

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

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	299 (inclusive of nursery)
Proportion (%) of pupil premium eligible pupils	45.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 24/25 –26/27
Date this statement was published	December '24
Date reviewed	July 24
Date on which it will be next reviewed	July 25
Statement authorised by	Zoe Crosland - Headteacher
Pupil premium lead	Zoe Crosland- Headteacher
Governor / Trustee lead	Megan Brown

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£222,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0

<p>Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	£222,000
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve this goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in learning across all subjects
- act early to intervene at the point need is identified
- ensure a whole school approach is embedded in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and reviewing books suggest disadvantaged pupils are having greater difficulties in writing than their peers. This is amongst children not meeting age related expectations as well as children who should be on track for GDS.
2	Continuous assessing and termly data collections show that the disadvantaged gap is at its greatest in Key Stage 1 across reading, writing and maths. There is also a gap between disadvantaged and non-disadvantaged with children achieving greater depth standard in writing across the school.

3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. 20 pupil premium children currently require additional support with social and emotional needs, receiving small group or 1:1 interventions.
6	Our attendance data over the last year indicates that attendance among pupil premium pupils was 92% compared to non-pupil premium at 96.6% 25.3% of pupil premium children across the school are deemed to be persistent absence compared to 3.5% of non-pupil premium children. Overall school persistent absence was 14.7%

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 achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 3%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. 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.
Improved oral language skills and vocabulary among disadvantaged pupils.	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.
Improved reading attainment among disadvantaged pupils.	Outcomes in 2025/2026 amongst disadvantaged pupils meet and exceed the expected standard.
To improve attainment across reading, writing and maths in Key	KS1 outcomes in 2025/26 show that more than 95 % of disadvantaged pupils met the expected standard.

stage 1 among disadvantaged pupils.	
To improve attainment amongst Greater Depth disadvantaged children.	KS2 outcomes in 2025/26 show that there is a reduced gap between the number of children reaching greater depth.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2025/26 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

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: £124,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
As a result of precise timely intervention, children make accelerated progress and close gaps quickly.	Small focus groups targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1, 2, 3, 4
<p>CPD in using standardised diagnostic assessments, (quizzing, hinge questions, questioning)</p> <p>Training for staff to ensure assessment is interpreted and delivered effectively. Purchase of diagnostic assessments to support this.</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	1, 2, 3, 4
The explicit teaching of early reading is precise	Children make the greatest progress through high quality precise teaching	3, 4
CPD for all staff as part of whole trust Hemisphere project, Inclusion framework and EBSA alongside emotion coaching, and working alongside Family Support Worker and SEMH lead.	All children, families and staff recognise that they are valued. This is reflected in all 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.	5, 6

Continued mental health first aid training/development for specific staff	If signs are spotted early and talked about, more serious mental health problems can be minimised.	5, 6
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.	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. Not as many disadvantaged pupils are accessing after school provision.	5,6

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

Budgeted cost: £98,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assigned role to assisting with family support regarding attendance, analysing data and working	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5, 6

alongside Dep Head to lead attendance in line with trust policy and liaising with the borough. This may include subsidising key disadvantaged families for morning and after school club.	A personalised approach is seen to have the most impact.	
Learning mentor and specialist teacher to work before and after school with key families to support wellbeing	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5, 6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5,6

Total budgeted cost: £ 222, 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 2023 to 2024 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. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Teachers continuously assessed children using a robust assessment system used across the trust. Teachers continuously assess and as a trust used BromCom and Mat vision to report and analyse gaps once a term. Teachers also received continuous CPD to continue to gain a deeper understanding of assessment across all subjects.

To help us gauge the performance of our disadvantaged pupils in 2023/2024, we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils. The data demonstrates that the gap in attainment between non-disadvantaged children and disadvantaged children is 27% in year 6 in comparison to a national gap of 22%. Within our Year 6 cohort, there was a very high level of complex need, with 11% of the year group having an EHCP. 83% of these children were pupil premium.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

We recognise that attendance continues to be a key challenge. Overall attendance last year was 94.3% and key pupil premium data is stated above. We continue to work with the drivers of this challenge, both in school and outside of school, so that we can provide the best support. This includes monitoring patterns in absence so that we can identify any potential triggers or barriers as well as building effective relationships with families so that we can consider other ways in which we, as a school, can support other potentially challenging circumstances. We have undergone and continue to engage all staff with EBSA and the trust Inclusion Framework work to support with identifying factors which can affect attendance. We continue to use universal strategies such as regular, accessible communication with children and families about attendance and high-profile rewards for excellent attendance. We also consider some more targeted approaches that are agreed upon through collaboration with the families. We continue to engage parents and work with them to break down barriers and build good habits of attending school regularly and this will continue to remain a focus on our plan.

Our assessments and observations continue to indicate that pupil behaviour, wellbeing and mental health continues to be impacted by external factors such as: inconsistencies with primary care givers, deprivation, historical disengagement with education, attendance. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

The data demonstrated that children identified with social and emotional and mental health problems do not achieve as well as their non disadvantage peers.

Based on all the information above, the performance of our disadvantaged pupils does not yet meet expectations, however progress has been made, and we are at present on course to achieve most outcomes set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.