Pupil premium strategy statement

1. Summary information					
School	Horniman Primary School				
Academic Year	2020/2021	**Total PP budget**	£64,835	**Date of most recent PP Review**	n/a
Total number of pupils	223	**Number of pupils eligible for PP**	43	**Date for next internal review of this strategy**	October 2021

2. Current attainment – Performance July 2020 – not available for 2019-2020

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Poor oral language and vocabulary skills impact on quality of writen work
B.	Poor reading skills, lack of stamina and pace impact on progress across the curriculum
C.	Low resilience
External barriers *(issues which also require action outside school, such as low attendance rates)*	
D.	Attendance rates for pupils eligible for PP are 94.34% (target for all children of 96%). 16.67% of this group have persistent attendance compared to 2.72% on those not eligible for PP. This reduces their school hours and causes them to fall behind on average.
E.	Parental engagement, in particular home learning, is low, this was evident during school lockdown, and reflected in return to school data compared to non-PP pupils

4. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	To broaden knowledge of vocabulary in spoken and written work	Book looks will show a broader use of vocabulary and detail in written language. In class / school debates, pupils will use the language of debate BPVS assessments will show improvements in vocabulary knowledge
B.	Identified pupils (not achieving expected standard) have developed stamina and a range of strategies when reading	Pupils meet end of year predictions in reading Improvement seen in reading age and reading speed During learning conversations, pupils are able to describe their strategies for reading and decoding unfamiliar words.
C.	Greater resilience will be shown by pupils, this will be noted by staff that work with them.	Pupils eligible for PP will demonstrate a growth mind-set. This will be surveyed at two points in the year by the pupils and the staff that work with them. Boxall assessment
D.	Increased attendance rates for pupils eligible for PP with attendance rates below 94% currently.	Reduce the number of persistent absentees among pupils eligible for PP.

| **E.** | Increase home learning engagement | Pupils can access and engage in home learning
Parents attend extra-curricular events and understand how to support their children at home | |

5. Planned expenditure					
Academic year	**2020/2021**				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
A. To broaden knowledge of vocabulary in spoken and written work	Staff CPD: Use of resources and scaffolds to support vocabulary Talk for Writing Increase service level agreements with SEN agencies to target PP children and to support CPD SEN teacher to support targeted children and to support staff in planning parallel/ personalised curriculums	What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high quality training is limited. EEF Recommendations Summary Improving Literacy in KS1 1. Develop pupils' speaking and listening skills and wider understanding of language 2. Use a balanced and engaging approach to developing reading, which integrates both decoding and comprehension skills 3. Effectively implement a systematic phonics programme 4. Teach pupils to use strategies for developing and monitoring reading comprehension 5. Teach pupils to use strategies for planning and monitoring writing composition 6. Promote fluent written transcription skills by encouraging extensive and effective practice and explicitly teaching spelling 7. Use high-quality information about pupils' current capabilities to select the best next steps for teaching 8. Use high-quality structured interventions to help pupils who are struggling with their literacy Improving Literacy in KS2 1. Develop pupils' language capability to support their reading and writing 2. Support pupils to develop fluent reading capabilities 3. Teach reading comprehension strategies through modelling and supported practice 4. Teach writing composition strategies through modelling and supported practice 5. Develop pupils' transcription and sentence construction skills through extensive practice 6. Target teaching and support by accurately assessing pupil needs 7. Use high-quality structured interventions to help pupils who are struggling with their literacy	English Lead, AHT (T&L) and AHT (Inclusion) to deliver training. The quality of teaching will be consistently good or outstanding	AHT (T&L) AHT (Inclusion)	Termly

B. Identified pupils (not achieving expected standard) have developed stamina and a range of strategies when reading	CPD: Whole class reading / guided reading Increase service level agreements with SEN agencies to target PP children and to support CPD SEN teacher to support targeted children and to support staff in planning parallel/ personalised curriculums	What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high quality training is limited. EEF Recommendations Summary Improving Mathematics in the Early Years and KS1 1. Develop practitioners' understanding of how children learn mathematics 2. Dedicate time for children to learn mathematics and integrate mathematics throughout the day 3. Use manipulatives and representations to develop understanding 4. Ensure that teaching builds on what children already know 5. Use high quality targeted support to help all children learn mathematics Improving Mathematics in KS 2&3 1. Use assessment to build on pupils' existing knowledge and understanding 2. Use manipulatives and representations 3. Teach pupils strategies for solving problems 4. Enable pupils to develop a rich network of mathematical knowledge 5. Develop pupils' independence and motivation 6. Use tasks and resources to challenge and support pupils' mathematics 7. Use structured interventions to provide additional support 8. Support pupils to make a successful transition between primary and secondary	English lead / SEND teacher to deliver training Use INSET days and staff meetings to deliver training. Pupil Progress meetings End of year outcomes The quality of teaching will be consistently good or outstanding	AHT (T&L) AHT (Inclusion)	Termly
C. Greater resilience will be shown by pupils	Staff CPD on: Metacognition, Behaviour as communication Increase service level agreements with SEN agencies to target PP children and to support CPD SEN teacher to support targeted children and to support staff in planning parallel/ personalised curriculums	Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils. The EEF Toolkit EEF Recommendations Summary Metacognition and Self-Regulated Learning 1. Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge 2. Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning 3. Model your own thinking to help pupils develop their metacognitive and cognitive skills 4. Set an appropriate level of challenge to develop pupils' self-regulation and metacognition 5. Promote and develop metacognitive talk in the classroom 6. Explicitly teach pupils how to organise and effectively manage their learning independently 7. Schools should support teachers to develop knowledge of these approaches and expect them to be applied appropriately	EP to deliver training.	AHT (T&L) AHT (Inclusion)	Termly
Total budgeted cost					£6,000

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. To broaden knowledge of vocabulary in spoken and written work	Talk for writing Enrichment activities to stimulate writing. 1:1 reading Reading fluency and comprehension interventions	Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. Some whole class and whole-school interventions have shown promise but may take longer to show results. The £5 billion per year asset of teaching assistants can be deployed more effectively. Though previous research had suggested that teaching assistants can have a negative impact on children's learning, EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress This group often lack ideas for writing and first-hand experiences help to engage and stimulate. See EEF Recommendations Summary Improving Literacy in KS1 and KS2 (above)	TAs trained to deliver quality interventions Monitoring of interventions SEN SLAs: EP, SpLD, Drumbeat SEND teacher	SEND teacher & AHT (Inclusion)	Termly
B. Identified pupils (not achieving expected standard) have developed stamina and a range of strategies when reading	Small group interventions 1:1 reading SEND teacher	Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. Some whole class and whole-school interventions have shown promise but may take longer to show results. The £5 billion per year asset of teaching assistants can be deployed more effectively. Though previous research had suggested that teaching assistants can have a negative impact on children's learning, EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils' progress See EEF Recommendations Summary Improving Mathematics in the Early Years and KS1 and KS2 (above)	TAs trained to deliver quality interventions Monitoring of interventions SEN SLAs: EP, SpLD, Drumbeat SEND teacher Reading age & reading speed assessments	SLT	Termly
C. Greater resilience will be shown by pupils	Learning and Behaviour Mentor	Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning. SEL programmes appear to benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average. Approaches have been found to be effective from nursery to secondary school. The EEF Toolkit See EEF Recommendations Summary Metacognition and Self-Regulated Learning (above)	Mentoring reviews Learning and Behaviour Mentor Boxall assessment	AHT Inclusion	Termly
			Total budgeted cost		£48,000

iii. Other approaches

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

A. To broaden knowledge of vocabulary in spoken and written work	Cultural visits: Theatre Museum Concerts	Enrichment: Extending learning beyond traditional academic priorities, including careers education, and participation in the arts and sports. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means (eg, <u>improving maths by playing chess</u>); <u>develop children's character </u>(eg, their motivation or resilience); or pursue wider goals because these are held to be important. At the EEF, we think enriching education has intrinsic benefits (sometimes referred to as <u>"arts for arts' sake"</u>). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and it is this link that EEF is particularly interested in.	Pupil evaluation	AHT Inclusion	Termly
C. Greater resilience will be shown by pupils	Enrichment clubs	The Nuffield Foundation says clubs are an "easy vehicle" for enrichment. <u>The study</u>, found taking part in activities after the formal school day could play a role in closing the attainment gap between children from economically disadvantaged backgrounds and those with more family resources. The report says: "Compared with disadvantaged children who did not attend after-school club at the age of 11, those who attended after-school club one or two days per week had made significantly more progress than predicted. The research also found poor children who attended after-school clubs developed better social, emotional and behavioural skills than those, also from similar social circumstances, who did not. The results indicate that after-school clubs also bridged the gap between rich and poor, as children from disadvantaged homes participated to the same extent as those from affluent ones.	Pupil Progress reviews Club leader feedback Boxall assessment	ASC manager	Termly
D. Increased attendance rates	First day response provision. AWO	We can't improve attainment for children if they aren't actually attending school. NfER briefing for school leaders identifies addressing attendance as a key step.	HT and office manager will review attendance OM will meet with AWO	HT	Half-termly
Increase home learning engagement	Parent workshops Online programmes that can be accessed at home /school Resources and approaches adapted to support parents	Reported outcomes of increased parental engagement include improved academic performance; improved relationships between parents, teachers and schools; and increased parental involvement in schools. Parental engagement can improve the home learning environment, leading to increased parental confidence in supporting children's literacy at home and a major impact on achievement. Aston, H. and Grayson, H. (2013). Teacher Guide: Rapid Review of Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children. Slough and Oxford: NFER and Oxford University Press.	Parents attend extra-curricular events and understand how to support their children at home. Workshop evaluations Attendance register	AHT Inclusion	Termly
				Total budgeted cost	£15,000