

## Draft Pupil premium strategy statement - 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
Number of pupils in school	169
Proportion (%) of pupil premium eligible pupils	10%
Date this statement was published	September 2022
Date on which it will be reviewed	December 2022
Statement authorised by	Academy Board
Pupil premium lead	Hayley Sharp
Governor lead	

### Funding overview - draft amount

Detail	Amount
Pupil premium funding allocation this academic year	£ 22,160
Recovery premium funding allocation this academic year	£ 2, 320
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 24,480

## Part A: Pupil premium strategy plan

### Statement of intent

Horsmonden Primary Academy is a school with a small proportion of PPG children (10%) defined as disadvantaged, which is lower than the national average.

Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

At Horsmonden, we believe in developing and nurturing all children irrespective of their background to ensure that the gap between disadvantaged and non-disadvantaged children is significantly diminished.

## Challenges

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

Challenge number	Detail of challenge
1	Limited opportunities to develop and extend conversational skills outside school
2	Limited opportunities to develop, extend and apply English and Maths skills outside school.
3	Lack of access to enrichment activities, resources and support to enhance learning opportunities in school.
4	Limited opportunities for exploring their community and the wider world.
5	Parental and community perceptions of the value of education and lack of confidence or experience which can prevent them from engaging with their child's learning.

## 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
To close the gap in attendance between disadvantaged and non-disadvantaged children, so that persistent absence is reduced for all, but specifically the gap is narrowed.	Persistent absence will be reduced overall. Disadvantaged children that have persistent absence will be in line with those who are not disadvantaged
To improve opportunities for children to be challenged and supported across the curriculum; and to apply and extend skills.	At each Key Stage disadvantaged children will perform in line with their peers in the core subjects.
To develop how we organise and deliver a broad and balanced curriculum by implementing the IB PYP Framework and gaining IB accreditation. This will include developing a comprehensive, community wide approach; enabling all adults and pupils with a range of opportunities to use clear articulation, written and conversational skills that are practised and modelled at all times.	Learning walks will show disadvantaged children communicating articulately with their peers. Inquiry books will show disadvantaged children applying age appropriate English skills learned. Maths books will show disadvantaged children using, applying and reasoning with age appropriate maths work.

To develop a range of enrichment opportunities before, during and after school.	Disadvantaged children will take part in a range of enrichment activities such as Breakfast/After School Club, sports clubs, trips and residential.
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## 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: £1745

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for teachers from the IB in how to use PYP Framework.</p> <p>Teachers then implement the framework encouraging collaborative, inquiry based learning supported by the use of technology.</p> <p>This builds on training from last year and deepens the understanding of PYP for teachers.</p>	<p><b>EEF - Collaborative Learning</b>  <i>The impact of collaborative approaches on learning is consistently positive. Effective collaborative learning requires much more than just sitting pupils together and asking them to work in a group; structured approaches with well-designed tasks lead to the greatest learning gains. Approaches which promote talk and interaction between learners tend to result in the best gains.</i></p> <p><b>EEF - Digital Learning</b>  <i>Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress.</i></p>	1, 2, 3, 4
<p>Training for TAs to support our delivery of adapted teaching/individualised instruction - use of maths manipulatives, developing reasoning skills, reading recovery.</p>	<p><b>EEF - Individualised Instruction</b>  <i>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored — particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum — will be more effective.</i></p>	3
<p>Training for teachers on developing outdoor learning skills.</p>	<p><b>EF - Outdoor adventure Learning</b>  <i>'perseverance and resilience are developed through adventure learning and that these skills have a knock-on impact on academic outcomes'</i></p>	1, 2, 3

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

Budgeted cost: £10465

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training for new SENCo to ensure her knowledge and skill set match the needs of the children at Horsmonden - ASD course, Lego Therapy</p> <p>With the behaviour needs understood by all, learning can progress.</p>	<p><b>EEF - Behaviour Interventions</b></p> <p><i>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</i></p>	2
<p>Teachers plan and sequence English and Maths skills learning for the specific needs of the disadvantaged children.</p> <p>This can be delivered in addition to or in place of usual skills based lessons.</p>	<p><b>EEF - Individualised Instruction</b></p> <p><i>'individualised instruction has a positive effect on learners'</i></p>	2
<p>Renewal of Speech Link and other early intervention programmes</p> <p>Identified children, plus all EYFS will be screened using Speech Link. Targeted oral language interventions will then support children with their conversational skills.</p>	<p><b>EEF - Oral Language Interventions</b></p> <p><i>All pupils appear to benefit from oral language interventions, but some studies show slightly larger effects for younger children and pupils from disadvantaged backgrounds (up to six months' additional progress).</i></p>	1, 2

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

Budgeted cost: £ 12270

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers plan specific learning experiences that enrich children and link</p>	<p><b>EEF - Outdoor adventure Learning</b></p> <p><i>Overall, studies of adventure learning interventions consistently show positive</i></p>	3, 4

<p>with their inquiries. Examples are school trips, residential, visitors.</p> <p>These experiences will enrich the curriculum and aim to inspire and motivate children, improving their self confidence and wellbeing.</p>	<p><i>benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.</i></p>	
<p>Disadvantaged children will have access to Breakfast and After School Club as well as a range of co curricular clubs.</p>	<p><b>National School Breakfast Programme</b> <i>'attending the club effectively prepares pupils for learning. Breakfast club schools also saw an improvement in pupil behaviour'</i></p>	5
<p>Further develop the role of the Office Administrator with responsibility for engaging with hard to reach disadvantaged families with a view to reduce persistent absence.</p>		5
<p>Counselling/Targeted intervention for identified children for a range of purposes: bereavement/loss, self esteem, friendship issues, anger management.</p> <p>Training in Drawing and Talking Therapy for new SENCo</p>	<p><b>EEF - Social and Emotional Learning</b> <i>'Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.'</i></p>	3

**Total budgeted cost: £ 24480**