



Horn Park Primary School
Pupil Premium Strategy
2020-2021

Current Attainment			
Based on 2019 Summer National data due to no statutory assessments Summer 2020			
	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

During lockdown, the number of disadvantaged children not accessing remote learning was much higher than that of non-disadvantaged. This has led to a widening of the gap between the two groups.

Planned Expenditure – Academic Year 2020-2021					
Academic Year	2020/2021	Total Pupil Premium Budget	£181,575.	Date of most recent PP review	July 2020
Total number of Pupils	391	Number of Pupils eligible for pupil premium	42%	Date for next internal review	March 2021
Desired Outcome	Actions	Rationale	Review	Cost	
Precision teaching in writing will ensure that a greater number of disadvantaged children attain levels in-line or above their non-disadvantaged peers 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 Writing action plan developed, incorporating key skills which are often challenging for children from disadvantaged backgrounds so these are embedded in learning sequences and provision can be directed where there is most need. Staff CPD on assessment for learning which targets disadvantaged children who could achieve GDS through rapid progress High quality texts are built into the writing sequence, ensuring these support language, vocabulary development and children's engagement with texts. Interventions will continue remotely during periods of self-isolation and school closure. 	The attainment gap shows that disadvantaged children are not attaining at the same levels as their non-disadvantaged peers. Recent in-year data suggests the gap has widened since partial school closure. Research suggests that children make greater progress through quality first teaching and interventions at the point of teaching.	March 2021	£44,000	

<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"> • Remote phonics learning available to children self-isolating • Virtual phonics workshops available for parents • Whole class phonics teaching embedded, further supported through high-quality interventions led by well-trained staff • Dyslexia teacher to lead high quality interventions and staff training 	<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>In-year data shows children in Year 3 continue to need focused phonics provision to develop fluency and this has become more crucial after periods of national lockdown.</p>	<p>March 2021</p>	<p>£30,000</p>
<p>Precision teaching in all subjects closes gaps and accelerates progress of learners</p>	<ul style="list-style-type: none"> • Rosenshine's principles of instruction and Direct Instruction principles to underpin programme of CPD. • Ongoing focus on formative assessment against prior attainment of children. • Focus group intervention at the point of teaching led by skilled practitioners. • Additional targeted interventions to close specific gaps identified by teachers. 	<p>The gap between disadvantaged and non-disadvantaged children has widened due to significant periods of absence from school during lockdown. The % of disadvantaged children accessing home learning was far less than that of non-disadvantaged.</p>	<p>March 2021</p>	<p>£30,000</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 • Virtual termly music concerts for parents and celebration events • Support to ensure children in KS2 are able to access individual or small group music lessons • Sessions to continue remotely during periods of national lockdown. • Use of Charanga to assist learning of music remotely so all children have access to music resources. <p>Outdoor learning</p>	<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>Extra-curriculum experiences broadens children's knowledge of world around them and can raise aspirations.</p> <p>Anecdotal evidence suggests that disadvantaged children tend to spend more time indoors during periods of national lockdown.</p>	<p>March 2021</p>	<p>£25,000</p>

	<ul style="list-style-type: none"> • Forest school sessions supported by trained forest school lead • Opportunities for outdoor learning on school sites • School journey and outdoor excursions <p>Creative Arts</p> <ul style="list-style-type: none"> • Virtual gallery tours and experiences built into curriculum until restrictions are lifted • Access Art app to allow children to access art resources at home. • Organisation of virtual performances to ensure children still have access to performing arts. <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 			
Vulnerable families and children are well supported in all aspects of their lives, academically, socially and emotionally	<ul style="list-style-type: none"> • Running PPP (positive parenting programme) • Leading breakfast and lunch nurture provision for vulnerable families • Parent drops ins for support and advice • Small groups to support children with social and emotional well being • Support for key children and families to continue during periods of lockdown and partial school closure. 	The emotional resilience of some disadvantaged children is lower than their disadvantaged peers. This can act as a barrier to academic progress. It can lead to children becoming distressed and displaying negative behavior. When families feel better supported, children are in a more secure environment to learn.	March 2021	£30,000
Increased attendance and punctuality of vulnerable children	<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 	Improving attendance for disadvantaged groups will increase time spent at school and access to curriculum	March 2021	£10,000

who are in receipt of PP funding	<ul style="list-style-type: none"> • Support from Greenwich attendance advisory on a half termly basis • Support for key families to encourage good attendance habits after periods of partial school closure. 			
Children accessing learning and continuing to make good progress during period of self-isolation	<ul style="list-style-type: none"> • Remote learning offer available for all children • Children taught how to access Google Classrooms in school • Guidance shared with parents and carers on how to support children • Teachers follow up with children accessing learning from home • Devices available to support children to access learning in the home 	During periods of self-isolation, a higher % of disadvantaged children are not accessing learning from home.	March 2021	£7,000
Raised aspirations of parents and children, in particular those in receipt of pupil premium funding	<ul style="list-style-type: none"> • Plan careers fayre and speakers and events (virtual until otherwise) • Plan in visits to universities for year 6 children • Community jobs and school responsibilities in bubbles • Implement 11 before 11 • School council and compass council meetings where voice can be heard and shared virtually 	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	March 2021	£5,575