



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	Horley Infant School
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	14.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/2024
Date this statement was published	Autumn 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Jason Walters Headteacher
Pupil premium lead	Debra Povey-Chatterton Deputy Headteacher
Governor	James Townsend

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£47,775
Recovery premium funding allocation this academic year	£3,726
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£51,501

Part A: Pupil premium strategy plan

Statement of intent

At Horley Infant School, our objective for all pupils, including those who are disadvantaged, is rooted in our school vision:



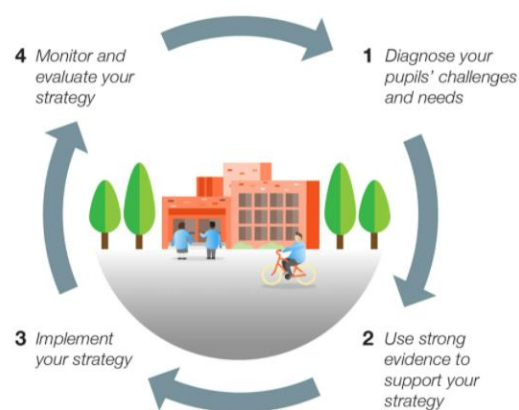
Governors' Vision

To grow an outstanding learning community where we embrace and nurture the individual
Everyone will have the confidence to embark upon future challenges
Inspiring all to achieve

Pupil Premium Funding is allocated to improve education outcomes for children who are eligible for free school meals, pupils who have been adopted from care or have left care and those children who are looked after by the local authority. However, we also consider the challenges faced by all pupils, such as those who have a social worker and younger carers. Therefore, the activities outlined in this strategy are intended to support their needs, regardless of whether they are disadvantaged or not.

We recognise that a pupil's journey through our school is short. Therefore, to ensure that pupils are confident to embark on future challenges and achieve, our goal is to close the gap by the end of Year 2 and for all children to have their needs met. This is determined through early identification followed by Quality First Teaching (QFT) and evidence-based interventions to ensure any gaps are narrowed over time.

Through our close relationship with our main feeder school, early identification and intervention in Early Years Foundation (EYFS) and Key Stage One (KS1) means that this can continue for individuals through their Key Stage Two (KS2) journey. Our pupil premium strategies is grounded on research from the Education Endowment Foundation (EEF) and is an integral part of our school development planning. Our strategy spans a three-year period which includes ongoing monitoring and evaluation in annual cycles. To develop our strategy, we have considered the following four steps;



1. Challenges and needs of the children
2. Strong evidence to support our strategy
3. Implementation
4. Monitoring and evaluation

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. To guide us on how best to use the school's resources to improve the attainment for our pupils, we have considered evidence on what will have the most impact using educational research such as The Sutton Trust-EEF Teaching and Learning Toolkit. As a school, we are always striving to identify ways to spend our funding allocation more effectively, by being forward-thinking and keeping up to date with current research and using evidence-based approaches to inform us.

To ensure our approaches are effective we will:

- Ensure disadvantaged pupils are challenged in their learning
- Act early to intervene at the point the need is identified
- Take a whole school approach in which all staff take responsibility for disadvantaged pupil's outcomes and raise expectations of what they can achieve

Challenges

Challenge number	Detail of challenge
1	Impact of COVID; all children have had different experiences which have impacted on their attainment due to the significant amount of missed learning time.
2	Some children have underdeveloped behaviour for learning skills and social and emotional understanding and as a result, this impact learning opportunities due to low level disruption.
3	A significant proportion of children are entering school with speech, language and communication needs. Diagnostic screening indicates many children, including those who are disadvantaged present with under developed oral language skills, vocabulary gaps, receptive and expressive language delays and speech sound production difficulties.
4	Some pupils have lower levels of basic English and Mathematical skills and therefore are not achieving their full potential.
5	Social, emotional and mental health needs are a barrier to learning and reaching their full potential for some children.
6	Some families need support to ensure their children can fully access school life and are ready to learn: having breakfast, owning a school uniform, attending school trips and clubs, having the right technology to access learning from home.

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 among disadvantaged children.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils with the expectation that all disadvantaged pupils GLD in-line with or above National average for 'all' children, with a particular focus on strengthening achievement in the Early Learning Goals for Communication and Language and Personal, Social & Emotional Development.
Early identification of needs to inform evidence-based intervention to support closing any gaps.	Diagnostic assessments provide areas of development and support in early identification.
Improved phonics screening check results	Year One phonics screening check results show all disadvantaged pupils meet or exceed the pass mark.
Improved reading attainment among disadvantaged pupils.	KS1 reading outcomes show that all disadvantaged pupils meet or exceed the National average for all pupils.
Improved maths attainment for disadvantaged pupils at the end of KS1.	KS1 maths outcomes show that all disadvantaged pupils meet or exceeded the National average for all pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teachers • an improvement in learning behaviour and engagement

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: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p>	<p>2, 3, 4 and 5</p>
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 4</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Introduction of Maths Mastery via NCETM</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS1 and KS2 publishing.service.gov.uk</p>	<p>1, 4</p>

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 3 and 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 4
Evidenced based interventions targeted at disadvantaged pupils who require further support in attaining the reading, writing and mathematical skills. School-Led Tutoring offer for all disadvantage Children	Teaching assistants can provide a large positive impact on learner outcomes. Positive effects have been found where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period of time, and linking to classroom teaching: Teaching Assistant Interventions Teaching and Learning Toolkit Education Endowment Foundation EEF	1, 2, 3, 4 and 5
Emotional literacy sessions targeted at disadvantaged pupils	Social and emotional learning has a moderate evidence base. Targeted approaches are typically higher than universal approaches but effective	1, 2, 3, 4 and 5

who require further social and emotional support.	implementation is likely to require a combination of the two: Social and emotional Learning Toolkit Strand Education Endowment Foundation EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,501

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.</p> <p>Implementation of Outdoor Play and Learning (OPAL)</p>	<p>Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	1, 2,
<p>Contingency fund for acute issues.</p> <p>School Uniform Offer in-line with School Uniform Policy</p> <p>Focus on attendance</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set an amount of funding aside to respond quickly to needs that have not yet been identified.</p>	All

Total budgeted cost: £51,501

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 2021 to 2022 academic year.

This is the first annual review of our new pupil premium strategy; we know that research tells us that change happens over time and that carefully selected activities and interventions are the key to success. For this reason, our strategy is based on a 3-year journey of change. We have reduced the amount of focused activities and therefore it is important that what we do, we do well and consistently well. This review will outline the progress that we have made on our 3-year journey so far linked to the outcomes that we are aiming for by the end of our current strategy plan in 2024.

This year we have focused on the following four areas of our strategy:

- Purchase of a [DfE validated Systematic Synthetic Phonics programme](#) to secure stronger phonics teaching for all pupils.
- Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.
- Emotional literacy sessions targeted at disadvantaged pupils who require further social and emotional support.
- Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.

We purchased Little Wandle, Letters and Sounds validated systematic phonics programme to secure stronger phonics teaching. The introduction of the programme has been led by our English Leader who is also a member of our Senior Leadership Team (SLT). The roll out of the programme has taken a high priority in school and is part of our School Development Plan (SDP). We decided to implement the programme over a period of 3 years, introducing it to one year-group at a time.

The early signs indicate that the Little Wandle programme is having a positive impact on phonics, early reading and writing. Although we do not have any data to share at this review, we will have our first measure of how successful the scheme and phonics teaching is once we have analysed the results from the Phonics Screening Check (PSC) 2023; this will be the first cohort of children to have received the Little Wandle Programme from the beginning of Reception. However, our anecdotal evidence and teacher assessment indicates that we are expecting to see an improvement in our PSC results; this is based on our end of year EYFS data (2021-2022) where we have a 19%

increase of disadvantaged children achieving GLD with significant improvement across reading and writing.

We recognised that speech, language and communication skills are crucial to learning across the curriculum as well as social and emotional development; we have continued to prioritise this area and strengthen our already robust offer. We have purchased Language Link which is a screening tool as well as a targeted intervention; we use Language Link to screen every child in Reception and children starting mid-year. We triangulated this screening tool with a speech sound screener and teacher observation to support our early identification. We then created a pathway approach for each child needing intervention beyond QFT; this was facilitated by our highly skilled teaching assistant who works closely with both the Surrey Speech and Language Therapists and the independent Therapist we employ to further enhance our offer. We have found that we are identifying a number of children with significant Speech, Language and Communication Needs (SLCN) as well as children without SEND but who have a limited vocabulary and grasp on language. Through screening all children, teachers are able to clearly understand the needs of the cohort as well as individual children and intervene accordingly.

We have now recruited and trained an Emotional Literacy Support Assistant (ELSA) to support children with social, emotional and mental health (SEMH) needs. We now have the capacity to support all children needing ELSA. The ELSA offers individual and focused small group sessions and is responsive to specific needs; they work closely with class teachers and parents to monitor impact and evaluate sessions. Our ELSA offer has been redeveloped as our previous offer provided challenge with meeting the needs of the pupils as well as the organisational demands of the school; our offer now consists of a daily ELSA focused lunch-club and five afternoons of ELSA support to pupils who needs it.

Finally, this year we have focused on CPD linked to behaviour; all staff, including teachers, teaching assistants, Mid-day supervisors and play workers, have taken part in Restorative Approach training and Positive Touch training. This important work has equipped all staff to be able to deal with behaviour effectively and quickly in-line with our Behaviour Regulation Policy.

What is next?

This academic year we are building on the implementation of Little Wandle, Letters and Sounds and rolling the programme out in Year One. We have also purchased the Little Wandle, Rapid Catch-Up programme which is being implemented in Year Two targeted at disadvantaged pupils who require further support in attaining phonics, reading and writing skills.

Last year we touched on Maths Mastery; this year we are prioritising mathematics in school through a mastery approach so that the coherently planned and sequenced curriculum provides sufficient knowledge and skills for KS2.

Lastly, we are also building on our ELSA work through the implementation of the Outdoor Play and Learning programme (OPAL); to enhance the schools' mental health offer so that children have access to high pastoral support and rich experiences and can therefore keep mentally healthy.

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
Infant Language Link	Speech Link