



## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Great Horwood CE School
Number of pupils in school	70
Proportion (%) of pupil premium eligible pupils	27%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	26/11/2021
Date on which it will be reviewed	18/3/2021 & 25/6/2021
Statement authorised by	Mrs Paula Shaw
Pupil premium lead	Mrs Paula Shaw
Governor / Trustee lead	Mrs Sue Telling

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,555
Recovery premium funding allocation this academic year	£2,755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£24,451
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	£52,761

## **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 our school and the subsequent challenges faced. Research conducted by EEF is then used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for our disadvantaged children can be:

- Limited support at home academically with learning
- Weak language and communication skills,
- Lack of confidence and mental health issues,
- Poor attendance and punctuality issues
- Lack of access to extra-curricular and enrichment activities
- Impact of school closure due to Covid-19

At Great Horwood CE School we believe that all children and families are unique in the barriers they face, as a small school the challenges are varied and there is no “one size fits all”. We ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and areas to develop across the school.

**At Great Horwood School it is our intention to:**

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data;
- Ensure disadvantaged pupils make good progress from their starting points, moving children to at least age-related expectations in reading, writing and maths;
- To support children with their health and mental wellbeing to enable them to access learning at an appropriate level.
- Offer extra-curricular and enrichment activities for disadvantaged pupils who would not normally have access to these;
- Ensure all families are able to engage in school life by supporting disadvantaged families with school communication in the form of verbal phone calls, paper copies of information and communications and IT support where needed for school systems i.e. hot school meals.

**We aim to do this through:**

- Ensure that teaching and learning opportunities meet the needs of all the pupils;
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are appropriately assessed and addressed;
- Offer extra-curricular and enrichment activities for disadvantaged pupils who would not normally have access to these;
- Ensure all families are able to engage in school life by supporting disadvantaged families with school communication in the form of verbal phone calls, paper copies of information and communications and IT support where needed for school systems i.e. hot school meals.

### Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be limited to:

- Providing HLTA support to enable split teaching across classes and reducing class sizes in English and Maths thus improving opportunities for effective teaching and accelerating progress;
- Allocating two members of staff to implement the Lexia Reading programme in EYFS/KS1 and KS2;
- Effective deployment of support staff to support all children in whole class, group work and 1:1 where appropriate.
- Offering support from a pastoral learning mentor, trained and experienced in dealing with trauma, mental health and wellbeing of young people;
- Supporting disadvantaged parents with childcare arrangements through subsidized use of after school clubs;
- Providing extra-curricular activities such as lunchtime sports clubs and music lessons to promote positive behaviour and mental wellbeing ;
- Providing enrichment activities such as trips, visitors and residential trips to increase disadvantaged pupils cultural capital ensuring pupils have first-hand experiences to use in their learning in the classroom;
- Behaviour support where required;
- Offering family liaison support with school communication, paperwork and building positive relationships to enable disadvantage families to engage fully in school life;

This list is not exhaustive and will change according to the needs and support our disadvantaged pupils require.

### Challenges

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

Challenge number	Detail of challenge
1	Narrowing the attainment gap due to low prior attainment on entry to GHS either in EYFS/KS1 or KS2 in reading, writing and maths
2	To ensure children make good progress in phonics and early reading.
3	To improve low confidence, self-esteem and mental health issues leading to poor behaviour
4	To improve rates of persistent absenteeism, irregular absences and poor punctuality
5	Supporting children who need emotional support in order for them to be able to learn effectively
6	To support families where weak language and communication skills lead to poor engagement in school with home learning & school events and activities

## 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 improve rates of progress in reading, writing and maths for disadvantaged pupils	To achieve progress scores at least in line with the national average in KS2
To raise attainment in reading, writing and maths for disadvantaged pupils	To achieve age related expectations in KS1 and KS2 at least in line with the national average
To improve the number of disadvantaged pupils achieving the required phonics score.	For pupils in KS1 to attain the required phonics score in year 1 or 2 in line with the national average expected standard.  For pupils in KS2 to make good progress towards attaining the phonics score during KS2.
To improve punctuality and rates of attendance of disadvantaged pupils	Improve attendance of disadvantaged pupils to at least 90% or above. Aspirational aim to be 96% or above.  For identified vulnerable group attendance rate to be above nationally recognised 86%
Pupils and families with identified social, emotional or health needs are well supported by school staff so that the needs are removed or alleviated.	Family support worker/SENCo and Head teacher identify and support families and children and work to alleviate barriers to learning.  Pupil and parent questionnaires will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible.

## 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: £37,411

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group LSA support for interventions and phonics £14,911	Our internal data from Summer 2021 indicates that combined attainment in Reading, Writing and Maths for some years groups (current years 2, 3, and 4) has fallen below other local and national benchmarks. We are very aware that these particular year groups were at a disadvantage during the Covid pandemic and	1, 2, 3

	<p>learning has been disrupted. Therefore our support will be targeted to all disadvantaged pupils and to these year groups in particular.</p> <p>EEF-tiered approach to support smaller group teaching. Focus on overlearning and revision of work covered to allow all children to keep up.</p> <p>“Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support” EEF</p>	
<p>Recruitment of HLTA’s to reduce class sizes and allow split teaching in English and Maths</p> <p>£15,500</p>	<p>EEF-Quality first reaching alongside smaller groups. This will enable focussed teaching to meet specific needs of academic and behavioural/developmental needs in class.</p>	1, 2, 3
<p>Training in new phonics provision in EYFS/KS1 for teachers and TAs.</p> <p>£2,000</p>	<p>Phonics and early reading will be a high priority as we are aware that the fall in reading attainment has had an impact across all areas of the curriculum Teachers and LSA’s need training in a phonics scheme which is validated by DfE.</p> <p>This will allow children to receive effective, structured and carefully sequenced lessons in small groups, organised by outcomes from assessments.</p>	1, 2
<p>Purchase of new reading books to enable phonetically de-codable books to be matched to the phonics taught for KS1 and KS2</p> <p>£5,000</p>	<p>“Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.” EEF</p>	1, 2,
<p>Ongoing CPD for teachers in reading, writing and maths from the Trust to deliver high quality teaching (Free)</p>	<p>EEF guide to Pupil Premium-Quality first teaching is top of the tiered approach key to effective learning and needs to be kept up to date and reviewed as changes to pedagogy/approach change.</p> <p>New staff at Great Horwood and those in the early stages of their career will need training to support effective delivery.</p>	1,2
<p>Induct and support Early careers teacher in her induction period effectively.</p>	<p>CPD- ensuring time for ECT and mentor to meet/plan/share and train together to support effective teaching and learning</p>	1,2,3,5,6

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

Budgeted cost: £6,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subscription to Lexia reading programme and appointment of two staff members to implement and monitor the programme £5,810 (3 year programme)	Data indicates that pupils need to improve rates of attainment in reading and maths and therefore need to make accelerated progress. At Great Horwood we are using a digital technology to support alongside direct teacher instruction and small group targeted support as evidenced below.	1, 2, 6
Subscription to Sumdog maths programme £500	“There is evidence that digital technology can be used effectively to provide individualised instruction.” EEF  “Some recent studies have used digital technology with diagnostic assessment and feedback to individualise instruction, and positive impacts on average”. EEF	1, 2, 6

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

Budgeted cost: £9,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral learning mentor to support wellbeing and mental health of pupils £2,660	This provision offers pupils the opportunity to talk in confidence to a trusted adult where targeted strategies and a range of approaches can be used to support pupils with mental health, anxiety, transitions, young carers, domestic abuse, enabling them to focus and concentrate on learning in the classroom. “Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.” EEF	1,2,3,4,5,6
Provision of family liaison hours to improve attendance, communication and	EEF: Parental engagement Good parent: school relationships are vital for all children but need to be nurtured more with hard-to-reach parents	3,4,5,6

<p>relationships with disadvantaged families £1,200</p>	<p>Improved communication and the personal touch enables Great Horwood School to inform parents about their statutory duty regarding attendance and punctuality. Parents are fully aware of term dates and INSET days. Absence is robustly followed up and procedures followed.</p> <p>Paper communication, IT support for school systems followed up with phone calls enable parents to be fully involved in school activities such as parent s evenings, assemblies, enrichment days, trips and visits.</p>	
<p>Provision of after school club activities to engage pupils £2,280</p>	<p>This provision offers disadvantaged pupils the opportunity to join in a range of activities school clubs including football, Box2Bfit, dance, dodgeball, computing, film and arts and crafts that would not be accessible to them. This develops their confidence, self-esteem and enables them to shine in other areas of the curriculum promoting a resilient and positive mental health.</p>	1,2,3,4,5,6
<p>Provision of lunchtime extra-curricular sports activities to provide high quality game and activities to engage pupils £1,900</p>	<p>This structured and supervised provision helps to engage pupils and keep them physically active improving wellbeing and mental health. As a result behaviour issues are kept to a minimum and pupils are able to return to class ready for learning</p>	1,2,3,4,5,6
<p>Provision of enrichment activities, trips, visitors and residential trips, music lessons £1,000</p>	<p>Enrichment days, visitors, visits and trips are linked to the curriculum, this enables pupils to receive first hand experiences to support learning in the classroom.</p> <p>All key stage 2 pupils are offered the opportunity to learn to play an instrument. This helps to develop confidence and promotes health and wellbeing. “Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.”EEF</p>	1,2,3,4,5,6

**Total budgeted cost: £52,761**

## **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.

#### **Progress:**

However we are delighted that so many pupils made good progress in reading, writing and maths during 2020-2021.

In reading 84% made good progress with 62% making accelerated progress

In writing 89% made good progress with 72% making accelerated progress

In maths 84% made good progress with 70% making accelerated progress

For our disadvantaged pupils:

In reading 73% made good progress with 60% making accelerated progress

In writing 87% made good progress with 67% making accelerated progress

In maths 80% made good progress with 73% making accelerated progress

#### **Attainment:**

In narrowing the attainment gap for our settled disadvantaged pupils:

In reading, writing and maths the gap has narrowed from 2019-2020 and remains unchanged from 2020-2021.

#### **Attendance:**

Attendance rates (excluding Covid related absence) overall have improved in 2020-2021 to 96.4% from 95% in 2018-2019 and 85% in 2019-2020.

For disadvantaged pupils attendance rates have steadily improved during the last 4 years;

2017-2018 78%

2018-2019 87%

2019-2020 81%

2020-2021 92%

### **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>
Lexia Core 5 Reading Programme	Lexia
Sumdog Maths programme	Sumdog