

Pupil premium strategy statement 2025-2026

The Horsell Village School

School overview

Detail	Data
Number of pupils in school	263
Proportion (%) of pupil premium eligible pupils	5% Yr R: 4 Yr 1: 2 Yr 2: 8
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	3 years 2024-2025 to 2026-2027
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Jane Reeve (Headteacher)
Pupil premium lead	Laura Sharkey (Deputy Headteacher)
Governor / Trustee lead	Felix Witte

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,790
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£17,790

Part A: Pupil premium strategy plan

Statement of intent

At The Horsell Village School, 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 activities 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 approach will be responsive to shared 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. We will:

- Act early to accurately identify each child's needs and challenges and devise plans accordingly.
- Ensure disadvantaged pupils are challenged in the work that they are set.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Enable access to all educational and extra-curricular activities in line with peers by decreasing financial barriers.
- Ensure children attend school regularly
- Use approaches that are 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 PP 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 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. 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 if needed.</p> <p>All pupil premium children to Access to new uniform when / if needed.</p>
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.	<p>Attendance of PP children will be monitored, and support provided by the school's Attendance Champion. Where necessary, we will refer to Surrey Inclusion team to take action against persistent absence.</p> <p>The number of persistently absent or late will decrease and attendance of all PP children will be above the cut-off point of 90%.</p>

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. Quality First Teaching strategies document shared with staff.	1, 2, 3
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. Streamed Phonics and targeted small support Additional reading opportunities for PP children. Reading buddies. Monitoring of teaching and learning provides evidence of good progress.	1, 2, 3, 4
PP children have the opportunities to experience success and make progress in line with their peers.	Progress to be assessed and learning gaps identified. Assessment Lead to track PP children’s progress though book monitoring, termly data and Pupil Progress meeting and learning walks.	1, 2

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of an Intervention Teacher to deliver targeted teaching of phonics and reading.	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
Numbots subscription Maths extra provision at home and PP weekly sessions in school	Home access for all children to further enhance their basic number knowledge and skills. PP children weekly 1:1 sessions.	1, 3
Gaps in levels of oracy and language skills are reduced.	Language gaps monitored by class teacher and concerns shared with Year Lead and Inclusion Lead. Targeted intervention planned where needed. Advice sought from school Link Speech and Language and STIPS team.	4

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

Budgeted cost: £ 7,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA & Mental Health Lead to support the social, emotional and mental health needs of specific children through a range of therapies.	Children's social, emotional and mental health needs will be supported to enable them to feel happy and comfortable in school. ELSA works with Inclusion Lead, Mental Health Lead and class teachers to identify and monitor need.	2
School provides financial support for children to access school trips and external clubs to give them wider life experiences.	When children have access to additional clubs, this supports their skills and language as they are opened up to new experiences and vocabulary.	2, 3
School Attendance Champion monitors	We expect all children's attendance to be 100%. In order for the children to have the best	4

attendance and provides support for families to improve attendance.	academic outcomes, they need to be in school every day.	
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Total budgeted cost: £ 17,790

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Early Years Outcomes

1/2 (50%) children in Reception met GLD.

	Autumn Term 2024				Spring Term 2025				Summer Term 2025			
	Reading Comp	Reading WR	Writing	Maths	Reading Comp	Reading WR	Writing	Maths	Reading Comp	Reading WR	Writing	Maths
Cohort (84)	87%	68%	77%	89%	76/83 92%	74/83 89%	73/83 88%	75/83 90%	75/84 89%	75/84 89%	75/84 89%	76/84 90%
Girls (30)	95%	86%	83%	93%	26/30 87%	26/30 87%	26/30 87%	27/30 90%	27/30 90%	27/30 90%	27/30 90%	28/30 93%
Boys (55)	90%	78%	76%	90%	50/54 93%	48/54 89%	47/54 87%	48/54 89%	48/54 89%	48/54 89%	48/54 89%	48/54 89%
SEND (7)	42%	42%	42%	42%	5/7 71%	5/7 71%	5/7 71%	4/7 57%	4/7 57%	4/7 57%	4/7 57%	3/7 42%
PP (2)	100%	100%	0%	100%					1/2 50%	1/2 50%	1/2 50%	1/2 50%
EAL (31)	77%	67%	61%	83%	25/30 83%	25/30 83%	24/30 80%	26/30 87%	25/30 83%	25/30 83%	28/30 83%	27/30 90%
GDS	0%	3%	2%	0%	6%	19%	10%	8%		46%	12%	13%

Year 1 Outcomes

	Autumn Term 2024			Spring Term 2025			Summer Term 2025		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Co-hort (89/90)	81 %	77 %	79 %	74%	72%	72%	79 %	84 %	85 %
Boys (41/40)	80 %	71%	73 %	67%	67%	72%	(31/40) 88%	(33/40) 83%	(32/40) 80%
Girls (48/50)	83 %	83 %	81 %	80%	76%	72%	(40/50) 80%	(43/50) 86%	(45/50) 90%
SEND (2/5)	0	0	0	0	0	0	0	0	0
PP (6/7)	50%	50%	50%	28%	28%	42%	(4/7) 57%	(5/7) 71%	(5/7) 71%
EAL (37)	73%	65%	70%	67%	59%	59%	(27/37) 73%	(30/37) 81%	(29/37) 79%
GDS	0	0	0	19%	7%	17%	30 %	14 %	13 %
Target	82 %	75 %	91 %	82 %	80 %	91 %	82 % -2 %	80 % +4%	91 -6%

Reading

7 children	Working below	Working towards	Working at	Working at greater depth
Number/percentage	2 (29%)	1 (14%)	3 (43%)	1 (14%)

2 children who have not met end of year expectations in writing have SEND and complex needs.

1 child who has not met end of year expectations in reading is EAL with little home support.

Writing

7 children	Working below	Working towards	Working at	Working at greater depth
Number/percentage	1 (14%)	1 (14%)	4 (57%)	0 (0%)

The 2 children who have not met end of year expectations in writing have SEND and complex needs.

Maths

7 children	Working below	Working towards	Working at	Working at greater depth
Number/percentage	1 (14%)	1 (14%)	4 (57%)	1 (14%)

The 2 children who have not met end of year expectations in writing have SEND and complex needs.

Year 2 Outcomes

90 ch	Autumn Term 2024 (90)			Spring Term 2025 (90)			Summer Term 2025 (90)		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Cohort (90)	80 %	76 %	78 %	83%	81%	83%	85 %	88 %	84 %
Boys (47)	(36) 77%	(33) 70%	(40) 85%	78%	76%	85%	(38/47) 81%	(39/47) 83%	(42/47) 89%
Girls (43)	(36) 84%	(35) 81%	(30) 70%	88%	86%	81%	(38/43) 89%	(40/43) 93%	(34/43) 79%
SEND (8/5/6)	(7) 88%	(5) 63%	(6) 75%	40%	40%	40%	(2/6) 33%	(2/6) 33%	(4/6) 67%
PP (4)	(1) 25%	(1) 25%	(0) 0%	50%	0	0	(2/4) 50%	(2/4) 50%	(3/4) 75%
EAL (28/29/29)	(20) 71%	(16) 57%	(20) 71%	75%	68%	75%	(20/29) 69%	(23/29) 79%	(20/29) 69%
GDS	(30) 33%	(6) 7%	(6) 7%	47%	14%	19%	39 %	18 %	24 %
Target	83 %	81 %	81 %	83 %	83 %	81 %	83 %	83 %	81 %

Reading

7 children	Working below	Working towards	Working at	Working at greater depth
Number/percentage	2 (29%)	1 (14%)	3 (43%)	1 (14%)

2 children who have not met end of year expectations in writing have SEND and complex needs.

1 child who has not met end of year expectations in reading is EAL with little home support.

Writing

7 children	Working below	Working towards	Working at	Working at greater depth
Number/percentage	1 (14%)	1 (14%)	4 (57%)	0 (0%)

The 2 children who have not met end of year expectations in writing have SEND and complex needs.

Maths

7 children	Working below	Working towards	Working at	Working at greater depth
Number/percentage	1 (14%)	1 (14%)	4 (57%)	1 (14%)

The 2 children who have not met end of year expectations in writing have SEND and complex needs.

Phonics Outcomes

Year 1 Phonics

6/7 (86%) of children passed the phonics screener.

1 child with SEND, who did not pass, went from 0/40 in September of Year 1 to 16/40 in June.

Year 2 Phonics

4/6 (67%) of children passed the Year 2 phonics screener retake.

Attendance

Breakdown Year to Date

<u>Overall school Attendance form September 2024</u>					95.95 %				
<u>National School Attendance from September 2024</u>					93.2 %				
	Reception			Year 1			Year 2		
	Rabbits	Foxcubs	Otters	HH	Squirrels	Badgers	BO	TO	SO
	96.45 %	95.65 %	94.96 %	93.64 %	96.69 %	95.97 %	96.69 %	97.04 %	96.49 %
<u>Persistent Absence</u> Present for less than 90 % = 20 children					7.6 % National - 18.4 %				
	Girls	Boys	PP	EHCP	Sen Support	EAL			
Year to date	9 ch- 45 %	11 ch – 55 %	2 ch – 10 %	0	5 ch – 25 %	15 ch – 75 %			
	Class groups – Persistent Absence								
	Rabbits	Foxcubs	Otters	HH	Squirrels	Badgers	BO	TO	SO
Aut 1 (25ch)	3 (12%)	1 (4%)	5 (20%)	3 (12%)	4 (16%)	3 (12%)	4 (16%)	1 (4%)	1 (4%)
Aut 2 (56ch)	3 (5%)	2 (3%)	15 (27%)	10 (18%)	6 (10%)	6 (10%)	4 (8%)	5 (9%)	4 (8%)
Spring 1 (49ch)	3 (6%)	7 (14%)	2 (4%)	9 (18%)	3 (6%)	10 (20%)	5 (10%)	3 (6%)	7 (14%)
Spring 2 (46ch)	6 (13%)	8 (17%)	3 (6%)	9 (20%)	3 (6%)	3 (6%)	6 (13%)	4 (9%)	4 (9%)
Summer 1	1 (4%)	2 (8%)	5 (20%)	8 (36%)	1 (4%)	2 (8%)	2 (8%)	1 (4%)	2 (8%)
Year to date (20 ch)	1 (5%)	2 (10%)	2 (10%)	6 (30%)	1 (5%)	3 (15%)	2 (10%)	1 (5%)	2 (10%)
Aut 1		Aut 2		Spring 1		Spring 2		Summer 1	
								Year to date	

02.09.2024 to 27.10.2024	02.11.2024 to 20.12.2024	06.01.2025 to 16.02.2025	22.02.2025 to 04.04.2025	22.04.2025 to 25.05.2025	
9.33 %	21.3 %	18.6 %	17.4 %	9.1 %	7.6 %

Term	% of ch that meet threshold	Number of ch that meet threshold	PP children at threshold % & No	SEND children at threshold % & No	LAC children at threshold % & No	No of ch in cohort
Aur 1	9.33 %	25	4 % (1ch)	8 % (2ch)	0	268
Aut 2	21.13 %	56	5.36 % (3ch)	7.14 % (4ch)	0	265
Spr 1	18.6 %	49	4% (2ch)	10 % (5ch)	0	263
Spr 2	17.4 %	46	9 % (4ch)	13% (6ch)	0	263
Sum 1	9.1 %	24	8% (2ch)	29 % (7ch)	0	262
Year to date	7.6 %	20	10 % (2ch)	25 % (5ch)	0	263

Barriers to children not meeting were:

- Attendance - through loss of valuable teaching time, children found it harder to keep up with the expected pace of learning and achieve their targets.
- SEND need - children were impacted by challenges related to cognition, communication, or physical needs, even when high-quality teaching and interventions were in place.

Despite not meeting EYE, all children made good progress was made against year group and individual targets.