

# Pupil Premium Strategy Statement

## Great Horwood Church of England 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	96
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	Year 1 2024-2025 Year 2 2025-2026 Year 3 2026-2027
Date this statement was published	1 <sup>st</sup> November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Paula Shaw
Pupil premium lead	Paula Shaw
Governor / Trustee lead	Danielle Evans

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Year 1 of strategy 2024-2025	£34,000
Pupil premium funding carried forward from previous years	£0.00
<b>Total budget for this academic year</b>	<b>£34,000</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- raise attendance levels so that disadvantaged pupils have access to quality teaching.

## Challenges

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

Challenge number	Detail of challenge
1	<p><u>Phonics and reading</u></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and reading than their peers. End of Key stage assessments indicate that disadvantaged pupils achieve 50% lower than non-disadvantaged pupils</p>
2	<p><u>Writing</u></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. End of Key stage assessments indicate that disadvantaged pupils achieve 25% lower than non-disadvantaged pupils</p>
3	<p><u>Maths</u></p> <p>Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. End of Key stage assessments indicate that disadvantaged pupils achieve 20% lower than non-disadvantaged pupils</p>
4	<p><u>Social and emotional</u></p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to anxiety, a lack of resilience and high living costs. These challenges particularly affect disadvantaged pupils, including their mental health and wellbeing and opportunities to take part in enrichment activities. The number of pupils with emotional based school avoidance (EBSA) has increased in recent years.</p> <p>Teacher referrals for pastoral support remain relatively high. 15% pupils (8% of whom are disadvantaged) currently require additional support with wellbeing and social and emotional needs, small group interventions such as lego therapy and calming cat.</p>
5	<p><u>Attendance</u></p> <p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 10%-12% lower than for non-disadvantaged pupils.</p> <p>Our attendance data over the last 3 years indicates that persistent attendance among disadvantaged pupils has been between 45%-50% lower than for non-disadvantaged pupils.</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
Improve phonics skills and access to relevant phonics reading books for disadvantaged pupils. Leading to an improvement in reading attainment.	Phonics assessments show improved phonics results among disadvantaged pupils in year 1 and 2. with national PP figures or school targets. KS2 reading attainment for disadvantaged pupils has significantly improved and is in line with national PP figures or school targets. To narrow the gap between disadvantaged and non-disadvantaged pupils in reading by 50% from 2024 outcomes?
Improved writing outcomes for disadvantaged pupils.	KS2 teacher assessments in writing shows that attainment has significantly improved for disadvantaged pupils. In 2026-2027 at least more than 60% of disadvantaged pupils meet the expected standard in KS2. To narrow the gap between disadvantaged and non-disadvantaged pupils in writing by 50% from 2024 outcomes?
Improved maths outcomes for disadvantaged pupils. Improved times tables average scores in year 4. Improved KS2 SATS scores in maths	By 2026-2027 Year 4 times tables average score outcomes for disadvantaged pupils are in line with the national average score. By 2026-2027 outcomes for disadvantaged pupils are in line with the national PP figures or school targets. To narrow the gap between disadvantaged and non-disadvantaged pupils in maths by 50% from 2024 outcomes?
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• Pastoral support reports/data</li> </ul> An increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by:

	<ul style="list-style-type: none"> <li>the overall unauthorised absence rate for all pupils being no more than 2%.</li> <li>The percentage of all pupils who are persistently absent is reduced to 10% or lower from the 2024 persistent absence rate of 18%</li> <li>The attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced (Gap at end of July 2024 being 8.8%)</li> </ul>
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## 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: £18,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of 2 sets of Collins phonics books to secure stronger phonics teaching for all pupils. To give disadvantaged pupils access to real phonics books to support the school Phonics programme £2,200	Resources to support quality teaching. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a>	1
Purchase of annual subscription to Timetables Rockstars to enrich our maths teaching and curriculum planning - £200	Resources to support quality teaching. In house evidence and data collects shows that our pupils are making progress on their timetables using TTRS. The average score in the test has increase from 17 to 23 for those who have taken the test. This is having a positive impact on maths outcomes for disadvantaged pupils.	3
INSET staff training Julie Sargent – writing 1:1 CPD - £600	1:1 support with an education consultant on planning lessons around texts to develop writing.	1, 2

	<p>Supporting high quality teaching is essential in improving children's outcomes. IEFF research tells us that high quality teaching can narrow the disadvantage gap.</p> <p><a href="#">Effective Professional Development   EEF</a></p>	
<p>LSA class support for maths - £7,500</p>	<p>Support staff working with small groups in the classroom. This enables in the moment feedback against the objectives and can correct any misunderstandings through live feedback at the time. EEF – states high impact for low cost.</p> <p><a href="#">Small group tuition   EEF</a></p> <p><a href="#">Feedback   EEF</a></p> <p>Working with identified pupils on the maths mastery approach in small group support in class. High impact for low cost.</p> <p><a href="#">Mastery learning   EEF</a></p> <p>Working with children with individual needs within the groups to support high quality teaching.</p> <p>EEF – moderate impact for low cost.</p> <p><a href="#">Individualised instruction   EEF</a></p>	<p>3, 4</p>
<p>LSA small group support in class for English - £7,500</p>	<p>Support staff working with small groups in the classroom. This enables in the moment feedback against the objectives and can correct any misunderstandings through live feedback at the time. EEF – states high impact for low cost.</p> <p><a href="#">Small group tuition   EEF</a></p> <p><a href="#">Feedback   EEF</a></p> <p>Working with children with individual needs within the groups to support high quality teaching.</p> <p>EEF – moderate impact for low cost.</p> <p><a href="#">Individualised instruction   EEF</a></p> <p>Teaching and modelling reading and writing strategies through modelled and supported practice. <a href="#">Improving Literacy in Key Stage 2   EEF</a></p>	<p>1, 2, 4</p>

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

Budgeted cost: £6550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>(Groups of 1 to 3 pupils)</p> <p>Pupils identified for targeted tutoring.</p> <p>Tutoring will be implemented with the help of DfE's guide: <a href="#">Tutoring: guidance for education settings</a></p> <p>£2,800</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:</p> <p>From our observations and inhouse data we recognised that external tutoring for writing and maths did not have a significant impact on pupil outcomes. Therefore, for this strategy we are using class teachers to deliver the tutoring and covering them using a HLTA.</p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	<p>2,3,4</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support in years R, 1, 2 and 3 - £3,750</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of up to a term.</p> <p><a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	<p>1, 4</p>

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

**Budgeted cost: £9,450**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide pastoral support lego therapy, calming cat sessions and zones of regulation support. - £5,436</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	<p>4</p>
<p>Attendance administrator to develop and implement new procedures and support teachers to improve attendance. - £770</p> <p>School leaders and teachers plan and provide a range of exciting learning experiences during the school day so that PP pupils choose to come to school.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Working together to improve school attendance - GOV.UK</a></p> <p>Supporting disadvantaged parents with communication and information so parents are clear on attendance expectations, events in school and term dates.</p>	<p>5</p>
<p>To provide EYFS and KS1 with outdoor learning and forest school activities to improve pupil engagement, physical activity and wellbeing. £3,244</p>	<p>Social and emotional learning strategies can have a positive effect on aspects of literacy and numeracy.</p> <p><a href="#">Social and emotional learning strategies   EEF</a></p>	<p>4, 5</p>

**Total budgeted cost: £34,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils in 2023-2024, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

In our 2023-2024 year 6 cohort there were 10 pupils which included 4 pupils who started at the school in Year 6. There were 6 pupils in this cohort who were identified as disadvantaged. Each pupil is 17%

Progress: No key stage 2 progress data is available for this cohort due to Covid19. The pupils in this cohort did not receive attainment grades at the end of key stage 1.

Attainment: 33% of disadvantaged pupils in year 6 were working below the KS2 SATS tests.

50% of disadvantaged pupils attained expected in reading and 17% attained Greater Depth

50% of disadvantaged pupils attained expected in writing

33% of disadvantaged pupils attained expected in maths

Phonics and EYFS data not given due to the very low numbers of disadvantaged pupils in these year groups.

Attendance:

2021-2022 92% Whole School / Disadvantaged 84%

2022-2023 91% Whole School / Disadvantaged 82%

2023-2024 93.5% Whole School / Disadvantaged 88%

Steady improvement in the last 3 years for disadvantaged pupils.

Based on all the information above our disadvantaged pupils did not meet targets for attendance but there was some progress to reduce the attendance rate of absence for this group of pupils. The persistent absenteeism rate at present is not

on track to achieve the outcomes we aim to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that we need to continue to work on improving attendance for our disadvantaged pupils. External support from the LA had little impact on improving attendance. Building closer relationships with these parents had the most impact on improving attendance alongside pupils choosing to come because they enjoyed the curriculum activities on offer.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The further information section below provides more details about our planning, implementation, and evaluation processes.

Full review of Pupil Premium Strategy 2021-2024 can be found on the school website.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Timestables Rockstars	Maths Circle
Collins e-books to support phonics and early reading	Collins
Big Cat Little Wandle books purchased	Collins Books

## Further information (optional)

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality enrichment clubs to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- The provision of pre-loved school branded uniform at low cost or free of charge if needed
- The use of local foodbanks and hygiene banks as and when required
- Applying for bursary to help cover some of the cost of the year 5 and 6 residential
- Applying for relevant grants to cover the cost of school trips
- Funding from the PTFA to subsidise the costs of coaches for school trips and the costs for disadvantaged pupils.