



Pupil Premium Strategy Statement

2021 – 2022

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.

Overview of the school

Total number of pupils on roll	356
Total number of pupils eligible for PPG and PPG+	58
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Pupil Premium Lead	Debbie Mills
Governor Lead	Susan Baines
Statement authorised by	PCP Committee

Funding Overview

Pupil premium funding allocation this financial year Including Post LAC £16,415 & Service children £930)	£83,250
Pupil premium funding carried forward from previous years	£0
Total budget for this financial year	£83,250

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Horwich Parish, we intend to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the right support and provision in place, all pupils can achieve their full potential.

We aim to:

- Remove barriers to learning created by poverty, family circumstance and background;
- Narrow the attainment gaps between disadvantaged and non-disadvantaged children both within school and nationally;
- Ensure that all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum;
- Develop confidence in their ability to communicate effectively in a wide range of contexts;
- Enable pupils to look after their social and emotional wellbeing and to develop resilience and have aspirations;
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

In order to achieve our aims and overcome identified barriers to learning we will:

- Ensure that teaching and learning opportunities meet the needs of all of the pupils;
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed;
- Make provision for disadvantaged pupils, whilst recognising that not all pupils who receive free school meals will be disadvantaged;
- Recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged;
- Ensure that pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time;
- Provide opportunities for all pupils to participate in enrichment activities including sport and music;
- Provide appropriate nurture support to support pupils in their emotional and social development;
- Review the Pupil Premium strategy annually and the next review will be September 2022.

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

1	Some children's vocabulary is limited due to a lack of exposure to the wider world, this in turn impacts on their ability to comprehend and read fluently.
2	Disadvantaged pupil's opportunities to engage with enrichment and arts based activities is limited – therefore cultural knowledge is poor.
3	Oral language skills for some pupil's are low at the start of Foundation class. This could hinder reading, phonics and writing attainment in EYFS and KS1.
4	Parental engagement in home reading routines is varied for disadvantaged pupils, decoding and comprehension skills for some children may be below age related expectation
5	Some children did not complete home learning related to mental mathematics resulting in difficulty recalling mental maths facts
6	Pupils achieve well by the end of KS2 but some disadvantaged pupils do not meet the standard due to gaps in prior knowledge.
7	Attendance and punctuality of disadvantaged pupils is lower than that of non-disadvantaged pupils. Low attendance impacts negatively on academic achievement.

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 met

Intended Outcome		Success Criteria
1	Pupil's vocabulary has widened and is more varied.	A wider range of vocabulary is evident in everyday conversations with others. Vocabulary in the pupils writing is more varied as evidenced through work scrutiny.
2	Pupil access a wide range of activities to improve their cultural capital and their life experiences.	Children will have accessed a number of cultural experiences during the school year, as evidenced through their cultural passports
3	Increased oral literacy skills across school though dedicated sessions linked to oracy activities, games and increased talking opportunities before writing.	Pupil's will feel more confident when speaking to others, when performing speaking sessions and during opportunities to speak in assemblies and other events. The improvement in oracy skills will be evident in class log books, particularly PSHE & Worship logs.
4	All pupils, without other complicating factors, are confident readers by the end of KS1.	Tracking data will indicate that pupils are successfully moving through the book bands and are working on age related expectations books in preparation for KS2.

5	Pupil's mental maths recall improves	Tracking data will indicate that pupil's progress in mathematics is good.
6	Reduce the gap between disadvantaged and non-disadvantaged pupils in terms of achieving outcomes in reading, writing and mathematics at the end of KS2.	Pupil data at the end of KS2 shows an upward trend of disadvantaged pupils achieving at least the standard in reading, writing and mathematics.
7	Persistent absence will improve for all disadvantaged pupils	School attendance data indicates a decrease in persistent absence for disadvantaged children and the gap compared to national attendance data decreases.
8	Behaviour improves alongside social and emotional understanding	Weekly Aspire reports will indicate developments and progress in EBD

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: Budgeted cost £????

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Early reading and phonics training for all staff (Floppy phonics)	EFF toolkit – Phonics +5 months impact	1, 3	£600
Mastering Number for Foundation and KS1 staff - NCETM	EFF toolkit – Mastery learning +5 months impact	5, 6	Funded
Mastery of Maths training for all teaching staff - NCETM	EFF toolkit – Mastery learning +5 months impact	5, 6	Funded
Training for all staff related to metacognition	EFF toolkit – Metacognition and self-regulation +7 months impact	6	Internal CPD

Targeted academic support: Budgeted cost £9281.10

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
Neli language programme	Oral language interventions +6 months impact	1, 3	(£3030.30 paid for from catch up funding)
Small group intervention in reading, writing and mathematics with a LSA	EFF toolkit – Small group tuition +4 months impact EFF toolkit – LSA interventions +4 months impact	6	0.6 £4,653
1:1 support in reading, writing and/or mathematics for disadvantaged children as needed with a LSA (3 children CU/TB/JJB)	EFF toolkit – One to one tuition +5 months impact	6	£2,475
1:6 intervention in R/W/M with class teacher for 30 minutes after school to Feb half term	EEF toolkit - Extending school time +3 months impact	6	£2078.10 Cost taken out of directed time
1:3 support in writing for disadvantaged children as needed with a qualified teacher to Feb half term	EFF toolkit – Small group tuition +4 months impact	6	(£1470 NTP tutor cost taken from catch up funding)
1:1 White Rose maths tutoring for 7 groups of 3 children to receive 15 hours tutoring	EFF toolkit – One to one tuition +5 months impact	6	(£2173.50 Cost of white rose tutoring taken from catch up funding)
Dragons Den – 6 week programme for writing	EEF toolkit – Small group tuition +4 months impact	6	£75

Wider strategies: Budgeted cost £36,759

Activity	Evidence that supports this approach	Challenge number(s) addressed	Cost
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Additional cultural capital opportunities for all children; subsidised as necessary for children who are disadvantaged.	EFF toolkit – Arts participation +3 months impact	2	£2 000
Cultural passports for DAP children	EFF toolkit – Arts participation +3 months impact	2	£300
Fund music tuition for 2 children	EFF toolkit – Arts participation +3 months impact	2	£792
Part fund educational visits including residential visits	EFF toolkit – Arts participation +3 months impact	2	£750
KS1 Learning conference for parents and carers with workshops related to supporting children at home with oracy, reading and mental mathematics	EFF toolkit – Parental Engagement +4 months impact	3, 4, 5, 6	Internal
Learning conference for parents and carers with a workshop related to Online safety	EFF toolkit – Parental Engagement +4 months impact	2	£150
Increased PE opportunities	EFF toolkit – Physical activity +1 months impact	6, 7	£310
Employment of a pastoral mentor to support children's mental well-being and support with forming and maintaining friendships.	EFF toolkit – Social and emotional learning +4 months impact	2, 6	£21,449
Continue with Pastoral Guidance groups to support children with improving self-esteem and self-worth or in making positive choices.	EFF toolkit – Social and emotional learning +4 months impact	2, 6	£5542
Continue to monitor attendance for disadvantaged children and work with families to improve overall attendance and punctuality.	EFF toolkit – Parental Engagement +4 months impact	7	None
Employment of an Educational Social Worker (0.05) to maintain high levels attendance and punctuality, to provide counselling for vulnerable children and to support families	EFF toolkit – Parental Engagement +4 months impact	7	£2 061

in difficulty.			
1 DAP child at Youth Challenge two days per week for 2 terms	EEF toolkit – Behaviour interventions + 4 months impact	8	£3405

Total budgeted cost: £46,040

Part B: Review of outcomes in the previous academic year

Number of pupils and pupil premium grant (PPG) received for 2020/21	
Total number of pupils on roll	356
Total number of pupils eligible for PPG	61
Total number of pupils eligible for PPG+	61

Pupil Premium Strategy Outcomes This details the impact that our pupil premium activity had on pupils in the 2020 – 2021 academic year	
Attendance	
	2020 - 2021
FSM	94.5%
No FSM	96.1%
<p>Attendance of those children with FSM is below that of no FSM children again this year but the gap is closing. FSM and non FSM attendance is monitored weekly and we have some weeks when FSM attendance is higher than non FSM.</p> <ul style="list-style-type: none"> • One child whose attendance was 78.% significantly impacted on his learning. There are significant concerns with this family which are being addressed and large number of the absences are due to arriving at school after the register closes. However there has been an improvement with this child`s attendance completing the year at 91% • FSM children was monitored weekly and picked up individually by Anne MacDonald and D.Mills as necessary. <p>Attainment (Y6 - 2020-21) - 9 children</p>	

Maths: 2 children working at GD in KS1 moved to EXP remaining 7 maintained KS1 result
 Writing: no child was at GD in KS2. 2 children exceeded from KS 1 result.
 Reading: 1 child dropped from GD to Expected. The remaining children remained the same as KS1 result.

Well-being

- 4 out of 9 year 6 children accessed nurture provision with their mental health improving
- All disadvantaged pupils fully participated in educational and residential visits
- Two pupils received funding for music tuition in school

Externally provided programmes

Programme	Provider
TT Rockstars	Maths Circle Ltd
PurpleMash	2simple
PHSE	1decision Ltd
Spelling shed	Education Shed Limited
Literacy shed	Education Shed Limited
whole school reading package	Lexia UK
My Maths	Oxford University Press
Floppy phonics	Oxford University Press
Phonics	Phonics Play Ltd
Picture news	Picture news
Science	PlanBee
Tapestry	The Foundation Stage Forum Ltd
Music program	Charanga
Digimap	University of Edinburgh
White Rose Maths	White Rose

