PLPs</p> <p>EAL child/ren to have PLP targeted at speech and language needs and EMTAS network training programme attended.</p>	5.

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour for learning whole school approach linked with animals	SEMH Team and EP specialist advice	<p>2.</p> <p>3.</p>

embedded throughout the school.	<p>Scheme developed in consultation with school EP who supported the school through this development.</p> <p>We eat elephants and PSHEE programme.</p> <p>Mental health policy and action plan with mental health champion.</p>	<p>2</p> <p>2.</p>
Renewed relaunch and focus in Family Groups to enable children to feel a more intrinsic part of the school community	<p>Department for Education research into the link between emotional wellbeing and learning, paper on "The Impact of Pupil Behaviour on Wellbeing and Educational Outcomes".</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/219638/DFE-RR253.pdf</p>	3.
School councillors listen to children's views, relay whole school information, represent the school, meet with Mental Health champion, meet with dedicated teacher and Headteacher regularly.	<p>Pupil voice and research into active listening of children.</p> <p>Pupil surveys and pupil conferencing evidences their voice and support needs of cohorts.</p>	<p>2.</p> <p>3.</p>
Monitoring of attendance of PP children at least half termly by Headteacher and monitored by Governor (Chair)	<p>Government research into attendance and links with attainment.</p> <p>https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>	4.

Total budgeted cost: £9,865

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Internal assessment procedures indicated that PP children met their end of year by undertaken internal statutory attainment test (SATs) 100% in reading, writing and maths by the end of Year 6.

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
None.	

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?	Targeted support for Service PP children in small group and/or 1:1
What was the impact of that spending on service pupil premium eligible pupils?	Service children made age-related expectation and/or progress in line with their identified starting points unless

	SEND issues identified which are being addressed separately.
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.