

# Pupil Premium Strategy Statement

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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 effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Horn Park School
Number of pupils in school	260
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years 25/26 –27/28
Date this statement was published	December '25
Date reviewed	July 25
Date on which it will be next reviewed	July 26
Statement authorised by	Jack Green - Headteacher
Pupil premium lead	Jack Green - Headteacher
Governor / Trustee lead	Megan Brown

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£195,000
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.	£195,000

## Part A: Pupil premium strategy plan

### Statement of intent

At Horn Park, we believe that a child's background should never determine their future. Yet we recognise that, nationally, household income remains one of the strongest predictors of educational outcomes. Our mission is to challenge this inequality by ensuring that every child, regardless of their starting point, has access to the opportunities, support, and high-quality teaching they need to succeed.

Our Pupil Premium strategy is focused on addressing educational and social disadvantage in all its forms. We are committed to identifying and removing barriers to learning, whether academic, social, or emotional, that may affect children's ability to thrive. This includes recognising the complex and varied challenges some pupils face due to their individual circumstances, inclusive of those children and families who continue to or have previously been known to children's services, and ensuring that support is tailored to meet their needs effectively.

High-quality teaching is the cornerstone of our approach. We prioritise areas where educationally disadvantaged pupils require the most support, knowing that this benefits all learners and is the most effective way to close attainment gaps. Our whole-school ethos ensures that every member of staff takes responsibility for outcomes and maintains high expectations for all pupils.

We are highly ambitious for all children's outcomes, including those who are educationally disadvantaged, from early years all the way through to end of Key Stage 2. This is reflected in our 'review of outcomes' section below.

Our strategy is rooted in robust diagnostic assessment and avoids assumptions. We act early, intervene responsively, and ensure that pupils are consistently challenged across the curriculum.

## Challenges

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

We have reviewed and analysed our challenges based on the below model: *The importance of focusing on the learner, not the label – Marc Rowland (2025)*

<p>By focusing on pupils as individuals, we:</p> <ul style="list-style-type: none"> <li>• empower teachers</li> <li>• socially include pupils</li> <li>• promote teacher agency</li> <li>• are driven by needs first</li> <li>• intervene to address underlying causes.</li> </ul>	<p>Overly focusing on labels such as PP means we:</p> <ul style="list-style-type: none"> <li>• anonymise pupils</li> <li>• create social isolation</li> <li>• try to intervene to labels or symptoms</li> <li>• remove teacher agency</li> <li>• prioritise compliance.</li> </ul>
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Pupil Premium (PP) and Special Educational Needs and Disabilities (SEND)						
Social inclusion	Check for understanding	Oral language	Motivation and self-confidence	Self-efficacy	Background knowledge gaps	Vocabulary gaps

Challenge number	Detail of challenge
<b>1</b>	<p><b>Oracy and vocabulary</b></p> <p>Assessments, observations, and pupil voice consistently highlight underdeveloped oral language skills and significant vocabulary gaps among many of our educationally disadvantaged pupils. These children often struggle to express themselves clearly, articulate their needs, and communicate their ideas effectively. Their limited vocabulary knowledge hinders both social interaction and academic progress. This challenge is evident from the early years through to Key Stage 2 and is notably more prevalent among disadvantaged pupils than their peers, impacting their ability to access and engage with the full breadth of the curriculum.</p>
<b>2</b>	<p><b>Curriculum</b></p> <p>One of the key challenges faced by our educationally disadvantaged pupils is limited background knowledge and understanding of the world. This restricts their ability to make connections across subjects and concepts, resulting in a reduced and fragmented schemata. Consequently, their access to the curriculum is narrowed, as they often lack the contextual knowledge needed to fully engage with new learning. Addressing this gap is essential to ensure equitable opportunities for academic success and personal development.</p>
<b>3</b>	<p><b>SEND</b></p> <p>At Horn Park, we have above national levels of SEND (23%) and EHCPs (6%). This includes 8 children who access specialist provision. Out of our 119 pupil premium children, 32 (27%) are on the SEND register receiving additional classroom support. This includes 4 children with EHCPs. This is compared to 22% in non-pupil premium children. These children make significant progress but often do not meet the expected level by Year 6 due to their specific needs. These</p>

	<p>children and families are often face more challenges linked to social inclusion, self-efficacy and self-confidence. These children also often have greater challenges with oral language and vocabulary. With such a high number of SEND needs, comes the additional challenge of staffing. Both the introduction of new staff (lack of consistency) and ensuring that all staff (TAs, 1-1s and provision) have the highest level of training to support the most vulnerable.</p>
<b>4</b>	<p><b>Attendance Gap</b></p> <p>Our attendance data over the last year indicates that attendance among pupil premium pupils was 93.5% and SEND 93.7% compared to whole school attendance of 95.3%. 18% of pupil premium children and 15.3% of SEND children across the school are deemed to be persistent absence compared to the overall whole school figure of 11.4%. Many of the children identified as demonstrating EBSA (Emotional Based School Avoidance) risk factors are PP and SEND. At Horn Park we also have high levels of mobility, with the school percentage stability on the IDSR at 78.8%. Many of the children that leave and join mid-year are PP. This further impacts on social inclusion and possible gaps within learning.</p>
<b>5</b>	<p><b>Children's Starting Points</b></p> <p>A significant challenge lies in the entry-level reading abilities of children, with baseline assessments in Reception consistently highlighting a substantial gap between educationally disadvantaged pupils and their peers. While targeted interventions have led to improvements, these gaps persist and require sustained, strategic focus to ensure they continue to close effectively over time.</p>

## 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.

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Intended outcome	Success criteria
<p><b>Oracy</b> Improved oral language skills and vocabulary among educationally disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p><b>Curriculum</b> Educationally disadvantaged pupils have a broader contextual knowledge allowing them equitable access to the curriculum</p>	<p>Assessments and observations indicate significantly improved contextual understanding. Children are able to make connections and remember better. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p>
<p><b>SEND support</b> Educationally disadvantaged children with SEND make accelerated progress based on their starting points</p>	<p>Children are confident and motivated due to a whole school approach to inclusion. Children reach and exceed their targets alongside involvement in the wider school community.</p>
<p><b>Attendance</b> To achieve and sustain improved attendance for all pupils, particularly our educationally disadvantaged pupils.</p>	<p>Sustained high attendance in 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 2%.</li> <li>• The percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 2% lower than their peers.</li> <li>• Educationally disadvantaged children feel a greater sense of social inclusion and belonging, through an increase in participation in enrichment activities and wider school events</li> </ul>
<p><b>Statutory outcomes</b> Improved attainment among educationally disadvantaged pupils.</p>	<p>Outcomes in 2025/2026 amongst educationally disadvantaged pupils meet and exceed the expected standard, including GLD, phonics screening, end of KS1 data, the multiplication check and KS2 outcomes.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £108,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school priority on Oracy provides a programme of CPD to ensure staff are closing gaps in vocabulary and supporting educationally disadvantaged pupils to deepen their understanding.	Following guidance from the EEF, Government's Writing Framework and research undertaken by Voice 21, it is clear how important oracy skills are for pupils to access the curriculum. Evidence shows that pupils who are educationally disadvantaged have significant gaps in their vocabulary which affects their ability to access the curriculum.	1,2,3,5
Whole school priority on adaptive teaching provides a programme of CPD to ensure staff are providing precision teaching designed to ensure accelerated progress amongst educationally disadvantaged pupils.	Children make the greatest progress through high quality precise teaching which is tailored to their individual needs. Additionally, small focus groups targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	2,3,5
The explicit teaching of early foundational knowledge across the curriculum is precise, especially in EYFS and KS1	Children make the greatest progress through high quality precise teaching; this approach enables all children who are educationally disadvantaged to access the curriculum alongside their peers.	5
Staff in KS1 and LKS2 are supported by leaders to track and assess learning outcomes for phonics and multiplication assessments. Teachers plan and teach sequenced and robust schemes of learning that ensure all children make accelerated progress.	The EEF advocates for a precise, step-by-step approach to implementing educational programmes and strategies. The focus is on clarity, structure, and fidelity in implementation, which inherently involves breaking down complex processes into precise, manageable steps.	2, 3, 5
CPD for all staff as part of whole trust Hemisphere	All children, families and staff recognise that they are valued. This is reflected in all	3,4

project, Inclusion framework, EBSA and MHST.	aspects of school life, including ethos, policy, documentation, and practice. When used effectively, all staff can identify key needs with regard to attendance, wellbeing and low attaining children enabling staff to provide support and strategies so that all children are accessing the curriculum and make progress in their learning.	
Allocation of adults to support further catch up and interventions for reading.	To further support closing the vocabulary gap, developing oracy and providing equity children are identified for extra support.	1,2,3
Training and ongoing CPD for current and new staff to implement the Shrec programme	These evidence informed strategies, when embedded into everyday practice, this supports children to improve on sharing attention, responding, expanding on ideas and conversation. This approach supports the 'Preparing for Literacy' guidance report.	1,5

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

Budgeted cost: £86,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
School attendance team analyses data and national trends and evidence, as well as working alongside the borough's attendance advisory officer to support the implementation of trust policy	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. A personalised approach is seen to have the most impact.	4
Access to key afterschool/lunch provisions for pupil premium children	46% of disadvantaged children are accessing after school clubs compared to 54% of non-disadvantaged. Children are allocated to clubs to ensure inclusion.	2,3,4
MHST and EBSA interventions run by trained adults	Key children are supported with the relevant interventions that have a positive impact on their mental health and wellbeing.	2,3,4
Workshops and direct work with parents and families	Evidence suggests that where the home school partnership is strong,	1,2,3,4,5

to share key information of the school's areas of focus	there is an improved sense of belonging and greater consistency for children	
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**Total budgeted cost: £ 195,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

We have analysed the performance of our disadvantaged children during the previous academic year, drawing on national assessment data and our own internal summative and informative assessment.

At the end of Key Stage 2 in 2025, 76% of pupils identified as experiencing educational disadvantage achieved the combined Reading, Writing, and Maths (RWM) measure. When adjusting for pupils with complex additional needs, outcomes were particularly strong, with 100% of educationally disadvantaged pupils meeting the expected standard—demonstrating that, with the right support, these pupils can achieve outcomes that exceed national expectations.

The data demonstrates that the gap in attainment between non-disadvantaged children and disadvantaged children is 12% in year 6 in comparison to a national gap of 22%. Within our Year 6 cohort, there was a high level of complex need. The 6 pupil premium children who did not meet combined expected had an EHCP. Based on all of the information above, the performance of our pupil premium children was above our ambitious predictions.

We continue to be ambitious for all educationally disadvantaged children across the whole school, evidenced by the fact that in the 2024-2025 academic year, pupil premium children in reception outperformed their non-disadvantaged peers by 15% in relation to achieving a Good Level of Development. Likewise, in the Year 1 Phonics Screening Check, pupil premium children outperformed their non-disadvantaged peers by 15%. In Year 4, our pupil premium children outperformed national attainment data the Multiplication Tables Check (MTC) by 16%.

The whole school approach to social inclusion has led to an improvement in pupil premium children's attendance by 1.5% during 2024-25, up an overall 3.9% since the end of the 2022-2023 academic year.

Based on all the information above, whole school approaches to quality first teaching and specific evidence-led work is supporting the progress of educationally disadvantaged children. This is set to continue as laid out in our intended outcomes section.