

Pupil premium strategy statement – Horrington Primary School

This statement details our school's use of pupil 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	100
Proportion (%) of pupil premium eligible pupils	7% (7 children, 6 targeted and 7 expanded)
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)	2024-2027 Current -2026-2027 (Cycle 3)
Date this statement was published	December 2024
Date on which it will be reviewed	December 2026
Statement authorised by	Hannah Maggs
Pupil premium lead	Hannah Maggs
Trustee lead	Mike Robinson - Trustee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,210
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£21,210

Part A: Pupil premium strategy plan

Statement of intent

At Horrington Primary School, we believe that every child, irrespective of circumstances should have the opportunity to thrive academically and socially. It is our duty to facilitate meaningful provision that aims to provide equitable opportunity for all. We are aware of the significant difference within the level of cultural capital that can occur, based upon economic circumstances. We aim to implement high-quality teaching strategies, ordinarily available provision, specific, targeted intervention for all pupils. We facilitate experiences that can provide opportunities to gain cultural capital for children who are disadvantaged by financial circumstances.

We recognise that financial circumstance is an impacting factor and not a defining factor, and we therefore aim for this strategy to help children who are below age-related expectations to develop significantly, whilst continuing to progress those that are attaining well. We aim for the strategies named within this document to help all children, within our school, that are disadvantaged, including young carers and vulnerable children.

As practitioners, we value the importance of not acting on preconceived ideologies regarding financial disadvantage. Our development of targeted provision will be informed by precise assessment and monitoring of these focus children, in aiming to establish the challenges to attainment that they are currently facing. We will then consider the most effective strategies that can be used to support children. We recognise the responsibility of all staff in supporting achievement for disadvantaged children and challenging barriers.

Through effective assessment, early intervention, targeted provision, and high-quality teaching strategies, we aim to facilitate exceptional development for all children. The strategies outlined within this document detail how identified children will be effectively supported.

Challenges

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

Challenge number	Detail of challenge
1	Attendance data indicates that disadvantaged pupils have lower attendance than non-disadvantaged pupils. A higher proportion of disadvantaged pupils have been persistently absent. Assessments demonstrate that this absenteeism negatively impacts disadvantaged pupils' progress.
2	Assessments and observations suggest that children are not secure in key transcriptional elements of writing, and this is having an impact of outcomes across the school, which are lower than we would like.
3	Our assessments, discussions and observations show that a lack of proficiency within conceptual understanding of key concepts within maths is hindering progress for some disadvantaged pupils.
4	Children may have low self-esteem and a lack of resilience when faced with challenges, often as a result of external circumstances.
5	Engaging some parents of disadvantaged children, with in-school meetings, such as phonics information events and curriculum events, can be challenging. This impacts upon support of home learning and may instill a lack of value for education.
6	Observations have shown that our disadvantaged children are more likely to have negative attitudes to reading and are less likely to read with adults at home. Some disadvantaged children demonstrate a lack of fluency and phonemic awareness.

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
<i>Improve the attendance of all pupils, specifically those who came from under resourced backgrounds, to be in line with their peers through close analysis of attendance data, accurately identifying at risk pupils and providing support and challenge for parents and carers.</i>	Improve attendance of the disadvantaged pupil group from 91.8% (non-disadvantage 95.8%) to 95% by the end of this current strategy plan.
	By 2027 persistent absence by disadvantaged pupils from 26.7% (2023-24) to 10% by 2027
	2025 93% attendance by the end of 2025 academic year;
	2026 94% attendance by the end of 2026 academic year; (data -96.8% academic year targetted pupils ad 96.9% expanded FSM)

	2027	95% attendance by the end of 2027 academic year;

Improve the quality of writing by explicitly focusing on oral rehearsal to support the writing of high-quality, correctly punctuated sentences and texts, within all year groups. Improve writing by the use of Trust non negotiables, ensuring children are secure in their basic punctuation	Increase attainment by 20% by 2027 Writing attainment of disadvantaged pupils <table><tr><td>2023-2024</td><td>47% ARE</td></tr><tr><td>2024-2025</td><td>50% ARE</td></tr><tr><td>2025-2026</td><td>50% ARE</td></tr><tr><td>2026-2027</td><td>70% ARE</td></tr></table> - All children will practice oral rehearsal of sentences, within writing lessons. - Oral rehearsal of sentences will progress in line with year-group expectations throughout the school. - Feedback and marking focusses on non-negotiables in spelling and writing, leading to accelerated progress evidenced within books	2023-2024	47% ARE	2024-2025	50% ARE	2025-2026	50% ARE	2026-2027	70% ARE				
2023-2024	47% ARE												
2024-2025	50% ARE												
2025-2026	50% ARE												
2026-2027	70% ARE												
Improve children's conceptual understanding within maths, increasing mathematical fluency and ability to problem solve and reason.	Robust tracking and monitoring of Number facts across the school is embedded and raising standards. Improve multiplication check scores. - Celebrations routinely shared (TT Rockstars badges and trophies) - TT Rockstars is used for all children, with additional opportunities for PP to undertake this in school to enable them to develop automaticity and to celebrate achievement in learning <table><tr><td>By the end of 2027:</td><td>50% of disadvantaged children will achieve 25 out of 25.</td></tr><tr><td>2025-2026</td><td>MTC disadvantaged 22.5</td></tr><tr><td>2025-2026</td><td>100% ARE in maths for disadvantaged pupils</td></tr><tr><td colspan="2">Improve percentage of children achieving ARE within maths by the end of Year 6 by 20% by 2027.</td></tr><tr><td>Current attainment (2024-25) -</td><td>ARE achieved: 44%</td></tr><tr><td>2025-2026</td><td>ARE 20%</td></tr></table>	By the end of 2027:	50% of disadvantaged children will achieve 25 out of 25.	2025-2026	MTC disadvantaged 22.5	2025-2026	100% ARE in maths for disadvantaged pupils	Improve percentage of children achieving ARE within maths by the end of Year 6 by 20% by 2027.		Current attainment (2024-25) -	ARE achieved: 44%	2025-2026	ARE 20%
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Current attainment (2024-25) -	ARE achieved: 44%												
2025-2026	ARE 20%												

<i>Improve social-emotional skills and mental health of children, particularly those that are disadvantaged, increasing resilience and therefore educational engagement.</i>	ELSA intervention to be completed throughout the year with identified pupils, to ensure a visible impact can be seen throughout school. Robust monitoring of pre- and post-ELSA surveys to track progress and development.
<i>Increase reading engagement both in school and at home across the school, particularly for disadvantaged children.</i>	Implementation of a whole-school reading engagement strategy, encouraging reading at home. Regular extra-curricular events, surrounding reading.
	Parents of disadvantaged pupils understand the importance of reading at home. All disadvantaged pupils to read regularly at home. Where this is not possible, extra opportunities to read to an adult, within school to be facilitated and well-recorded within reading logs/diaries.

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers, within a range of year groups, to undertake maths development training, relating to the use of manipulatives and the teaching of basic number facts and times tables Academic mentoring	The theory of experiential education revolves around the idea that learning is enhanced when students acquire knowledge through active processes that engage them. Manipulatives can be key in providing effective, active, engaging lessons in the teaching of mathematics. Manipulatives help students learn by allowing them to move from concrete experiences to abstract reasoning To gain a deep understanding of mathematical ideas, students need to be able to integrate and connect a variety of concepts in many different ways. The effective use of manipulatives can help students connect ideas and integrate their knowledge so that they gain a deep understanding of mathematical concepts.	3 £2010.00
High quality teaching strategies to be encouraged and implemented across all year groups.	The EEF Guide to the Pupil Premium recommends a tiered approach to securing greatest impact from the Pupil Premium Grant. Tier 1 is high quality teaching because research shows this has greatest impact on outcomes for learners, particularly those who are vulnerable to underachievement. Regular high-quality CPD and routine monitoring of the impact of this is an effective way of achieving high quality teaching. EEF Guide to the Pupil Premium	2,3 £3150

	This page includes a link to the Pupil Premium Resource Evidence Brief which explains the tiered approach in more detail.	
High-Quality teaching of Phonics, to ensure that children pass the phonics screening test	There is a substantial body of research to support the fact that a systematic and consistent approach to the teaching of reading ensures the best outcome for pupils. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics EEF (educationendowmentfoundation.org.uk) https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy EEF Teaching and Learning Toolkit - Parental Engagement. Parental engagement EEF (educationendowmentfoundation.org.uk) EEF - Digital Technology - Clear evidence that technological approaches are beneficial for rehearsing reading and writing skills that have already been taught. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	6 £4560
Clear teaching of transcription and sentence construction	At KS1 as well as KS2, recommendations arising from EEF research reference the importance of developing pupils' transcription and sentence construction skills through extensive practice. This includes the specific teaching of spelling and the use of diagnostic assessment to focus effort on spellings that pupils are finding difficult to master and are inhibiting the flow of their writing. The Ofsted subject report into English states that transcription skills should be taught in isolation, and children should not have more complex tasks until these skills are mastered. This is reflected in the Early Writing Project that has taken place across TPT. Telling the story: the English education subject report Preparing for Literacy – EEF Guidance Report 2018 Improving Literacy in Key Stage 1 – EEF Guidance Report Updated Sept 2020 Improving Literacy in Key Stage 2 – EEF Guidance Report Updated Nov 2021	2 £1200

Daily use of concrete maths manipulatives within all year groups.	The purpose of manipulatives is to expose the abstract mathematical concept and allow children to communicate their ideas, which would otherwise remain abstract. Understanding and meaning are central to a child's mathematical development, for without understanding no strategy is efficient or meaningful. We therefore need to ensure that children interpret and make sense of mathematics for themselves. This is when the most powerful learning happens, resulting in higher retention of the concept – and manipulatives support this process. Neglecting manipulatives and moving straight to the abstract often means that children have not had the opportunity to make sense of a concept for themselves, and therefore the child has not developed a deep and structural understanding of the mathematics.	3 £1990
Structured and progressive handwriting programme that is implemented from Years 1-4.	It takes pupils a long time to develop handwriting fluency at an expert level. The development of handwriting fluency continues throughout primary school. Handwriting fluency and spelling significantly contribute to both writing quality and productivity. Moreover, automatic letter writing correlates with quantity and quality of written composition for both children and adult writers. Unless automatic, the transcription processes can place so many demands on working memory that they interfere with other higher-order processes required for writing, such as planning and reviewing.	2 £1770
Use of TTRS to regularly practice recall of times table facts, in aim to improve fluency, within maths.	When children know their times tables, mental arithmetic becomes easier. Practising times tables also helps children to understand number and number relationships, and to see patterns in numbers. These skills will help them to master key concepts and move quickly through more complex maths problems with confidence. Rewards are used routinely and children's achievements are celebrated	3 £660

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics small group tuition	EEF research shows that precisely targeted small group tuition has an average impact of four month's additional progress over the course of a year. Small group tuition Toolkit Strand Education Endowment Foundation EEF Recommendation 7 of Improving Literacy in Key Stage 1 reminds us that teaching should respond to the changing needs of children. This requires teachers to collect accurate and up-to-date information about pupils' current capabilities so that they can adapt their teaching to focus on exactly what each pupil needs to progress. RWI termly assessment data will provide teachers with the information they need to ensure that additional support is precisely targeted. Improving Literacy in Key Stage 1 – EEF Guidance Report Updated Sept 2020	6 £2560

		6 £2560

Daily reading with identified pupils	The relationship between time spent reading and reading ability is bidirectional: the best readers read the most, and those that read the most improve their reading skills more quickly. Research finds that time spent reading impacts positively on a variety of skills and subject outcomes including writing ability, research skills, maths ability, vocabulary breadth, spelling and content specific knowledge. Evidence depicts that time spent reading had a greater impact on achievement than any other school activity. Research suggests that reading for pleasure is more influential than a child's family's socio-economic background.	6 £1620
High quality feedback, both written and verbal	The school has a robust marking and feedback policy and all teachers are to consistently apply this. Verbal feedback is given to pupils which focuses on the learning intention, disadvantaged pupils are prioritised for the verbal feedback. Written feedback is used judiciously, and aimed at supporting children to the best possible progress over time. Teachers are developing self and peer assessment as part of their practice. Teachers are using ongoing assessment to inform the adaptation of their curriculum, with a variety of different strategies to check pupil understanding.	

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

Budgeted cost:

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support all children to attend wider opportunities, such as trips, residential and clubs to increase cultural capital of disadvantaged children and support parental engagement. Pastoral meetings	Trips and visits enhance and enrich the curriculum, providing heightened learning experiences. They also help to develop cultural capital. They ensure that learning is contextualised in concrete experiences and language rich environments. Ofsted research (2019) that feeds into the Education Inspection Framework, places emphasis on improving cultural capital, particularly for disadvantaged children. Ofsted OVERVIEW of RESEARCH Education Inspection Framework Updated Feb 2021 A research project undertaken by the DfE Social Mobility Commission at the University of Bath, "An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility" (Asset Publishing 2019) provides evidence that extra-curricular activities are important to young people and result in a range of positive outcomes. The research also identifies that employers in the UK labour market increasingly demand soft skills and these types of skills (which may be developed through extra-curricular activities) could be an important factor in driving intergenerational social mobility. An Unequal Playing Field report The Education Policy Institute (EPI) has produced a paper on the link between attending extracurricular clubs and outcomes in later life. This shows that attending sports clubs is associated with employment or education in young adulthood, and arts and music clubs is associated with progression to higher education. There is also a link between attending any kind of extracurricular club and engagement in sports in young adulthood.	5 £600

	EPI 'Access to extra-curricular provision and the association with outcomes'	
Implement reading engagement strategy, in which reading at home results in a range of prizes, dependent on the amount of reading that has occurred - this is within this section in order to support attendance and also wellbeing by raising pupils' self esteem	Engagement and enjoyment play a critical role in reading achievement. Experiences of positive reading motivate readers to further engage with texts. Data demonstrates the relationship that exists between reading achievement and engagement and enjoyment. Research suggests that reading engagement and enjoyment not only predict students' literacy skills but also possibly serves as a protective factor enabling students to become resilient learners and lessen the effects of low socioeconomic status on educational achievement. Reading frequency has been linked to reading achievement. It is more likely that engaged and motivated readers will be frequent readers with a cumulative effect of strong readers being more motivated to read and to be involved in diverse reading experiences.	6 £400
Cost of extra-curricular activities, including onsite breakfast and afterschool club, covered in aim to help raise attendance and punctuality. Regular communication with relevant staff to ensure that the barriers to attendance are understood.	Breakfast clubs can be an important way of supporting a whole school focus on healthy lifestyles. Breakfast clubs allow children to have a healthy breakfast in a safe and secure environment before school and can be particularly essential for families who do not have the resources or the time to provide breakfast for their children. They are able to offer children a social environment to have breakfast with their peers. The food provided in breakfast clubs is still expected to follow the healthy food policies which schools follow throughout the day.	1 £250
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ELSA (for identified children)	In order for children to become effective learners, Maslow (1970) suggested that it is first necessary to ensure that children's physiological and emotional needs are met. A 2010 study by Grahamslaw found that children who had received ELSA support held higher beliefs in their own emotional self-efficacy than children who had not. This suggests that the ELSA programme supports children to develop increased confidence in their ability to regulate their emotions. Therefore allowing them to access their learning in a more meaningful manner.	
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Total budgeted cost: £

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

At Horrington Primary School, all children are warmly welcomed into school by an adult everyday, increasing their sense of belonging and self-esteem. Teacher and teaching assistants make deliberate efforts to build and maintain strong relationships with pupils, with strengthened classroom routines and expectations. Review of the classroom environment this year has ensured that classrooms are tidy, lower stimulus and more accessible to learners.

The school is working hard to ensure that barriers to full school participation in all aspects of all school life are being removed. Leaders are deliberately building these partnerships and parent forum and parent panel suggest that school have the appropriate systems in place for parents/ carers to raise concerns and discuss the impacts which impact on their children – this is particularly strengthened with the addition of the Senior Teacher for five days per week.

All PPG children read daily with an adult, aiding their fluency across different genres. For younger children phonics intervention took place for the Pupil Premium children, used daily for a keep up and not a catch up approach. These interventions were up to five times daily, but this academic year we plan to undertake these 8 times for year. Leaders and teachers know the intersectional barriers that some children have in place and have a range of plans in place to address these. Intensive interventions are in place for those who need them, with the Senior Teacher and phonics leader robustly and rigorously tracking these. Daily reading lessons are in place for all pupils beyond phonics, with the focus on fluency, vocabulary and comprehension.

The quality of writing in Years R-year 4 improved. This was a result of the focus on non-negotiables and on basic punctuation becoming embedded. Oral rehearsal has also supported raising the quality of writing across the school. Where children do not have intersectional needs, 50% gained ARE in writing in the academic year 2025-2026. The staff at Horrington are engaging more widely in the Trust PDMs and INSET opportunities, with learning followed up by the senior leaders within school.

The number of children achieving full marks in the Year 4 Multiplication Check has risen again to 55% (25/25) and the school average to 23.7 (as opposed to national average of 21.6). The curriculum for core subjects is planned to focus on the non-negotiable key objectives from previous years to enable teacher to plan for the children who need to secure these. There is a greater focus on securing these.

Staff have offered extra sport and music activities and have found that opportunities off site are becoming harder to fill, whilst opportunities in school are well received and uptake is good. A form has been sent to parents to help us to ascertain why this is and to encourage more participation at future events.

Attendance of our disadvantaged group has risen from 96.3% in 2024-2025 to 96.9% in 2025-2026. Regular pastoral meetings ensure that all attendance is monitored and picked up swiftly, following our Trust attendance policy. NO children are classified as persistently absent (2025-2026). Attendance of disadvantaged pupils is a priority for monitoring at school and Trust level, with weekly attendance monitoring and guidance. Celebratory emails and rewards are in place for pupils, sent by the Headteacher on a weekly basis. Good and improved attendance is celebrated individually with children and families.

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)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils
N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.