



# Pupil premium strategy statement 2023 to 2024

## 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	267
Proportion (%) of pupil premium eligible pupils	School: 5.2 % Yr R: 6.8 % Yr 1: 3.3 % Yr 2: 5.5%
Academic year/years that our current pupil premium strategy plan covers	1 Year
Date this statement was published	Sept 2023
Date on which it will be reviewed	Sept 2024
Statement authorised by	Jane Reeve
Pupil premium lead	Laura Sharkey
Governor / Trustee lead	Felix Witte

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 25,210
Recovery premium funding allocation this academic year	£ 0
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>	£25,210

# 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.
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 at least 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 will 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 parental engagement and	<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>

decrease any financial barriers for families.	All pupil premium children to have access to free educational visits. All pupil premium children to receive a book and PE bag if needed. All pupil premium children to Access to new uniform when / if needed.
To develop children's language and breadth of vocabulary.	Staff will have a secure understanding of how to enrich children vocabulary through a broad and balanced curriculum and quality first teaching.
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 will be above the cut-off point of 90%.

## 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: £ 23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of 2 Intervention Teachers 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 monitors 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,	1, 2, 3,

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

## Targeted academic support

Budgeted cost: £ 1,000

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	1

	<p>Termly Pupil Progress meetings to discuss data and plan provision</p> <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>Assessment Lead to track PP children's progress through book monitoring, termly data and Pupil Progress meeting and learning walks.</p>	1, 2,

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

Budgeted cost: £ 3,000

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 and Mental Health 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

<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>	<p>Holiday food vouchers  Subsidised educational visits  1 Subsidised club per half term  School uniform</p>	<p>2, 4</p>
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**Total budgeted cost: £ 27,500**

## 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.*

#### Early Years Outcomes

- 60 % achieved a Good Level of Development ( 3/5 children)

#### Year 1 Outcomes

WB- Working Below, WTS- Working Towards, EXP- Expected, GDS- Greater Depth

PP – 6 ch							Summary
	WB	B	WT	EXP	EXC	Com	
Maths	0	0	4 (67%)	2 (33%)	0	2 (33%)	<ul style="list-style-type: none"> <li>• 2/6 (33%) children met end of year expectations in Maths.</li> <li>• 2/6 (33%) children met end of year expectations in Reading</li> <li>• 2/6 (33%) children met end of year expectations in Writing</li> </ul> <p>Our assessments and observations indicate that pupil learning behaviours, well-being and mental Health issues are a high need for this groups. Progress within this groups has been good in relation to the needs, however gaps are being closed at a slower rate than predicted due to a number of outside factors influencing a number of our pupils. We have used Pupil Premium funding to provide well-being support for these pupils through targeted intervention through ELSA.</p>
Reading	0	0	4 (67%)	2 (33%)	0	2 (33%)	
Writing	0	0	4 (67%)	2 (33%)	0	2 (33%)	

#### Year 2 Outcomes

WB- Working Below, WTS- Working Towards, EXP- Expected, GDS- Greater Depth

PP – 8 ch							Summary
	WB	B	WT	EXP	EXC	Com	
Maths	0	2 (25%)	2 (25%)	3 (37%)	1 (13%)	4 (50%)	<ul style="list-style-type: none"> <li>• 4/8 (50%) children met end of year expectations in Maths.</li> <li>• 4/8 (50%) children met end of year expectations in Reading.</li> <li>• 4/8 (50%) children met end of year expectations in Writing</li> </ul> <p>Our assessments and observations indicate that pupil learning behaviours, well-being and mental Health issues are a high need for this groups. Outside external support (in addition to internal support ) has been sought to provide support for some children within this group.</p> <p>Throughout the year there was an increased focus on supporting the language and oracy development for many children within this group who English is not their first language- with specific focus on grammar and writing coherence.</p>
Reading	0	2 (25%)	2 (25%)	3 (37%)	1 (13%)	4 (50%)	
Writing	0	1 (13%)	3 (37%)	4 (50%)	0	4 (50%)	



### Whole School Summary- Including Teaching and Learning

- Learning walks and lesson observations showed that all children are able to access learning and that learning is appropriately scaffolded and adapted.
- Colourful Semantics is used throughout the school when needed to develop language and sentence structure.
- Word aware is embedded across the school.
- Children are closely monitored and gaps identified, appropriate teaching strategies and interventions are planned where appropriate.
- All staff work closely with the leadership team and Inclusion Lead and have a clear understanding of children's attainment, progress and next steps.
- Feedback is clear and enables pupils to improve their own learning and work on next steps.
- Pupil Progress meeting and moderations show teachers have a strong understanding of their classes and what is expected in each year group.
- Parent conferences used to share information and resources with parents to support at home.
- Mindfulness is embedded across the school.
- Pupil premium children have been given first access to 1 paid club per term.
- Pupil premium children have fully funded educational visits.

## 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.*

<b>Programme</b>	<b>Provider</b>
White Rose Maths Scheme	White Rose
Word Aware / Concept Cats	Stephen Parsons & Anna Branagan
Colourful Semantics	Alison Bryan