



# Pupil premium strategy statement 2022 to 2023

## The Horsell Village 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 the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	268
Proportion (%) of pupil premium eligible pupils	Yr R – 4.5% Yr 1 – 6.7% Yr 2 – 8.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	1 Year
Date this statement was published	Sept 2022
Date on which it will be reviewed	Sept 2023
Statement authorised by	Jane Reeve
Pupil premium lead	Rachel Wright ( Jane Reeve)
Governor / Trustee lead	Felix Witte

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 28005
Recovery premium funding allocation this academic year	£ 2610
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0 No carry forward from previous years
<b>Total budget for this academic year</b> <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>	£30615

# Part A: Pupil premium strategy plan

## Statement of intent

At The Horsell Village School we are committed to meeting the needs of all disadvantaged learners through a culture of high expectation, quality first teaching and challenge based on prior knowledge. We aim to build strong and positive relationships with pupils and families in order to support the whole child. We strive to breakdown and remove barriers and provide an equality of experience through our curriculum and enrichment opportunities.

Our intention is that all pupils, irrespective of their background or the challenges they face, make at least good progress and achieve.

We aim for all disadvantaged children to

- Have access to high quality first teaching, with a focus on areas in which disadvantaged children require the most support.
- Receive support both in school and at home through target interventions and parental support.
- Feel happy, safe and supported in their learning and feel confident in taking risks in their learning.
- For identified children to make more than expected progress to support in closing the gap.
- For all children to make at least expected progress.
- Have access to all educational and extra-curricular activities in line with peers by decreasing financial barriers.
- Attend school regularly

What are the key principles of your strategy plan?

- Accurately identify each child's needs and challenges and devise plans accordingly.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged children's outcomes and raise expectations of what they can achieve.
- Approaches used will be based on strong educational research and evidence.

## Challenges

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

Challenge number	Detail of challenge
1	Complex needs- progress and attainment of children who fall into one or more vulnerable groups- Send, Pupil Premium & EAL
2	Emotional literacy as well as mental health issues affecting resilience and being ready to learn.
3	Communication and Language- children entering the school with low levels of oracy and communication in Reception.
4	Poor attendance and lack of parental engagement.

## 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 ensure all children have the opportunities to experience success and make progress in line with their peers.	<p>Intervention Teacher employed, safeguarding all interventions. 85 % of children attending interventions to meet their individual end of year attainment and progress target.</p> <p>PP children will make expected progress.</p> <p>Staff will have a secure understanding of the assess, plan, do and review cycle and implement smart targets and teaching strategies to ensure quality first teaching in class and during interventions.</p> <p>All pupil premium children with have an individual plan with identified long term and short-term targets to support academic and pastoral elements of development.</p>
To ensure children are provided with a breadth of opportunities and experiences, and to support parents engagement and decrease any financial barriers for families.	<p>There will be an increased number of enrichment and enhancement activities in the local area and community across all areas of the curriculum.</p> <p>There will be an increase in the number of pupil premium children accessing one free afterschool club per term.</p> <p>All pupil premium children to have access to free educational visits.</p> <p>All pupil premium children to receive a book and PE bag.</p>

	All pupil premium children to Access to new uniform when needed.
Children will have improved oracy and vocabulary levels with language gaps reduced.	There will be a consistent approach for the teaching of new vocabulary across the whole school through the use of Colourful semantics and Word Aware approach. Through monitoring it is evident that children use the structure of Colourful Semantics to ensure secure sentence structure both orally and written.
Improve attendance and lateness of all pupil premium children.	Attendance of PP children will be monitored and support provided where necessary- using Surrey Inclusion officer to support. The number of persistently absent or late will decrease and attendance of all pp children above the cut-off point of 95%.

## 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: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of an Intervention Teacher to deliver targeted teaching of phonics, reading and writing.	High quality small group targeted support. Personalised, high quality feedback given Parents given work packs with activities to practise at home Ongoing assessment to RAG rate and monitor impact Monitoring of teaching and learning provides evidence of good progress Monitoring of provision by Inclusion Lead	1, 2, 4
Quality First Teaching, scaffolding and adaptation focus for all.	High quality curriculum which is adapted and scaffolded to enabled access for all. Regular feedback given to all learners to inform next steps. Staff CPD Increased support for language in the classroom through Colourful Semantics, Word Aware and oracy skills development.	1, 2, 3,4

	Quality First Teaching strategies document shared with staff.	
Focus on high expectation and challenge for all.	Additional feedback for pupil premium children – EEF High impact, low cost. Metacognition and self-regulation embedded through whole school approach. Children's social and emotional needs are supported so they are 'ready to learn' through whole school approach including PSHE Jigsaw scheme and mindfulness techniques.	1, 2, 3, 4
Children will have improved oracy and vocabulary levels.	Word aware and Colourful Semantics used across the school - EEF Very high impact, low cost Monitoring will show improved use of language and oracy skills	1, 3
For all children to have consistent and quality teaching of phonics and reading	Phonics and reading meetings for parents. Consistent use of Phonics Scheme across the school. Targeted small group phonics – EEF High impact, very low cost Additional reading opportunities for PP children Reading buddies Monitoring of teaching and learning provides evidence of good progress	1, 2, 3,4
ELSA – to support the social, emotional and mental health needs of specific children.	Children's social, emotional and mental health needs will be supported in order to enable them to feel happy and comfortable in school. ELSA works with Inclusion Lead and class teachers to identify and monitor need	2

### 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
To continue to diminish the gap for pupils with multiple needs.	Monitoring from Inclusion lead and leadership team Termly Pupil Progress meetings to discuss data and plan provision	1

	<p>Targeted interventions planned where appropriate.</p> <p>Individual targets set for specific children where appropriate and RAG rated termly</p> <p>High quality first teaching, scaffolding and adaptation seen within planning and within daily practise, across the curriculum.</p> <p>1:1 additional reads for PP children.</p>	
Gaps in levels of oracy and language skills are reduced.	<p>Continue to embed language-rich curriculum for all – Word Aware, Colourful Semantics.</p> <p>Language gaps monitored by class teacher and concerns shared with Year Lead and Inclusion Lead. Targeted intervention planned where needed.</p> <p>Advice sought from school Link Speech and Language and STIPS team.</p>	4
PP children have the opportunities to experience success and make progress in line with their peers.	<p>Teachers progress to be assessed and learning gaps identified.</p> <p>Inclusion Lead to track PP children's progress through book monitoring, termly data and Pupil Progress meeting and learning walks.</p>	1, 2, 5

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

Budgeted cost: £4,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To support children's social, emotional and mental health needs so that all children are able to feel happy and comfortable in school and able to engage in their learning	<p>Class teachers will monitor well-being of all children and support using whole school approach – PSHE, Mindfulness techniques and alongside Well-Being Lead.</p> <p>Inclusion Lead to work with ELSA to identify needs and plan intervention.</p> <p>Drawing and Talking used as an intervention for specific children.</p>	2
Increase in pupil attendance and reduced lateness.	Inclusion office supporting school and working with vulnerable families to ensure attendance in school is in line with school and national average.	4
To ensure children are provided with a breadth of opportunities and	<p>Holiday food vouchers</p> <p>Subsidised educational visits</p> <p>1 Subsidised club per half term</p>	2, 4

experiences, and to support parents engagement and decrease any financial barriers for families.	School uniform	
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**Total budgeted cost: £ 30,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the **2022 to 2023** academic year and explain how their performance has been assessed.

Summer Data 2023

#### Yr R

2/5 ( 40%) children met Good Level of Development in EYFS

	% of Pupil Premium children who have met in Reception
Maths	60%
Reading	60%
Writing	40%

#### Yr 1

PP – 6 ch						
	WB	B	WT	EXP	EXC	Com
Maths	0	0	4 (67%)	2 (33%)	0	2 (33%)
Reading	0	0	4 (67%)	2 (33%)	0	2 (33%)
Writing	0	0	4 (67%)	2 (33%)	0	2 (33%)

#### Yr 2

PP – 8 ch						
	WB	B	WT	EXP	EXC	Com
Maths	0	2	2	3	1	4
Reading	0	2	2	3	1	4
Writing	0	1	3	4	0	4

All pupil premium children that retook the Yr 1 phonics assessment Sum 23 passed.

#### Intended Outcome

**To ensure all children have the opportunities to experience success and make progress in line with their peers.**

All staff have worked closely with the leadership team and Inclusion Lead. Termly Pupil Progress and SEN 1:1 meetings have been held to discuss data, monitor and plan provision. Pupil Progress meetings, learning walks and moderation have shown that teachers have a strong understanding of children's attainment, progress and next steps.

Children have been closely monitored and when gaps/ barriers are identified curriculum adaptations and targeted interventions are planned where appropriate.



Learning walks and lesson observations showed that all children are able to access learning and that learning is appropriately scaffolded and adapted.

Ofsted report from Feb 2022 visit identified that '*Leaders ensure that teachers know the barriers to pupils' learning through effective training. Teachers ensure that learning is broken into manageable steps. When necessary, high-quality support is given. Consequently, pupils with SEND learn well and cover the same curriculum as their peers*'

Quality First Teaching in Practice and Surrey Ordinary Available document is being used to support with adaptation and scaffolding where needed.

PP and ISP targets have been set and reviewed termly showing. Plans show teachers have a good understanding of children's needs and barriers to learning.

Interventions have been safeguarded due to the employment of an intervention teacher. Children attending interventions have made good progress against their individual targets. All pupil premium children who were part of interventions passed their Phonics Assessment in Sum 23.

A whole school approach on well-being through PSHE and Mindfulness techniques has been embedded throughout the year.

The school's ELSA has worked closely with the Inclusion Lead to identify and prioritise children needing additional support as well as to monitor progress.

#### Intended Outcome

**To ensure children are provided with a breadth of opportunities and experiences, and to support parents engagement and decrease any financial barriers for families**

All Pupil Premium children are offered subsidised educational visits.

All Pupil Premium children are offered one subsidised afterschool club per half term.

Additional parental engagement for learning has been promoted with work packs being sent home to support and embed learning happening during interventions.

A parent workshops have been provided for parents throughout the year to support parental engagement. These include Reading meetings and Maths workshops and SEND and Quality First Teaching workshop.

#### Intended Outcome

**Children will have improved oracy and vocabulary levels with language gaps reduced.**

Colourful Semantics is used throughout the school to develop language and sentence structure.

Word aware is fully embedded across the school.

All Pupil Premium children have an additional reads each week from a *Reading Buddy* and teaching staff, this time is also used as a opportunity to develop vocabulary and oracy skills.

The Inclusion Lead has continued to work closely with the school Link Speech and Language and STIPS team where needed to develop individual children's language needs.

Intended Outcome

**Improve attendance and lateness of all pupil premium children.**

Attendance of PP children has been monitored and support provided where necessary- using Surrey Inclusion officer to support.

The number of persistently absent or late will decrease and attendance of all pp children above the cut-off point of 95%.

## Externally provided programmes

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

Programme	Provider

## Service pupil premium funding (optional)

*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***

**The impact of that spending on service pupil premium eligible pupils**

## 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.*