



Horn Park Primary School
Pupil Premium Strategy
2019 2020

Current Attainment			
	School 2019		National 2018
	Disadvantaged	Other (Non-disadvantaged)	(National Benchmark – National Non-disadvantaged)
KS1 – 52 chn (23 Disadvantaged/ 29 Non Disadvantaged)			
EYFS Good Level of Development	70%	81%	73% (all chn)
Year 1 Phonics	17/25 68%	23/26 88%	85%
Key Stage 1 – Reading – Expected + Level	16/23 70%	25/29 86%	79%
Key Stage 1 – Reading - Greater Depth	4/23 17%	14/29 48%	29%
Key Stage 1 – Writing - Expected Level	15/23 65%	24/29 83%	74%
Key Stage 1 – Writing - Greater Depth	3/23 13%	8/29 28%	18%
Key Stage 1 – Maths - Expected Level	16/23 70%	25/29 86%	80%
Key Stage 1 – Maths - Greater Depth	4/23 17%	14/29 48%	25%
Key Stage 1 - Science	16/23 70%	26/29 90%	86%
Key Stage 2 – Reading - Expected Level	76%	76%	80%
Key Stage 2 – Reading – Higher Standard	29%	25%	33%
Key Stage 2 – Writing - Expected Level	82%	80%	83%
Key Stage 2 – Writing - Greater Depth	19%	32%	24%
Key Stage 2– Maths - Expected Level	91%	84%	81%
Key Stage 2 – Maths - Higher Standard	32%	32%	28%
Key Stage 2– GPS- Expected Level	76%	72%	82%
Key Stage 2 – GPS- Higher Standard	35%	29%	39%
Key Stage 2– Science- Expected Level	76%	84%	87%
Key Stage 2- Combined reading, Writing and Maths – Expected Level	71%	72%	70%
Key Stage 2- Combined reading, Writing and Maths – Higher Standard	6%	21%	12%
Key Stage 2- Progress Scores - Reading	-0.1	-2.2	0.31
Key Stage 2- Progress Scores -Writing	-0.1	-1.3	0.24
Key Stage 2- Progress Scores -Maths	0.8	-0.9	0.31

Planned Expenditure – Academic Year 2019 2020					
Academic Year	2019/2020	Total Pupil Premium Budget	£220,440	Date of most recent PP review	July 2019
Total number of Pupils		Number of Pupils eligible for pupil premium	167 - 44%	Date for next internal review	March 2020
Desired Outcome	Actions	Rationale	Review	Cost	Impact
Precision teaching in writing will ensure that a greater number of disadvantaged children reach Greater Depth at the end of both KS1 and KS2	<ul style="list-style-type: none"> Interventions and high-quality focus groups for vulnerable groups, are taught by outstanding practitioners and members of leadership Writing action plan developed 	<p>Gap in KS1 and KS2 between Disadvantaged and Non-Disadvantaged children achieving Greater Depth in writing</p> <p>Interventions for vulnerable groups, are taught by outstanding practitioners and learning gaps are closed</p>	March 2020	£10,000	Year 2 disadvantaged above ARE making slightly more progress. No disadvantaged gap in Maths and Writing. Year 6 above ARE disadvantaged making more progress than non-disadvantaged. Reading and Maths have similar attainment. (Based on in-year spring data)

<p>Precision teaching in early Reading and phonics to enable children to access all areas of the curriculum</p>	<ul style="list-style-type: none"> • New phonics lead • Adapting structure and progression of phonics teaching • Phonics workshops with parents • High quality interventions • Dyslexia teacher to lead high quality interventions and staff training • Reading team to target vulnerable children 	<p>Not enough children eligible for Pupil premium reached expected levels in Reading at the end of EYFS, Year 1 phonics check and KS1</p>	<p>March 2020</p>	<p>£70,000</p>	<p>Although in-year data for autumn 2020 showed some attainment for these groups was comparable with previous year's national average, more recent in-year data shows a widening of the gap following period of partial school closure. Early reading for disadvantaged children will continue to be a focus for us.</p>
<p>All children, but especially those in receipt of PP funding, will have access to rich curriculum entitlements</p>	<p>Music</p> <ul style="list-style-type: none"> • Whole school music teaching • Specialist teacher coaching year groups throughout school • Termly music concerts for parents and celebration events • Musical instrument taster sessions provided by music specialist to children in year 3 and 4 • Support to ensure children in KS2 are able to access individual or small group music lessons • Designated curriculum time for choir to be timetabled in within the school day 	<p>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.</p>	<p>March 2020</p>	<p>£55,400</p>	<p>Whilst Covid meant that external trips stopped. During partial opening in the summer term and full opening in the autumn term, we have ensured children with PP funding have access to rich curriculum entitlements such as taster instrumental sessions, theatre</p>

	<p>Outdoor learning</p> <ul style="list-style-type: none"> • Termly Forest school sessions implemented as part of curriculum up to year 5 • School journey opportunities for KS2 • Planed excursions <p>Creative Arts</p> <ul style="list-style-type: none"> • Visits in school from theatre companies and beyond • Children visit museums and galleries <p>After school activities</p> <ul style="list-style-type: none"> • A range of after school activities set up for children to attend – funding for vulnerable children 	<p>Vulnerable children are able to access School Journey, irrespective of means.</p> <p>Extra-curriculum experiences broadens children's knowledge of world around them and can raise aspirations</p>			<p>group performances, author visit and apps to support creative arts learning in art and music. Additional funding was redirected to support pupil premium access to curriculum during lockdown.</p>
<p>Vulnerable families and children are well supported in all aspects of their lives, academically, socially and emotionally</p>	<ul style="list-style-type: none"> • Drawing and talking interventions • Complete PPP training and lead programme • Leading breakfast and lunch nurture provision for vulnerable families • 2 x weekly parent drops ins for support and advice • Leading Young carers group • Leading Anger alphabet group • Supporting play leaders and encouraging all children particularly those in receipt of PP funding to take part 	<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 behavior</p> <p>When families feel better supported, children are in a more secure environment to learn</p>	<p>March 2020</p>	<p>£60,000</p>	<p>Support continued both in and out of school and was focused on supporting families during periods of partial school closure. Parents reported that this additional level of support, contact and signposting helped them through particularly challenging periods of the pandemic.</p>

<p>Increased attendance and punctuality of vulnerable children who are in receipt of PP funding</p>	<ul style="list-style-type: none"> • Attendance officer to target key families • Ensuring home visits and support are on offer • Attendance celebrations • Attendance action plan and clear timescales • Support from Greenwich attendance advisory on a half termly basis 	<p>Improving attendance for disadvantaged groups will increase time spent at school and access to curriculum</p>	<p>March 2020</p>	<p>£20,000</p>	<p>Support was redirected during partial school closure to ensure greater engagement with remote learning.</p>
<p>Raised aspirations of parents and children, in particular those in receipt of pupil premium funding</p>	<ul style="list-style-type: none"> • Plan careers fayre and week of speakers and events • Plan in visits to universities for year 6 children • Community jobs and school responsibilities • Implement 11 before 11 • School council and compass council meetings where voice can be heard and shared 	<p>It is well documented that where parental engagement with learning is high, children perform better. White British, working class children, in receipt of PP funding, especially boys are a vulnerable group. Evidence from parent surveys and take up of targeted events</p>	<p>March 2020</p>	<p>£5,000</p>	<p>School and Compass council continued to meet until period of lockdown where it was held remotely. Successful careers fayre gave children opportunity to speak to people from different professions e.g. journalism, fashion, police. Community jobs enabled children to take ownership of their environment and know importance of taking responsibility.</p>