



Pupil premium strategy statement

2021-2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
School name	Horniman Primary School
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	17%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	Autumn term 2023
Statement authorised by	Andrew Pickering Headteacher
Pupil premium lead	Sofie Hashmi Deputy Headteacher
Governor / Trustee lead	Hilary Satchwell Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£45,705
Recovery premium funding allocation this academic year	£5,650
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£51,355

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 that 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 or are 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.

At Horniman, we promote cultural capital for all our children and support our disadvantaged children to access this, as we believe this is key to children succeeding academically and engaging positively in wide society. We want all children to have memorable and real experiences that they can draw from and be inspired by.

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 the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach 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 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.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally read less frequently at home than their peers and display less interest in reading for pleasure. This negatively impacts their development as readers.
3	Our assessments and observations indicate that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing.
4	Our assessments (including wellbeing survey), 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. Pupils are also less likely to participate in enrichment activities which are shown to have a positive impact on wellbeing and inform future life choices. 15 pupils of the 40 pupils whom are disadvantaged currently require additional support with social and emotional needs.
5	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 3.02 - 3.18% lower than for non-disadvantaged pupils. 11.36 – 17.02% of disadvantaged pupils have been 'persistently absent' compared to 2.72 – 3.09% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
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.	KS2 reading outcomes in 2023/24 show that more than 75% of disadvantaged pupils met the expected standard. High attaining disadvantaged pupils achieve greater depth at KS2 in line with their peers that are not disadvantaged.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2023/24 show that more than 75% of disadvantaged pupils met the expected standard. High attaining disadvantaged pupils achieve greater depth at

	KS2 in line with their peers that are not disadvantaged.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> • 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 by 2.5%. <p>the percentage of all pupils who are persistently absent being below 11% (currently 14.5% 20/21) and the figure among disadvantaged pupils being no more than 10% lower than their peers.</p>

Activity in this academic year 2022-23

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: £4,000

Autumn: £3,438 Spring £4,388 Summer £4778

S&L screening £210, Speech & language SLA £1,980, Mentor £1,248

Mentor £860, ZOR training £90

S&L screening £210, Mentor £180

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech & Language screening in reception.	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1, 2
Embed dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.		
Purchase resources and fund ongoing teacher training and release time.		
Purchase SALT training for TAs to implement vocabulary building interventions		
Zones of Regulation will be introduced to all classes and supported by professional development and training for staff.	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4
Learning Mentor to work with children to develop social and emotional skills.		

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

Budgeted cost: £40,000

Autumn: £17,588 Spring £30,458 Summer £39,916

Staffing £17,588 Staffing £12,870 Summer £9,458

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading 1:1 23 chn 30mins/wk. Y1 4xTAx30min/wk./au&sp	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
Small group reading interventions Fresh Start au,sp&su		
Small group writing interventions Y6 additional teacher		
Pre-teaching 1hr/wk		

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

Budgeted cost: £7,355

Autumn: £4,428 Spring £6,355 Summer £8331

AWO £540, Y6 residential visit £2,160, Y4 residential visit £600, Enrichment clubs £1,128

AWO £540, Enrichment clubs £1,387

AWO £540, Enrichment Clubs £1,436

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed principles of good practice set out in the DfE's Improving School Attendance advice. Office manager to work with AWO to improve attendance outcomes.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	5
Access to high quality free enrichment, music, and arts clubs. Publicise to parents Club staff to audit PP attendance Access to educational and residential visits	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	4

Total budgeted cost: £51,355

Autumn: £25,454 Spring £41,201 Summer £53,025

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended outcome	Success criteria	Autumn 2022	Spring 2023	Summer 2023
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.	<ul style="list-style-type: none"> Screening of Reception class in September identified a small group for intervention which has started (100% of PP in this group). 	<ul style="list-style-type: none"> Intervention successful for 50% of group. Others moved on to 1:1 (PP) support due to individual needs and focus. 	<ul style="list-style-type: none"> Increase in focus and vocabulary. 33% PP now at expected standard for language skills in information and grammar. 67% PP require ongoing intervention for SEND.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 75% of disadvantaged pupils met the expected standard. High attaining disadvantaged pupils achieve greater depth at KS2 in line with their peers that are not disadvantaged.	<ul style="list-style-type: none"> In Autumn 22, 66% of PP children at the expected standard for their age in reading (data Y1-6). TAs reading 1:1 reading with PP children 1-2 times a week (23 chn). 35% of this group at the expected standard (increase of 6% EXS reading in this group since summer 21) 	<ul style="list-style-type: none"> In Spring 23, 62% of PP children at the expected standard for their age in reading (data Y1-6). In spring 23, 78% of PP 1:1 reader at the expected standard (increase of 43%) 	<ul style="list-style-type: none"> In Summer 23, 66% of PP children are at the expected standard for their age in reading (data Y1-6). 78% PP 1:1 reader at the expected standard at the end. 96% made expected progress or better. 52% made accelerated progress (7-11 steps)
Improved writing attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 75% of disadvantaged pupils met the	<ul style="list-style-type: none"> In Autumn 22, 31% of PP children at the expected standard for their age in writing (data Y1-6). 	<ul style="list-style-type: none"> In Spring 23, 57% of PP children are at the expected standard for their age in writing (data Y1-6). This is an 	<ul style="list-style-type: none"> In Summer 23, 48% of PP children are at the expected standard for their age in writing (data Y1-6). (Decrease

aged pupils.	<p>expected standard. High attaining disadvantaged pupils achieve greater depth at KS2 in line with their peers that are not disadvantaged.</p>	<p>This is an increase of 2% since summer 2021)</p> <ul style="list-style-type: none"> 21 children have been identified for tutoring in writing in small groups (1:3/5) through NTP to start in Spring 22. 	<p>increase of 26% since Autumn)</p> <ul style="list-style-type: none"> At the end of Summer 22 none of the NTP group were at the expected standard for their age in writing, 3 are now on track. 75% of the group have made expected progress or better. 65% have made accelerated progress and are closing the gap. 	<p>of 9% since Spring)</p> <ul style="list-style-type: none"> 29% of NTP group now at the expected standard (previously 0%). 70% made accelerated progress (7-13 steps)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> qualitative data from pupil voice, pupil and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils 	<ul style="list-style-type: none"> 62% of pupil premium children accessed a club in autumn 22. 27% was for arts and 73% for sports clubs. 	<ul style="list-style-type: none"> 82% of pupil premium children accessed a club in spring 23. 25% was for arts and 75% for sports clubs. 75% of residential visit cost paid enabling 5 children in Y4 to participate. 	<ul style="list-style-type: none"> 85% of pupil premium children accessed a club in spring 23. 24% was for arts and 76% for sports clubs 75% of residential visit cost paid enabling 6 children in Y6 to participate.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils 	<ul style="list-style-type: none"> Attendance for PP in Autumn 22 was 91.69% compared to 95.8% for non-PP (gap 4.11%) Persistent absence for PP was 5.7% compared to 9.32% for non-PP Persistent absenteeism has improved since last term. 	<ul style="list-style-type: none"> Attendance for PP in Spring 2023 was 92.04% compared to 95.33% for non-PP (gap 3.29%) Persistent absence for PP was 35.29% compared to 11.80% for non-PP Persistent absenteeism has increased since last term. 	<ul style="list-style-type: none"> Attendance for PP in Summer 23 was 93.17% compared to 96.76% for non-PP (gap 3.59%) Persistent absence for PP was 29.41% compared to 3.61% for non-PP Persistent absenteeism has decreased since last term.

	<p>and their non-disadvantaged peers being reduced by 2.5%.</p> <p>the percentage of all pupils who are persistently absent being below 11% (currently 14.5% 20/21) and the figure among disadvantaged pupils being no more than 10% lower than their peers.</p>	<ul style="list-style-type: none"> • There was a decrease in authorised absence for PP and non-PP children. At the same time there was an increase in unauthorised absences for both PP and non-PP children 	<ul style="list-style-type: none"> • There was an increase in authorised absence for PP and non-PP children. At the same time there was a decrease in unauthorised absences for PP and slight increase for non-PP children 	<ul style="list-style-type: none"> • There was a decrease in authorised absence for PP and non-PP children since last term. At the same time there was a decrease in unauthorised absences for PP and decrease in unauthorised absence for non-PP children.
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Part B: Review of outcomes in the previous academic year

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Intended outcome	Success criteria	Autumn 2021	Spring 2022	Summer 2022
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.	<p>Screening of Reception class in November showed 65% of children were within or above the range for their age in vocabulary and for grammar and information.</p> <p>5 Children were identified for 1:1 speech and language support in the following areas: social communication, correct use of pronouns / tenses, reasoning and comprehension.</p>	Targeted small group speech & language intervention for reception and Y1	<p>Screening of Reception class in July showed 84% of children were within or above the range for their age in vocabulary and for grammar and information.</p> <p>Children identified for 1:1 speech and language support made progress in their areas of need with personal targets.</p>
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 75% of disadvantaged pupils met the expected standard. High attaining disadvantaged pupils achieve greater depth at KS2 in line with their peers that are not disadvantaged.	<p>In Autumn 2021, 57.6% of PP children are at the expected standard for their age in reading (data Y2-6).</p> <p>29 children have been identified for tutoring in reading in small groups (1:3/6) through NTP to start in January 2022.</p>	<p>In Spring 2022, 62.5% of PP children are at the expected standard for their age in reading (data Y1-6).</p> <p>At the start of the tutoring programme 28% of the children were at the expected standard.</p>	<p>In Summer 2022, 60% of PP children are at the expected standard for their age in reading (data Y1-6). Y6 73% PP EXS</p> <p>At the end of the tutoring programme, there was an increase of 13% of children at the expected standard.</p>
Improved writing attainment among disadvantaged pupils.	KS2 reading outcomes in 2023/24 show that more than 75% of disadvantaged pupils met the	In Autumn 2021, 35% of PP children are at the expected standard for their age in writing (data Y1-6).	In Spring 2022, 15% of PP children are at the expected standard for their age in writing (data Y1-6).	In Summer 2022, 29% of PP children are at the expected standard for their age in writing (data Y1-6).

ged pupils.	expected standard. High attaining disadvantaged pupils achieve greater depth at KS2 in line with their peers that are not disadvantaged.			This year support has been targeted on reading and the focus will be on writing in 2022-23.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2023/24 demonstrated by: qualitative data from pupil voice, pupil and parent surveys and teacher observations a significant increase in participation in enrichment activities, particularly among disadvantaged pupils	62% of pupil premium children accessed a club in Autumn 21. 19% was for arts and 43% for sports clubs. 75% of residential visit cost paid enabling 7 children in Y6 and 5 children in Y4 to participate.	73% of pupil premium children accessed a club in spring 31% was for arts and 69% for sports clubs.	72% of pupil premium children accessed a club in spring 29% was for arts and 71% for sports clubs.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by: 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 by 2.5%. the percentage of all pupils who are persistently absent being below 11% (currently 14.5% 20/21) and the figure among disadvantaged pupils being no	Attendance for PP in Autumn 2021 was 92.09% compared to 94.78% for non-PP (gap 2.69%) Persistent absenteeism has worsened since Summer Term 2021	Attendance for PP in Spring 2022 was 91.84% compared to 94.57% for non-PP (gap 2.73%) PP pupil numbers attendance fell minimally (-0.25%) Non-PP attendance had a bigger fall in comparison (-0.84%) Persistent absenteeism has improved since Autumn Term 2021 (-6 children). Whilst individual groups are better the LA and National data, the combined PA of the school is greater than the National	Attendance for PP in Summer 2022 was 91.07% compared to 94.68% for non-PP (gap 3.61%) PP pupil numbers attendance fell minimally (-0.77%) Non-PP attendance had a slight raise in comparison (-0.11%) Persistent absenteeism has improved since Spring Term 2022 with a change that there are 15 non-PP children classed as PA compares to 8PP children classed as PA. PA in Summer Term was 10%.

	more than 10% lower than their peers.		Average but lower than the LA.	
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This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.