Pupil premium strategy statement – 2026-2027
The Horsell Village School

School overview

Detail	Data
Number of pupils in school	265
Proportion (%) of pupil premium eligible pupils	4% Yr R: 4 Yr 1: 5 Yr 2: 2
	2024 - 2027
Date this statement was published	October 2026
Date on which it will be reviewed	July 2027
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	£19,443
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
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*	£19,443

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 strong progress and achieve high levels of attainment across all areas of the curriculum. Our pupil premium strategy is focused on supporting disadvantaged pupils to achieve these ambitions, including those who are already high attainers.

We are committed to meeting the needs of our disadvantaged learners through a culture of high expectations, high-quality teaching, and a broad, ambitious curriculum that builds on pupils' prior knowledge and experiences. We strive to ensure that no child is limited by their socio-economic circumstances and that all pupils are equipped with the knowledge, skills and confidence to fulfil their potential both now and in the future.

We are also mindful of the additional challenges faced by vulnerable pupils, including those with a social worker and young carers. The actions outlined within this strategy are intended to support these pupils' needs where appropriate, regardless of whether they are eligible for pupil premium funding.

High-quality teaching lies at the heart of our approach. We focus on identifying and addressing the areas where disadvantaged pupils require the most support, recognising that excellent teaching has the greatest impact on closing attainment gaps whilst benefiting all pupils. Implicit within our intended outcomes is the aim that the attainment and personal development of non-disadvantaged pupils will be sustained and enhanced alongside the progress of their disadvantaged peers.

Our approach is responsive to both shared barriers and individual circumstances. It is rooted in robust assessment and a clear understanding of pupils' needs, rather than assumptions about the impact of disadvantage. Where needs are identified, pupils may receive targeted academic, pastoral or social support to help remove barriers to learning and enable them to thrive. Strong, positive relationships between school staff, pupils and families are central to this approach.

We are committed to providing equity of opportunity and experience through our curriculum and wider enrichment offer. We aim to ensure that all pupils can access educational visits, extra-curricular activities and wider experiences that enhance learning, develop cultural capital and broaden aspirations.

Through our pupil premium strategy, we aim to ensure that:

- All pupils develop a rich vocabulary and strong communication skills that enable them to access the full curriculum and articulate their thoughts, ideas and opinions with confidence.
- All pupils acquire secure literacy skills, particularly in reading and writing, enabling them to fulfil their potential and achieve future success.

- All pupils are challenged appropriately through ambitious learning opportunities and high-quality teaching.
- All pupils leave The Horsell Village School well prepared for the next stage of their education, both academically and personally.
- All pupils develop confidence, resilience and positive behaviours for learning that support lifelong success.
- Any gaps in attainment, progress and wider outcomes between disadvantaged pupils and their peers are diminished over time.

To achieve this, we will:

- Act early to accurately identify each pupil's needs and any barriers to learning, implementing appropriate support plans where necessary.
- Ensure disadvantaged pupils are consistently challenged through high-quality teaching and ambitious learning opportunities.
- Adopt a whole-school approach in which all staff take responsibility for improving outcomes for disadvantaged pupils and maintain high expectations of what they can achieve.
- Develop strong partnerships with pupils and their families to ensure effective support and engagement.
- Provide targeted pastoral, social and academic support where identified needs require additional intervention.
- Reduce financial barriers so that all pupils can access educational visits, enrichment opportunities and extra-curricular activities alongside their peers.
- Promote and support excellent attendance to maximise engagement with learning and school life.
- Foster a love of learning, high aspirations and confidence in pupils' ability to achieve their goals.
- Use evidence-informed approaches that are underpinned by strong educational research and proven practice.

Challenges

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

Challenge number	Detail of challenge
1	Communication and Language- children entering the school with low levels of oracy and communication.
2	Reading outcomes need to be brought in line with writing outcomes.
3	Social, emotional and mental health barriers, including difficulties with emotional regulation and resilience, limit some disadvantaged pupils' readiness to learn and ability to fully access the curriculum.

4	Children not having access to the same level of resources and experiences as their peers.
5	Poor attendance and punctuality.

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Wellcom Screening assessment used in EYFS and interventions improve the children's communication and language from their starting point. ELCi strategies used in EYFS show an improvement in children's ability to engage in communication and learning opportunities in the classroom. Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	All disadvantaged pupils will make strong progress in reading from their individual starting points, with the majority achieving age-related expectations by the end of Key Stage 1. Parental engagement improved as evidenced from children's Reading Records.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	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. All pupil premium children to have access to free educational visits.

	All pupil premium children to receive support with uniform, if needed.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/7 demonstrated by: • Attendance of disadvantaged pupils will be maintained at **96% or above**. • The gap between disadvantaged and non-disadvantaged attendance will remain below **2 percentage points**. • Persistent absence among disadvantaged pupils will remain below **10%**.

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: £1837.78

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.	1, 3

	Monitoring will show improved use of language and oracy skills.	
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: £ 453.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional reading support and focused phonics intervention	High-quality individual and small group targeted support. Personalised, high-quality feedback given. Monitoring of teaching and learning provides evidence of good progress. Monitoring of provision by Inclusion Lead.	1, 2
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
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.	1

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

Budgeted cost: £ *17, 152.22*

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.	3
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.	1, 4
School Attendance Champion monitors attendance and provides support for families to improve attendance.	We expect all children's attendance to be 100%. In order for the children to have the best academic outcomes, they need to be in school every day.	5

Total budgeted cost: £ *19,443*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Early Years Outcomes

Year R 90 ch							
Gender		SEND		Pupil Premium		EAL	
Boys	Girls	No	Yes	No	Yes	No	Yes
44	46	84	6	95	5	64	26

Summer Term 2026

	Working Below	Emerging	On track	Exceeding	Combined
Reading – Comp	4 % (4ch)	7 % (6ch)	89 % (80ch)		89 % (80ch)
Reading- Word Reading	4 % (4ch)	5 % (5ch)	90 % (81ch)		90 % (80ch)
Writing	4 % (4ch)	7 % (6ch)	89 % (80ch)		89 % (80ch)
Maths – number	4 % (4ch)	8 % (7ch)	89 % (80ch)		89 % (8ch)

Year to date EYFS outcomes

	Autumn Term 2025				Spring Term 2026				Summer Term 2026			
	Reading Comp	Reading WR	Writing	Maths	Reading Comp	Reading WR	Writing	Maths	Reading Comp	Reading WR	Writing	Maths
Cohort	80 %	78.9 %	74.4 %	82 %	85 %	84 %	83 %	86 %	89 %	90 %	89 %	89 %
Girls	82.6 %	80.4 %	78.3 %	84.8 %	85 %	87 %	85 %	82.6 %	89 %	91 %	91 %	89 %
Boys	77.3 %	77.3 %	70.5 %	79.5 %	86 %	82 %	80 %	88 %	89 %	89 %	86 %	89 %
SEND	33.3 %	16.7 %	16.7 %	33.3 %	29 %	14 %	14 %	49 %	33.3 %	33.3 %	16.7 %	16.7 %
PP	0	25 %	0	25 %	25 %	25 %	25 %	25 %	40 %	40 %	40 %	40 %
EAL	69.2 %	65.4 %	61.5 %	69.2 %	73 %	73 %	77 %	73 %	77 %	81 %	81 %	81 %
GDS												

- 3/5 PP are boys
- 2 PP have met for all areas
- Good impact of interventions and individualised support

Year 1

Context

Year 1 – 84 ch							
Gender		SEND		Pupil Premium		EAL	
Boys	Girls	No	Yes	No	Yes	No	Yes
53	31	76	8	82	2	58	26

Year 1 Summer outcomes 2026

Attainment	WB	WT	EXP	EXC	Combined	EOY Target
Reading	(3ch)	(18ch)	(36ch)	(27ch)	75 % (63ch)	85 % -10 %
Writing	(3ch)	(8ch)	(59ch)	(14ch)	87 % (73ch)	85 % + 2%
Maths	(3ch)	(11ch)	(54ch)	(16ch)	83 % (70ch)	87 % - 3%

Year 1 At expected or above summary

84 children	Autumn Term 2025	Spring Term 2026	Summer Term 2026

	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Cohort	77.5% (62/80ch)	76.3% (61/80ch)	80% (64/80ch)	78% (64/82ch)	78% (64/82ch)	81.7% (67/82ch)	75 % (63 / 84ch)	87 % (73 / 84ch)	83 % (70 / 84ch)
Boys	72.5% (37/51ch)	72.5% (37/51ch)	80.4% (41/51ch)	76.5% (39/51ch)	76.5% (39/51ch)	82.4% (42/51ch)	71.7% (38/53ch)	91.1% (43/53ch)	83% (44/53ch)
Girls	86.2% (25/29ch)	82.8% (24/29ch)	79.3% (23/29ch)	80.6% (25/31ch)	80.6% (25/31ch)	80.6% (25/31ch)	80.6% (25/ 31ch)	96.8% (30/31ch)	83.9% (26/31ch)
SEND	50% (4/8ch)	25% (2/8ch)	25% (2/8ch)	50% (4/8ch)	25% (2/8ch)	25% (2/8ch)	37.5% (25/ 31ch)	25% (2/8ch)	25% (2/8ch)
PP	0	0	0	100% (2/2ch)	50% (1/2ch)	100% (2/2ch)	50% (1/2ch)	50% (1/2ch)	50% (1/2ch)
EAL	64% (16/25ch)	52% (13/25ch)	56% (14/25ch)	68% (17/25ch)	60% (15/25ch)	64% (16/25ch)	69.2% (18/26ch)	80.8% (21/26ch)	80.8% (21/26ch)
GDS	32 % (26 / 80 ch)	1.2% (1/80ch)	5% (4/80ch)	30% (25/82ch)	6% (5/82ch)	9.75% (8/82ch)	32.1% (27/84ch)	16.7% (14/84ch)	19% (16/84ch)
Target	85%	85%	87%	85 %	85 %	87%	85 %	85 %	87 %

The 2 children are of varying need. Support is in place to meet needs beyond the academic.

Year 2

Context

Year 2 - 88ch							
Gender		SEND		Pupil Premium		EAL	
Boys	Girls	No	Yes	No	Yes	No	Yes
40	48	84	4	80	8	53	35

Year 2 - Summer Outcomes (90 ch)

Attainment	WB	WT	EXP	EXC	Combined Exp & Exc	EOY Target
Reading	2.2 % 2(ch)	17 % (15ch)	41 % (36ch)	40 % (35ch)	81 % (71ch)	85 % – 4%
Writing	2.2 % (2ch)	17 % (15ch)	56 % (49ch)	25 % (22ch)	81 % (71ch)	85 %– 4%
Maths	2.2 % (2ch)	14 % (12ch)	52 % (46ch)	32 % (28ch)	84 % (74ch)	87 %– 3%

Year 2 Expected and above - Year Summary

	Autumn Term 2025			Spring Term 202			Summer Term 2026		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
Cohort	76.1% (67/88ch)	77.3% (68/88ch)	75% (66/88ch)	79.5% (70/88ch)	77% (68/88ch)	76.1% (67/88ch)	81 % (71/88ch)	81 % (71/88ch)	84 % (74/88ch)
Boys	72.5% (29/40ch)	72.5% (29/40ch	72.5% (29/40ch)	76.9% (30/39)	74.4% (29/39ch)	71.8% (28/39ch)	75% (30/40ch)	72.5 % (29/40ch)	77.5% (31/40ch)
Girls	79.2% (38/48ch)	81.3% (39/48ch)	77.1% (37/48ch)	81.6% (40/49ch)	79.6% (39/49ch)	79.6% (39/49ch)	85.4% (41/48ch)	87.5% (42/48ch)	89.6% (43/48ch)
SEND	0	0	0	0	0	0	25% (1/4ch)	0	0
PP	62.5% (5/8ch)	50% (4/8ch)	50% (4/8ch)	66.7% (6/9ch)	44.4% (4/9ch)	44.4% (4/9ch)	75% (6/8ch)	50% (4/8ch)	50% (4/8ch)
EAL	69.4% (25/36ch)	72.2% (26/36ch)	72.2% (26/36ch)	71.4% (25/35ch)	74.3% (26/35ch)	71.4% (25/35ch)	71.4% (25/35ch)	74.3% (26/35ch)	80% (28/35ch)
GDS	18% (16/88ch)	10% (9/88ch)	9 % (8/88ch)	26% (23/88ch)	12.5% (11/88ch)	10% (9/88ch)	39.8% (35/88ch)	25% (22/88ch)	31.8% (28/88ch)
Target	85 %	85 %	87 %	85 %	85 %	87 %	85 %	85 %	87 %

Reading outcomes are relatively close to the cohort average (less than10%). However, significant gaps remain in writing and maths. This is a very varied group and Reading has been the priority for all children in order for them to make progress in other areas.

Phonics

Year 1 (84 children)

Year 1 pass rate 88%*
* 2 children with SEND did not take the screener but are included in the data

Year 2 Retakes – 9 children - includes 2 children who joined in Year 2 - one new to the country – both children passed.

	0 to 10	11-16	17-24	25-31	32+	% Pass rate
Year 2 retakes	0	2	0	2	7	78%
Girls (4)	0	1	0	0	3	75%
Boys (5)	0	1	0	0	4	80%
PP (0)	0	0	0	0	0	
EAL (5)	0	0	0	0	5	100%
SEND (2)	0	1	0	0	1	50%

Overall Year 2 cohort 98% pass rate

3-year Summary Data Review

The Horsell Village School	2024 % meeting or exceeding EYEs			2025-% meeting or exceeding EYEs			2026-% meeting or exceeding EYEs		
	Reading	Writing	Maths	Reading	Writing	Maths	Reading	Writing	Maths
ELGs national									
ELGs (exp or above)	92 %	85 %	93 %	89 %	89 %	90 %	90 %	89 %	89 %
National	67 .7 %			68.3 %					
GLD	82%			86 %			85 %		
Phonics National	80 % Pass mark 32			Pass mark 32			Pass mark 31		
Phonics Yr1 % (32 or above)	94 %			91 %			88 %		
Phonics Yr2 % (of the whole year gr, not just Yr2 retakes)	94 %			98 %			98 %		
KS1 National									

KS1	79 %	73 %	87 %	85 %	88 %	84 %	81 %	81 %	84 %
Greater depth	36 %	14 %	26 %	39 %	18 %	24 %	40 %	25 %	32 %
RWM combined National									
RMW combined	74 %			77 %					

Persistent Absence Summaries

	Year to date (262ch)	Aut 1 (261ch)	Aut 2 (260ch)	Spr 1 (258ch)	Spr 2 (260ch)	Sum1(260ch)
	7.2 % (19ch)	5.7 % (15 ch)	11.5 % (30 ch)	7.7 %(20ch)	11 % (29ch)	6.5 %(17ch)
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
Aut 1	5.7 %	15	13 %- 2ch (0.7 % of w/s)	13 %- 2ch	0	261
Aut 2	11.5 %	30	13.3 %- 4ch (1.5% of w/s)	16.6 %- 5ch	1	260
Spr 1	7.7 %	20	20 %- 4 ch (1.5% of w/s)	20 % -4 ch	0	258
Spr 2	11 %	29	17 % -5 ch (1.9% of w/s)	17 %- 5ch	0	260
Sum 1	6.5 %	17	29 % -5 ch (1.9 % of w/s)	23 %- 4ch	0	260
Year to date	7.2 %	19	26 % ch	31 % ch	0	262

Breakdown of persistent absences

Medical appointments & hospitalisation	illness	Unauthorised Holidays	Authorised situations	EBSNA	Parental Influences	Deferred start
2	7	1	1	3	2	1

Evaluation

Teaching

High-quality teaching remained the cornerstone of our pupil premium strategy. Targeted professional development and coaching supported staff in adapting teaching to meet the needs of disadvantaged pupils. Internal monitoring and assessment indicated that disadvantaged pupils continued to make strong progress from their starting points.

Targeted Academic Support

Targeted interventions were successful in addressing gaps in phonics and reading. Regular assessment allowed support to be adjusted promptly, contributing to improved attainment outcomes and increased confidence among pupils.

Wider Strategies

Financial support for educational visits, clubs, uniform and enrichment activities ensured that disadvantaged pupils were able to access the same opportunities as their peers. Attendance remained above national averages and parental engagement continued to strengthen through targeted communication and support.

Uniform Support

Financial assistance was provided where appropriate to support the purchase of school uniform, helping to ensure pupils felt included and ready to participate fully in school life.

Attendance Review Statement

School attendance and persistent attendance rates for disadvantaged pupils remained above national averages throughout the academic year. Early identification of attendance concerns, alongside supportive work with families, contributed to a reduction in persistent absence during the Summer Term.