

Pupil premium strategy statement

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.

School overview

Detail	Data
School name	Horringer Court Middle
Number of pupils in school	301
Proportion (%) of pupil premium eligible pupils	19.87% (60 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-21 to 2022-23
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Matthew Fuller Director of Education
Pupil premium lead	Steven Palmer Headteacher
Governor / Trustee lead	Helen Sowerby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 72,820
Recovery premium funding allocation this academic year	£ 9,280
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	£ 82,100

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils and students, regardless of their background and experiences, make good progress and achieve to the best of their potential.

The focus of our Pupil Premium Strategy is to facilitate this by supporting disadvantaged pupils and students overcome their barriers to learning or ability to fully access the curriculum. When considering the term 'disadvantaged pupils' we include children who have a social worker, children who are in care or looked after as well as children we deem to be vulnerable based on our knowledge of their circumstances.

Quality first teaching is the central pillar of our approach to everything we do as a school. Our curriculum is designed to be accessible to all of our students and we believe the best place for children to learn is by being in the classroom with highly skilled and specialist teachers.

We understand the impact that Covid has had on all children but we are aware that disadvantaged children have been more impacted than their non-disadvantaged peers due in part to the digital divide. This strategy document forms part of our Educational Recovery Plan to address the impact of lost learning through the pandemic.

Our approach will be a response to common challenges whilst addressing individual needs. We have a number of assessment tools at our disposal to identify gaps such as PiXL and GLS. This enables us to provide specific, targeted therapies and interventions to address gaps rather than falling into the trap of making assumptions on the needs of disadvantaged children.

In implementing this strategy, we will ensure that:

- All children will be challenged in the work they are set
- We act early to intervene where and when it is needed
- Adopt a whole school approach with all staff taking responsibility for delivering the best outcomes for our children

Challenges

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

Challenge number	Detail of challenge
1	Assessments and observations in English support our belief that children arrive at Horringer Court with low levels of prior attainment. For many, including our disadvantaged children, the importance of Reading and Writing is not appreciated by parents, so consequently, reading at home is neglected.
2	Assessments and observations in Maths indicate that prior attainment is higher in Maths than in English. There remains a gap between Pupil Premium children and Non-Pupil Premium children
3	Attendance of PP children has become more of a challenge since the pandemic with families citing concern over Covid regulations as a reason to keep their children at home
4	Some families do not have access to ICT equipment or have the finances to purchase additional data for their broadband
5	Wellbeing - the wellbeing of those children living in poorer and/ or more chaotic households undoubtedly struggle more to access their learning than those not living in such conditions.

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
Progress indicators for PPG children are in line with the progress of non-PPG children	External and internal assessments indicate that progress of both groups is broadly in line with each other.
Children all have access to a broad range of literary texts	There is a wide range of relevant texts for all children to access in school and online using Curriculum Visions
Attendance reports show that PP children is broadly similar to that of the non-PPG group.	Evidence of reports shows no difference between PPG and Non-PPG. Strategies to improve attendance have proved successful
All children have access to the internet and online learning when at home.	All children that require a device to access online and remote learning are provided with a Chromebook
Well-being is a core thread in our educational offering and support	Structures put in place to have a whole school approach to well-being

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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tier 1 approaches: Employ staff to provide enhanced teacher in Year 6 and 7 for Maths and English. Year 6 is the smallest cohort but we have taken the decision to operate three teaching groups in foundation subjects	There is some evidence to support the impact of reducing class sizes. This will allow us to offer individualised instruction for the pupils and students.	1 and 2
A focus for our Professional Development this year is to develop Reading Comprehension strategies.	Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers;	1 and 2
Another focus will be to develop children's own understanding of Meta-cognition and self-regulation	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1 and 2

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

Budgeted cost: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tier 2 approaches: Appointment of Teaching Assistants and use of staff to deliver specific interventions	To provide some targeted interventions within a class or out of class. This is targeted at LPA at Key Stage 2 but also children in Year 8 in readiness for the transition to Upper School.	1 and 2
Use of low load teachers to deliver interventions to specific groups of children	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	

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

Budgeted cost: £10000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tier 1 approaches: As a school we liaise and work with Educational Welfare teams to monitor and flag poor attendance. Monthly attendance meetings are held to monitor overall attendance, but also to draw up action plans to support children with poor or declining attendance	Parental engagement is key if we are to challenge habits and views of families surrounding attendance https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	4
Use of money to provide access to ICT equipment	Homework has a positive impact particularly at Secondary age. Being able to access homework (e.g. Century) will encourage attendance and well-being https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	4
Use of PPG to support families to	Inclusion will improve well-being and attendance-leading to better outcomes for children.	3 and 5

allow children to take part in residential trips		
Tier 1. School has a clear and consistently implemented behaviour policy	Money is invested into Class Charts to help us monitor and implement the behaviour policy. Our behaviour management creates an environment where children feel safe and secure.	4
Tier 2. Pastoral support team meet regularly to provided universal and targeted support to children as needed.	School has identified a member of staff to undertake the Senior Mental Health Leader training funded by a grant from the DfE.	3 and 5

Total budgeted cost: £ 90000

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 2020 to 2021 academic year.

Since March 2020 education has been dominated by the Covid-19 pandemic. Prolonged periods of remote learning have had a profound impact on the ability of schools to implement the actions and strategies designed to meet the needs of disadvantaged pupils. The situation has been no different at Horringer Court and as a result, it has not been possible to implement and evaluate all planned strategies. Here at Horringer Court we have however continued with our tiered approach for the greatest impact. The strategies used include:

Teaching:

- Implementation of a vocabulary rich English curriculum, CUSP
- Explicit vocabulary instruction across the curriculum
- Use of disciplinary reading in foundation subjects
- Enhanced focus on Professional Development in Staff Meetings
- Co-operative learning approaches to develop excellent behaviours for learning.

Targeted Support:

- Enhanced well-being support for specific students
- Focussed interventions e.g. Toe by Toe for identified children
- Additional sets in Maths and English to reduce class sizes

Wider Strategies:

- Breakfast club for some of youngest disadvantaged children
- Emotional Literacy Support Assistant for all children needing emotional, mental health support.

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

Further information (optional)

The evidence-informed approach we have adopted is rooted in tackling educational disadvantage in the classroom. This is a long-term approach; it will be necessary and desirable for us to continue 2021-22 planned actions into the 2022-23 academic year and beyond. This is in line with EEF guidance on 'Putting Evidence to Work - A School's Guide to Implementation'. Planned activities and strategies need to be implemented effectively, over time. They need to be robustly evaluated and embedded to create sustainably positive outcomes for disadvantaged learners.

At Horringer Court we use a tiered approach to our Pupil Premium Strategy. Tier 1 involves strategies that support a universal approach to support all children whether they are eligible for Pupil Premium, classed as non-disadvantaged and those children whose families sit just above the Pupil Premium eligibility. Tier 2 strategies are far more targeted and specific approaches used with individuals or smaller groups of pupils.