

Pupil premium strategy statement 24 - 25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Hordle CE Primary School
Number of pupils in school	324
Proportion (%) of pupil premium eligible pupils	11% (35/324)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	1st October 2024
Date on which it will be reviewed	23rd July 2025
Statement authorised by	Louise Trim
Pupil premium lead	Clare Phillips
Governor / Trustee lead	Hannah Rook

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,690
Recovery premium funding allocation this academic year	£0
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	£75,690

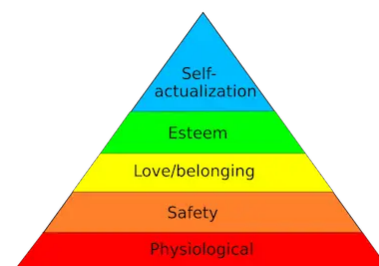
Part A: Pupil premium strategy plan

Statement of intent

In accordance with our school Bible verse, our intention is to ensure that pupil premium pupils are given an equal chance to ***live life; life in all its fullness*** (John 10:10).

What are the goals for our disadvantaged pupils?

First and foremost, we recognise that mental health and well-being is essential for all our pupils both in regards to their social development and in terms of their readiness to learn. In line with Maslow's hierarchy of needs, when pupils feel safe, have a sense of belonging and the strategies they need to empower themselves then they will be more ready to learn.



We are passionate believers in the 'team around the child' and therefore recognise the significance of engaging with parents. We seek advice and support from a wide range of agencies and wish to work collaboratively to seek the best outcomes for all our pupils.

Fundamentally, we aim for all our disadvantaged pupils to leave our school with the skills they need to be successful, life-long learners. All pupils will leave our school able to read and will have enjoyed a wide range of high quality children's literature during their time at Hordle. They will have acquired essential writing skills, including developing a secure grasp of transcription skills in order to access the wider curriculum. They will have a confident grasp of concepts in Maths and through a progressive curriculum, steeped in retrieval practice, will retain knowledge of Science, History, Geography and the wider curriculum.

What are the key principles of this plan?

- 1) To promote the **mental health and well-being** for all disadvantaged pupils;
- 2) To actively **engage parents** in their child's learning;
- 3) To **close the gap** in academic achievement between PP pupils and non-PP pupils;
- 4) To ensure disadvantaged **pupils make good progress**;
- 5) To ensure that disadvantaged pupils have the **transcription skills** they need to communicate effectively;

Challenges

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

Challenge number	Detail of challenge
1	The retention of knowledge and understanding about ZOR and the application of ZOR techniques to support MHWB both in the moment and over time;
2	Disadvantaged pupils not always making good progress in <u>all areas</u> of learning (combined measure) and at a rate comparable with their non-disadvantaged peers;
3	Engaging parents in attending additional workshops, exit points, parent-drop ins, learning reviews and other learning engagements in order to have an enriched understanding of strategies and support systems which may help to empower parents;
4	Delivering timely interventions for pupils at least two or three times per week or as stipulated in the catch up programmes identified;
5	The levels of basic transcription skills, including spelling, handwriting, grammar and punctuation for all disadvantaged pupils.

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
All pupils will have a range of strategies to promote their mental well-being.	• secure understanding of the ZOR techniques recommended for their age and stage • language associated with emotions • identify safe adults • sharing their passions/interests • engagement in pupil voice
All parents will be invited to attend parent workshops relevant to the needs of their child/children.	• ZOR and other self-regulation strategies • reading • multiplication tables • SPLAT sessions for Early Years
To ensure that PP pupils make at least expected progress	• Ensure that TARE 1 pupils convert to ARE within the academic year;
To ensure that disadvantaged pupils secure transcription skills;	• Feedback for pupils will be targeted on transcription skills;

	• English books will show that disadvantaged pupils are making progress with their use of transcription skills; • Pupils will receive feedback on their applied spelling;
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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 (for example, CPD, recruitment and retention)

Budgeted cost: **£19,885**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Lead and Coaching	EEF and Sutton Trust research based on the work of John Hattie shows that coaching 'improves learning in the classroom - it raises self-awareness, deepens self-reflection, and delivers the most effective progress and results.' <i>Focus education - Impact of Coaching</i>	2
Staff Training in Zones of Self-Regulation	<i>Life is 10% what happens and 90% how we react to it.</i> <i>CHARLES SWINDOLL</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://www.zonesofregulation.com/learn-more-about-the-zones.html	1, 2
Staff Training in Mental Health and Well-being	https://learning.nspcc.org.uk/child-health-development/promoting-mental-health-wellbeing https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/747709/Mental_health_and_wellbeing_provision_in_schools.pdf	1, 2
Staff CPD in transcription skills • Whole staff training • Monitoring • Staff training in RWI phonics • Monitoring in phonics • Worked examples	'John Dunford highlighted the impact that high quality teaching has on disadvantaged pupils and that schools should have an 'unerring focus on the quality of teaching'. EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant.' Education Endowment Foundation - Improving Literacy in Key Stage 2 'It is important to promote the basic skills of writing— skills that need to become increasingly automatic so that pupils can concentrate on writing composition. ⁶⁴ This includes the transcription skills of handwriting (or typing, where appropriate) and spelling, as well as sentence	4,5

	construction (forming sentences that effectively convey meaning, with appropriate grammar, syntax, and punctuation).'	
Development of oracy skills through Let's Think and Opening Doors	Let's Think in English and Opening Doors Let's Think in English is designed on exactly the same principles as Cognitive Acceleration in Science Education (CASE) which was developed and repeatedly trialled over 30 years at King's College London. It shows that structured development of students' cognitive skills over two years raises their attainment by between 1 and 2 GCSE grades.	4, 5
SENCO support for disadvantaged and vulnerable pupils	Teaching assistants can provide a large positive impact on learner outcomes however, how they are deployed is key. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2, 4
PPT meetings	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/340028/closing-the-gap-for-groups-of-pupils-a-primary-leadership-perspective-full-report.pdf Highlights how data can be used to close the gaps between groups of learners	4

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

Budgeted cost: **£40805**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wave 3 Interventions for English - Alpha2Omega - Catch up Literacy - PASS - AcceleRead, - AcceleWrite	EEF reading interventions have a proven record of making approximately 5 months+. Standardised progress results show pupils make better than expected progress over the course of the intervention https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2, 4
Wave 3 Interventions for Mathematics - Success@Arithmetic - Power of 2 - First Class @ Number	Success@Arithmetic website says: 'Pupils made an average Number Age gain of 14.5 months in 4 months – over 3 times the expected progress. 91% of them showed more confidence and interest in learning mathematics in class after Success@Arithmetic.	2, 4

Wave 2 Direct Instruction Precision teaching with TA	EEF toolkit individualised instruction Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective. Impact 4 months	2, 4
SALT	Targeted speech and language interventions	2
ACCESS TO ONLINE INTERVENTIONS/MATERIALS • Lexonik • Reading Plus • Century • Target PP pupils and track progress of PP pupils through interventions	EEF: Reading comprehension strategies EEF: Small group tuition	2, 4

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

Budgeted cost: **£15,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Planning and deliver parent workshops	EEF - Working with parents to support children's learning 'Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our <u>Teaching and Learning Toolkit</u> suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.'	3
ELSA and nurture - Appointment of an ELSA for targeted interventions - Designated key worker time for those requiring additional pastoral support	EEF toolkit recognises that social and emotional learning (SEL) interventions improve pupils' decision-making skills, interaction with others and their self-management of emotions rather than focusing directly on the academic or cognitive elements of learning. It has an impact of 4 months	1
Lunchtime Pastoral Lead	The evidence for play-based learning indicates a positive relationship between play and learning outcomes.	1

	https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/play-based-learning	
Training for all staff in ASD	EEF toolkit guidance: Special Educational Needs in Mainstream Schools An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should promote positive relationships, active engagement, and wellbeing for all pupils.	1, 3
Vulnerable Pupil Transition Lead	https://www.oneeducation.co.uk/news-blog/the-importance-of-a-good-transition Most research into transition focuses on the move from primary to secondary settings, however thinking about transition is key in all year groups. Transition puts enormous demands on to children – socially, linguistically, emotionally, academically and practically. Some children will inevitably find transition more difficult than others, however this can be mitigated. Whether children are moving between year groups at the same school, or moving to another setting entirely, transition needs to be a top priority.	3
Attendance lead and team meetings	https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances	3
Access to reading books pitched appropriately		4
School uniform subsidy		New pupils get t-shirt and jumper
Hordle Hub After School Club Offer		1 x club
Trip subsidy		

Total budgeted cost: £ 75,690

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.

	ARE+ PP	ARE + Non-PP	GDS PP	GDS Non-PP
Year 6 Reading	88.9% (8)	84.8% (28)	33.3% (3)	33.3% (11)
Year 6 Writing	100% (9)	84.8% (28)	44.4% (4)	30.3% (10)
Year 6 Maths	88.9% (8)	87.9% (29)	11.1% (1)	18.2% (6)
Year 6 Combined	88.9% (8)	72.7% (24)	11.1% (1)	12.1% (4)
Year 2 Reading	100% (2)	70.7% (29)	0% (0)	34.1% (14)
Year 2 Writing	100% (2)	65.9% (27)	0% (0)	14.6% (6)
Year 2 Maths	50% (1)	78.0% (32)	50% (1)	29.3% (12)
Year 2 Combined	50% (1)	61.0% (25)	0% (0)	12.2% (5)

Year 6: PP 9 pupils Non PP 33 pupils

Year 2: PP 2 pupils Non PP 43 pupil

Outcomes for disadvantaged pupils in 2024–2025 demonstrate several areas of strength, particularly at the end of Key Stage 2, with some areas for development remaining. In Year 6, disadvantaged pupils performed very well at the expected standard (ARE), meeting or exceeding the outcomes of their non-disadvantaged peers across all core subjects. Notably, 100% of disadvantaged pupils achieved ARE in writing and 88.9% achieved ARE in reading, maths and the combined measure. These outcomes are particularly positive when compared with non-disadvantaged pupils, where 84.8% met ARE in reading and writing, 87.9% in maths and 72.7% in the combined measure. This reflects the impact of effective teaching and targeted intervention strategies in Year 6.

At greater depth (GDS), disadvantaged pupils in Year 6 also achieved well in some areas, particularly in writing (44.4%) and reading (33.3%), outperforming their non-disadvantaged peers in both subjects. However, in maths and the combined measure, GDS attainment for disadvantaged pupils was lower (11.1%) than for their peers. This suggests a need to ensure that

high prior attaining disadvantaged pupils are consistently challenged, particularly in mathematics, to help them reach the greater depth standard.

In Year 2, outcomes for disadvantaged pupils are more difficult to interpret due to the very small cohort of only two pupils, meaning each child represents 50%. Both pupils achieved ARE in reading and writing (100%), which is significantly above the non-disadvantaged cohort (70.7% in reading and 65.9% in writing). However, only one of the two pupils met ARE in maths and the combined measure, resulting in a 50% outcome in both areas, compared with 78% (maths) and 61% (combined) for non-disadvantaged pupils. While these results highlight strong individual performances, particularly in reading and writing, caution is needed in drawing broader conclusions due to the small sample size.

At greater depth in Year 2, there was again a mixed picture. Neither of the disadvantaged pupils achieved GDS in reading, writing, or the combined measure but one pupil did reach GDS in maths (50%), outperforming the non-disadvantaged group (29.3%). While this is a positive individual outcome, the limited number of pupils makes it difficult to determine wider trends. Nevertheless, these results do suggest a need to continue developing opportunities for disadvantaged pupils at Key Stage 1 to be extended and challenged to reach greater depth, particularly in literacy.

Attendance for disadvantaged pupils remains an area for improvement. The attendance rate for disadvantaged pupils was 91.5%, below the whole school figure of 95.4%. This was slightly below national attendance data which for disadvantaged pupils was 92.1%. This gap is being addressed as a result of a few key individuals' poor attendance. Improving attendance will continue to be a priority in the coming academic year, with focused support and early intervention for pupils at risk of persistent absence.

In conclusion, disadvantaged pupils made strong progress in Year 6 and showed positive individual outcomes in Year 2, particularly in literacy. However, ensuring greater depth attainment and improving attendance remain key priorities. The outcomes from this academic year will be used to refine our Pupil Premium strategy for 2025–2026, with a continued focus on raising aspirations, improving consistency and closing gaps in both attainment and attendance.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading Plus	Reading Plus
1stClass@Number	Edge Hill University Every Child Counts
Success@Arithmetic	Edge Hill University Every Child Counts

Alpha2Omega	Pearson Schools
Catch up Literacy	Catch up Literacy
Power of 2	1, 2, 3 Learning
Acceleread, Accelewrite	The School Psychology Service

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.