



# Horn Park Primary School Pupil Premium Strategy 2017 – 2018

Schools receive designated pupil premium funding to support vulnerable children within the school. Schools are free to decide how to allocate this funding to best support and raise the attainment for the most vulnerable pupils.

### Summary Information

<b>School</b>	Horn Park Primary School				
<b>Academic Year</b>	2017/18	<b>Total Pupil Premium Budget</b>	£237,740	<b>Date of most recent PP review</b>	July 2017
<b>Total number of Pupils</b>	410	<b>Number of Pupils eligible for pupil premium</b>	106	<b>Date for next internal review</b>	July 2018

### Current Attainment

	School (2017 provisional)		National (2017)	
	Disadvantaged	Non-disadvantaged	Disadvantaged	Non-Disadvantaged
EYFS Good Level of Development	75%**	81%**	71% (all chn)	71% (all chn)
Year 1 Phonics	68%	83%	84% (all chn)	84% (all chn)
Key Stage 1 – Reading - Expected Level	64%	88%	63%	79%
Key Stage 1 – Reading - Greater Depth	9%	32%	14%	28%
Key Stage 1 – Writing - Expected Level	64%	77%	54%	72%
Key Stage 1 – Writing - Greater Depth	9%	24%	8%	18%
Key Stage 1 – Maths - Expected Level	77%	85%	62%	79%
Key Stage 1 – Maths - Greater Depth	0%	35%	11%	23%
Key Stage 1- Combined reading, Writing and Maths – Expected Level	57%**	74%**	64% (all chn)	64% (all chn)
Key Stage 1- Combined reading, Writing and Maths – Greater Depth	0%**	20%**	11% (all chn)	11% (all chn)
Key Stage 1 - Science	86%	91%	86% (all chn)	86% (all chn)
Key Stage 2 – Reading - Expected Level	92%	67%	60%	77%
Key Stage 2 – Reading – Higher Standard	43%	33%	29% (all chn)	29% (all chn)
Key Stage 2 – Writing - Expected Level	89%	72%	66%	81%
Key Stage 2 – Writing - Greater Depth	14%	39%	21% (all chn)	21% (all chn)
Key Stage 2– Maths - Expected Level	95%	72%	63%	80%
Key Stage 2 – Maths - Higher Standard	19%	28%	27% (all chn)	27% (all chn)
Key Stage 2– GPS- Expected Level	89%	78%	67%	82%
Key Stage 2 – GPS- Higher Standard	49%	44%	36% (all chn)	36% (all chn)
Key Stage 2– Science- Expected Level	97%	100%	86% (all chn)	86% (all chn)
Key Stage 2- Combined reading, Writing and Maths – Expected Level	87%	67%	48%	67%
Key Stage 2- Combined reading, Writing and Maths – Higher Standard	3%	22%	4%	11%
Key Stage 2- Progress Scores - Reading	0.8	-1.2	-0.3	0.3
Key Stage 2- Progress Scores -Writing	-0.5	-0.7	-0.8	0.2
Key Stage 2- Progress Scores -Maths	-1.1	-2.0	0.6	0.3

### Barriers to future attainment

#### In-school barriers

<b>A</b> Health and well-being	Children's understanding of nutrition and healthy food choices
<b>B</b> KS1 - Reading and Phonics	Gap between number of PP children and non PP children passing Year 1 phonic check and reaching expected and above in reading at end of Key Stage 1
<b>C</b> Access to rich vocabulary and texts	A lack of access to a wide range of vocabulary and engaging texts outside of school.
<b>D</b> Children achieving GDS in KS1 and KS2	A greater % of Non PP children are achieving GDS at both KS1 and KS2
<b>E</b> Emotional resilience	Emotional resilience of pupil premium children and their ability to cope with social interactions and academic learning

### Barriers to future attainment

#### External barriers

<b>F</b> Attendance and punctuality	PP attendance is not yet at the same standard of the other pupils.
<b>G</b> Extra curricular life experiences	Lack of access to rich and varied life experiences such as cultural experiences and enrichment opportunities

Outcomes		
In School barriers		
	Desired Outcome	Success Criteria
<b>A</b>	Children have a better understanding of healthy lifestyles	A increased umber of children are making healthy lifestyle choices and are better equipped for learning in school
<b>B</b>	Increased number of PP children passing the year 1 phonics check and achieving expected standard or above in reading at end of key stage 1	Children eligible for pupil premium make rapid progress in reading so that all children eligible for pupil premium meet or exceed age related expectations in year 1 phonics and end of ks1 reading. The gap between PP and Non PP is narrowed.
<b>C</b>	A continued improvement in vocabulary leads to greater understanding and interpretation of texts, This leads to improved writing outcomes.	At the end of key stage two the gap between pupil premium and non pupil premium children reaching greater depth in writing is closed.
<b>D</b>	Higher achieving pupil premium children continue to make increased progress in all curriculum areas.	Children eligible for pupil premium make as much or more progress as non-pupil premium children by the end of key stage 2.
<b>E</b>	Improved emotional and mental health and well being for children, ensuring they children build the skills of resilience and co-operation enabling them to overcome challenges and become life long learners	Children eligible for pupil premium display resilience There are fewer behavior incidents recorded for these children PP children are engaged in learning and confident to make mistakes

Outcomes		
External barriers		
	Desired Outcome	Success Criteria
<b>F</b>	Increased attendance and punctuality for pupil premium children	Pupil premium attendance increases from 95.4 to 96.0 The lateness of pupil premium children decreases The number of persistent absentees among those eligible for pupil premium decreases.
<b>G</b>	Increased access to rich and varied life experiences raises pupil and parent aspirations and expectations of children	Children and families value education, aspirations are raised. Parents ad families are taking part in enrichment opportunities and these are celebrated and talked about within families.

**Planned Expenditure – Academic Year 2017/2018**

**1.) Quality of teaching for all**

(The headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies)

<b>Desired Outcome</b>	<b>Activity</b>	<b>Rationale</b>	<b>Implementation</b>	<b>Staff lead</b>	<b>Review</b>
Children have a better understanding of healthy lifestyles	<ul style="list-style-type: none"> <li>• PDM focus for all staff on PSHE curriculum and teaching</li> <li>• Explicit links made between PSHE curriculum and science/ P.E./ D.T.</li> <li>• Gardening and growing club established</li> <li>• Regular opportunities to cook healthy foods in school</li> </ul>	Eating well is good for your mental as well as your physical health. The brain requires nutrients just like your heart, lungs or muscles do.	<ul style="list-style-type: none"> <li>• PSHE lead to implement PSHE curriculum map with progression in skills throughout the school</li> </ul>	Sinead Reynolds	July 2018
Improved vocabulary leads to improved writing outcomes.	<ul style="list-style-type: none"> <li>• High quality texts</li> <li>• Explicit vocabulary teaching</li> <li>• Interventions for key children pre and post vocabulary teaching</li> <li>• Implementation of whole class teaching of reading</li> <li>• Writing groups – to extend and develop</li> </ul>	Children who lack a rich and varied vocabulary are at an immediate disadvantage in their ability to develop a deep understanding of a range of text genres. This lack of vocabulary and experience impacts on the quality of writing.	<p>English lead to support with modeling and planning of whole class reading teaching</p> <p>Ensure children have access to a good range of high quality texts both on paper and electronic</p> <p>Monitoring planning to ensure clear and explicit vocabulary teaching</p> <p>Select key children for writing club</p>	Zoe Crosland	July 2018

<p>Higher achieving pupil premium children continue to make increased progress in all curriculum areas.</p>	<ul style="list-style-type: none"> <li>• INSET on spelling</li> <li>• Focus group support</li> <li>• Spelling interventions</li> <li>• Parent workshops</li> <li>• Partnership teaching and learning research groups to consider strategies to improve the teaching of spelling</li> </ul>	<p>Some pupil premium children are not reaching age expected levels in writing as a result of poor spelling</p>	<p>English lead to work with dyslexia specialist to support the development of whole class teaching of spelling.</p> <p>Inclusion lead to ensure interventions are of high quality and clearly targeted</p>	<p>Zoe Crosland Rebecca Gittins</p>	<p>July 2018</p>
<p>Increased access to rich and varied life experiences raises pupil and parent aspirations and expectations of children</p>	<ul style="list-style-type: none"> <li>• Whole school music teaching</li> <li>• Specialist teacher coaching year groups throughout school</li> <li>• Termly music concerts for parents and celebration events</li> </ul>	<ul style="list-style-type: none"> <li>• As acknowledged in point 143 of the DfE's '<i>The Importance of Music</i>', instrumental tuition can dramatically improve attainment in reading for all children, with a particular impact for those with lower starting points.</li> </ul>	<p>Access to instruments Avenues to identify and support gifted and talented musicians Resourcing musicians Designated curriculum time for choir to be timetabled in within the school day Source opportunities to perform</p>	<p>Charlotte Brennan</p>	<p>July 2018</p>

## 2.) Targeted Support

Desired Outcome	Activity	Rationale	Implementation	Staff lead	Review
Improved emotional and mental health and well being for children, ensuring they children build the skills of resilience and co-operation enabling them to overcome challenges and become life long learners (provision)	<ul style="list-style-type: none"> <li>• Training and resources to develop staff understanding of attachment</li> <li>• Pastoral leader – work with outside agencies in supporting vulnerable families</li> <li>• Learning mentor – supporting children to remove barriers to learning, leading social skills, anger management, learning skills intervention groups</li> <li>• Drawing and talking</li> <li>• Building resilience and social skills programme with wide horizons</li> </ul>	<p>The emotional resilience of groups of pupils across the school is low and acts as a barrier to academic progress</p> <p>This can lead to children becoming distressed and displaying negative behaviours</p>	<ul style="list-style-type: none"> <li>• Bespoke training</li> <li>• Ensure clear entrance and exit procedures to enable the monitoring of impact</li> <li>• Desired outcomes gained from children, parents and teachers</li> <li>• Ensure supervision opportunities for key staff</li> </ul>	Rebecca Gittins	July 2018
Increased access to rich and varied life experiences raises pupil and parent aspirations and expectations of children	<ul style="list-style-type: none"> <li>• Musical instrument taster sessions provided by music specialist to children in year3 and 4</li> <li>• Support to ensure children in KS2 are able to access individual or small group music lessons</li> <li>• Rocksteady music sessions weekly</li> </ul>	<ul style="list-style-type: none"> <li>• As acknowledged in point 143 of the DfE's '<i>The Importance of Music</i>', instrumental tuition can dramatically improve attainment in reading for all children, with a particular impact for those with lower starting points.</li> </ul>	<p>Access to instruments</p> <p>Avenues to identify and support gifted and talented musicians</p> <p>Resourcing musicians</p> <p>Designated curriculum time for choir to be timetabled in within the school day</p> <p>Source opportunities to perform</p>	Charlotte Brennan	July 2018

Increased number of PP children passing the year 1 phonics check and achieving expected standard or above in reading at end of key stage 1	<ul style="list-style-type: none"> <li>• Focus interventions lead by highly trained support staff</li> <li>• 1:1 daily reading for any children working below expectation</li> <li>• Lunchtime phonics club</li> <li>• Breakfast phonics club</li> </ul>	Targeted Support – providing focused 1:1 and small group teaching will enable practitioners to identify and close gaps more rapidly	Review of assessment data Review of phonics assessments and practice checks	Helen Weighell  Chloe Marriott	July 2018
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### 3.) Other Approaches

Desired Outcome	Activity	Rationale	Implementation	Staff lead	Review
Increased attendance and punctuality for pupil premium children	Attendance officer to target key families Ensuring home visits and support are on offer Attendance celebrations – end of term award Improve the participation of pupil premium children in a range of extended school provisions	Improving attendance for disadvantaged groups will increase time spent at school and	Inclusion AHT to oversee and support pastoral lead Opportunities for home visits Reviewing interests of pupil premium children to encourage engagement in extended provision	Rebecca Gittins	July 2018
Increased access to rich and varied life experiences raises pupil and parent expectations	Opportunities to access visits to a range of places of interest Residential school journey year 5 and 6 Adventure learning taster sessions across Key Stage two	Children have knowledge of a wider range of career and life opportunities raising aspirations  Children access experiences beyond the classroom that	Source community mentors Create a bank of workers across the community to share experiences	Zoe Crosland	July 2018



	Visits from a range of professionals to discuss career opportunities	support the development of good citizenship	Create transparent systems for support with school journey cost		
Improving nutrition of disadvantaged children	Fresh milk to be provided for pupil premium children	This has been a government requirement since January 2016	Ensure milk is stored and available	Office Manager	July 2018

**Review of expenditure – Academic year 2016/2017**

153 eligible children (36% of children) £211,500

Desired Outcome	Chosen approach	Impact	Lessons learnt	Cost
Improved fine and gross motor skills for children in nursery and reception	<ul style="list-style-type: none"> <li>• Staff training</li> <li>• Purchase motivating equipment to promote the development of gross and fine motor skills</li> <li>• Set up engaging provision that promotes the development of gross and fine motor skills which is regularly reviewed in line with children's interests</li> <li>• Focused interventions for key children</li> </ul>	High 93% of children reached 'expected' in physical development at end of reception	Introduction of risky play and focus on physical equipment has led to an improvement in children's gross and fine motor skills. In developing the opportunities within provision, children were increasingly engaged.	£2,000
Improved oral language skills in the early years	<ul style="list-style-type: none"> <li>• Staff training – Together in communication</li> <li>• Support to introduce new tracking system</li> <li>• SALT training</li> </ul>	Medium 86% of children achieving 'goal' in communication and language	TIC was a successful programme which has been carried forwards this year and continues to support children's development and understanding of language.	£6,823
Improved vocabulary leads to greater understanding and interpretation of texts, which can also be seen in improved writing outcomes	<ul style="list-style-type: none"> <li>• High quality texts</li> <li>• Explicit vocabulary teaching</li> <li>• Interventions for key children pre and post vocabulary teaching</li> <li>• Implementation of whole class teaching of reading</li> </ul>	Medium The gap between pupil premium and non pupil premium children reaching greater depth at the end of KS2 closed significantly.	The approaches were successful in engaging and building deeper understanding of texts. Further work needs to be undertaken to consider how improved exposure to texts and vocabulary translates into writing	£2,000
The gap between pupil premium and non pupil premium children working at greater depth is narrowed	<ul style="list-style-type: none"> <li>• Staff training on developing comprehension skills</li> <li>• Staff training and ongoing support for</li> </ul>	High In reading and GPS the number of pupil premium children reaching greater depth exceeded non-pupil	The strategies employed to focus on reading, GPS and maths were successful and will continue to be embedded.  Having analysed the writing of pupil premium	£500

	<p>providing high quality feedback</p> <ul style="list-style-type: none"> <li>• Group reading circle</li> <li>• Small group sessions extending maths</li> </ul>	<p>premium children. For maths pupil premium children reaching greater depth were slightly below their non-pupil premium peers. Non-Pupil premium children significantly out performed their pupil premium peers in writing</p>	<p>children the hurdles to them reaching greater depth were:</p> <ul style="list-style-type: none"> <li>• The lack of shifts in formality within children's writing. (This criteria was newly introduced within the writing criteria and teachers were still developing their own skills in the explicit teaching of it)</li> <li>• The lack of enhanced vocabulary development and regular exposure to complex dialogue within texts</li> </ul>	
<p>To develop provision to improve children's emotional and mental health and well being, ensuring children are better able to access learning</p>	<ul style="list-style-type: none"> <li>• Training and resources to develop staff understanding of mindfulness</li> <li>• Pastoral leader – work with outside agencies in supporting vulnerable families</li> <li>• Learning mentor – supporting children to remove barriers to learning, leading social skills, anger management, learning skills intervention groups</li> <li>• Nurture group for key children</li> <li>• Parents group working with learning mentor</li> </ul>	<p>Medium The number of fixed term exclusions was reduced from</p>	<p>Work carried out focused greatly on those few children with extreme emotional and behavioural difficulties. These children were better understand and through focused work either remained in school or evidence was built that strengthened the case for them needing alternative provision.</p> <p>Less focus was given to those children who whilst not as extreme in their external behavior, struggle when faced with challenges, or set backs</p> <p>Roots of empathy significantly improved children's abilities to develop healthy relationships</p>	<p>£29,997</p>
<p>Socially disadvantaged children participate in additional musical opportunities, further supporting progress across</p>	<ul style="list-style-type: none"> <li>• Musical instrument taster sessions provided by music specialist to children in year 5 and 6</li> </ul>	<p>Medium Pupil confidence is improved Music has improved community links</p>	<p>Music provision and performances have significantly enhanced parental engagement with the school, further building community links</p>	<p>£8,660</p>

the curriculum.	<ul style="list-style-type: none"> <li>Support to ensure children in KS2 are able to access individual or small group music lessons</li> </ul>			
Ensure children have equality of provision at all key stages, immersing the children in up to date technologies.	<p>Purchase of:</p> <ul style="list-style-type: none"> <li>further books for Kindles</li> <li>new IPADS</li> </ul> <ul style="list-style-type: none"> <li>Lunch time clubs to enable children without IT equipment at home to access online learning resources</li> </ul>	<p>Medium</p> <p>Children access digital technologies throughout the day to enhance learning</p> <p>Lunch clubs ensure that PP children with no access at home are able to use online resources</p>	Continue lunch clubs to enable access	£5,000
Attendance of PP children is in line or above that of non PP children	<p>Attendance officer to target key families</p> <p>Ensuring home visits and support are on offer</p> <p>Attendance celebrations – end of term award</p> <p>Improve the participation of pupil premium children in a range of extended school provisions</p>	<p>High</p> <p>Whilst there continues to be a small gap between the attendance of pupils eligible for pupil premium and those not work with PP families is necessary to maintain and improve attendance</p>	Consider how the pastoral officer is able to support those parents who struggle to get their children to school within the home setting	£22,506
Improving nutrition of disadvantaged children	Fresh milk to be provided for pupil premium children	<p>Low</p> <p>Meeting government requirements</p> <p>Few pupil premium children choose to access the offer</p>	We need to consider how we continue to encourage pupil awareness of the nutritional value of milk	£1,336
Increased access to rich and varied life experiences raises pupil and parent expectations	<p>Opportunities to access visits to a range of places of interest</p> <p>Residential school journey year 5 and 6</p>	<p>High</p> <p>Children, staff and parents are very positive about these experiences and the affect on confidence and attitude</p>	Consider ways of further exploring how the learning dispositions created during the experiences can be built on within the classroom	£8011

	Visits from a range of professionals to discuss career opportunities	to learning We feel the impact towards wider culture change will be measurable over longer periods of time		
<ul style="list-style-type: none"> <li>Children's gaps are closed quickly as a result of focus teaching</li> <li>The gap between outcomes of pupil premium and non pupil premium children continues to close</li> </ul>	<ul style="list-style-type: none"> <li>Focus interventions led by highly trained support staff</li> <li>Specialist teacher</li> <li>Booster classes before and after school, and Easter holidays</li> </ul>	High By the end of key stage two the number of PP children achieving expected standard is on par with non PP peers and above national expectations	<p>This is an effective strategy. That needs to continue.</p> <p>We need to explore ways of increasing the number of PP children achieving greater depth in writing</p> <p>We need to explore how we support year 3 PP children to ensure the gap in year two between PP and non PP children is closing rapidly</p>	£125,467