



West Horndon: Pupil premium strategy statement (primary) 2020-2021

• Summary information						
School	West Horndon Primary School					
Academic Year	2020--2021		Total PP budget	£25,080	Date of most recent external PP Review	June 2016
Total number of pupils	142		Number of pupils eligible for PP	19	Date for next internal review of this strategy	October 2020
• Current attainment						
			Pupils eligible for PP (National Average)	Pupils not eligible for PP (national average)		
% achieving expected level or above in reading, writing & maths (or equivalent)			No data available due to Covid 19		No data available due to Covid 19	
1. Barriers to future attainment (for pupils eligible for PP)						
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>						
A.	Some of our pupils experience difficulties with their mental well-being which impacts on them having, good mental health, good self-esteem, strategies to stay mentally healthy, positive recent life experiences, a digital/real life balance and develop character					
B.	Some of our pupils lack an ability to problem solve which hinders, independence, organisational skills, resilience, growth mind set and personal responsibility					
C.	Some of our pupils lack social skills which prevent them from demonstrating, confidence when speaking in a range of social contexts, an understanding of how to adapt their speech across audiences, table manners and etiquette, appropriate manners and courtesy and social confidence					
D.	Some of our pupils lack global identity which can mean they struggle to have a sense of where they live, geographical knowledge, a pride in their heritage and an awareness of the diversity in their community, the UK and the wider World					
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>						
E.	Some of our pupils lack aspiration, which hinders ambition, the desire to challenge themselves and have pride in their work					
F.	Attendance					

2. Desired outcomes		How they will be measured	Success criteria
A.	Pupils will be able to return to school successfully, with strategies and support in place to ensure any difficulties with their mental well-being are addressed	Ongoing dialogue between SENCo and staff regarding any concerns with pupils. SENCo available to work with parents on any concerns highlighted.	A full recovery curriculum is in place and being delivered successfully by all staff for all pupils
B.	Pupils will develop their confidence and be able to demonstrate resilience and problem solving skills across the entire curriculum and beyond	Personal development strand of assessment system	Progress shows in data for relevant strands. Less referrals for mental wellbeing services
C.	Children will develop good social skills, including developing a wide vocabulary. They will be able to apply these skills in differentiated ways across a variety of circumstances to a range of audiences.	Pupil progress meetings, speaking and listening targets. Feedback from a range of audiences including visitors	Depth of Learning shows progress in English (presenting work), personal development Speaking and listening targets in EYFS curriculum and the personal development strand on Depth of Learning assessment are met. Positive feedback from visitors and or adults on educational visits
D.	Pupils will develop their identity and understanding of the world so that they are able to infer meaning from what they read and experience across the curriculum.	Progress across the curriculum through assessment on Depth of Learning	Pupils can talk confidently about their heritage They will be able to identify places on a map, including where they or their family originate from Pupils demonstrate tolerance and understanding that people may have different beliefs and practices to them

• 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					
• 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?
Pupils will develop their confidence and be able to demonstrate resilience and problem solving skills across the entire curriculum and beyond	SEND & Inclusion Manager to be employed 1 extra day per week to run Forest School sessions and manage interventions, liaise with parents to try to improve attendance etc.	By extending SEND & Inclusion Manager to 3 days has previously provided opportunity for Forest School which helps develop confidence, build self –esteem, encourage resilience and promote problem solving and independence. It also allows opportunities for speaking and listening and provides experiences in the natural world which build cultural capital.	SENCo timetabled to deliver Forest School regularly across some classes and manage other Forest School leads delivering for other classes	Julia Bolton	Termly during Pupils progress meetings
Children will develop good social skills, including developing a wide vocabulary. They will be able to apply these skills in differentiated ways across a variety of circumstances to a range of audiences.				Matt O’Grady	Weekly informal feedback to class teachers about progress pupils have made in sessions linked to all areas but with an emphasis on social skills and problem solving
Pupils will develop their identity and understanding of the world so that they are able to infer meaning from what they read and experience across the curriculum.				Forest School leaders	Planning in place that links Forest School to curriculum, including recovery curriculum and 50 things
Pupils will develop their confidence and be able to demonstrate resilience and problem solving skills across the entire curriculum and beyond	Purchase of one school onsite Clicker 8 licence	The use of Clicker 8 will allow pupils who are struggling with writing to record their ideas. Clicker 8 is now available as a home licence and will support homework and home learning, should we need to set this for pupils	Training identified and booked for staff SENCo to work with JOSKOS to ensure Clicker 8 is installed on all devices	SENCO JOSKOS	Termly
total budgeted cost (a)					£11,885.00

• Targeted support					
	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?
Pupils will develop their confidence and be able to demonstrate resilience and problem solving skills across the entire curriculum and beyond	Third Space Learning Online 1:1 Maths tuition (15x pupils @£199.00 per term per pupil * <i>part paid through Catch Up funding</i>)	Evidence shows that pupils make good progress in this subject area and gaps in knowledge and understanding are closed	The sessions run weekly and are pre booked on the calendar. A designated member of staff oversees the sessions. The overview of the whole approach is managed by SEND & Inclusion Manager.	SENCo	Termly through pupil progress meetings, focused particularly on Mathematics progress
	LSA to support Third Space 1 x hour per week	(this is needed as bubbles cannot be crossed)	As above	SENCo/finance	As risk assessment for Covid19 is amended
Pupils will demonstrate good learning behaviours reflective of individuals with ambition	Tablet devices for PPG pupils to be able to access homework an online learning	If pupils are able to access what they need to be able to move forward with their learning they will be motivated to do so	SENCo to track and monitor PPG pupils register to ensure all eligible pupils have the equipment they need	SENCo, Finance Manager, ICT technician	Termly register check against SIMs pupil's information Stock in place to support any further lockdown
total budgeted cost (b)					£11,231.76 <i>(- catch up £4378.00)</i> £6853.76

• Other approaches,					
	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?
Pupils will demonstrate good learning behaviours reflective of individuals with ambition	Allowing opportunities to support pupils as needs arise is vital to well-being and this will be reflected in the learning	Use of the contingency fund has proved vital in supporting pupil needs as they arise for such things as educational visits and specialist equipment	Ensure discussion between SENCo and Head teacher take place in making decisions on expenditure	SENCo	
					£6,000
Total budgeted costs (a+b+c)					£24,738.76

• **Review of expenditure**

Previous Academic Year 2019-2020	In the financial year 2019/2020 the school fixed a budget of £26,400 PP for 20 eligible pupils. This only identified the budget we expected to receive and was subject to change throughout the year as Local Authorities release funding termly and funding does not transition with the child between schools and therefore maybe gained or lost accordingly within the academic year. The money was assigned to meet the needs of pupils as follows:
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• **Quality of teaching for all**

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>Pupils will develop their confidence and be able to demonstrate resilience and problem solving skills across the entire curriculum and beyond</p> <p>Children will develop good social skills, including developing a wide vocabulary. They will be able to apply these skills in differentiated ways across a variety of</p>	SEND & Inclusion Manager to be employed 1 extra day per week to run Forest School sessions and manage interventions etc.	<p>This year more than ever having the SENCo in place to support pupils through the Covid 19 pandemic has been vital. Although not the planned outcomes, use of PPG to cover extra hours needed for the SENCo to work, have been needed to allow disadvantaged pupils to access contact with school and for their families to be supported too.</p> <p>Preparation for the return to school and implementation of a recovery curriculum, have been vital in enabling all pupils to come back into school successfully.</p>		£7461.15

circumstances to a range of audiences.				
Pupils will develop their identity and understanding of the world so that they are able to infer meaning from what they read and experience across the curriculum.				
Subtotal (a)				£7,461.15
• Targeted support				
	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Pupils will develop their confidence and be able to demonstrate resilience and problem solving skills across the entire curriculum and beyond	Third Space Learning Online 1:1 Maths tuition	Evidence shows that pupils made good progress in this subject area and gaps in knowledge and understanding are closed	The session ran weekly, even throughout lockdown, although not all disadvantaged pupils were able to access them. It needs to be considered that children need a laptop to access Third Space, this can be difficult as many pupils only have tablet devices at home	£10,199.49
Pupils will demonstrate good learning behaviours reflective of	Tablet devices for PPG pupils to be able to access homework an online learning	Covid19 closures meant more than ever pupils needed devices to access work that was being set by the class teachers from home. Unfortunately, due to closures we were not able to access the IT support we use to manage ordering devices and setting them up for pupils, therefore some pupils were not able to access		£791.15

individuals with ambition		everything. A stock of devices has been ordered since school returned and these are being set up and handed out to try to ensure all children have what they need.		
Subtotal (b)			£10,990.64	
• Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	
			Cost	
Pupils will demonstrate good learning behaviours reflective of individuals with ambition	By supporting pupils well-being through timetables regular mindfulness sessions	Mindfulness sessions were working well prior to lockdown and school closures. Although sessions were not able to continue during this time we were able to access some of Mellow Moments services to support pupils and staff through Zoom.	Monitoring staff well-being was as important as monitoring pupils. Allowing them to access services through Mellow Moments enabled them to better support pupils need as they arose	
	Allowing opportunities to support pupils as needs arise is vital to well-being and this will be reflected in the learning	Use of the contingency fund provided equipment and resources for interventions in the autumn 2019 term and into the spring 2020 term before lockdown	Milk uptake was not extensive and should be considered on an individual basis going forward 5-minute box intervention purchased Sensory equipment purchased	
	Subtotal (c)			£910.00
	Total expenditure 2019-20 (a+b+c)			19,361.79
Carried fwd			7038.21	

- **Additional detail**

2019-2020 was an unprecedented year due to the Covid 19 pandemic. The nation experienced a lock down and schools were closed to all pupils except the most vulnerable and key worker children. There were no expectations that parents would send their children to school, even though some of the most disadvantaged pupils may have benefited from time in school, parents were at liberty to make the choice, based on what they thought was safest. Overall some pupils, including PPG pupils missed over 3 months of formal schooling.

The impact of school closures on all pupils is not just measurable in terms of academic abilities but also in terms of pupil health and mental well-being. As such since a return to school in September there has been a focus on children mental health and the inclusion of a recovery curriculum to support pupils through the transition back into school. This is ongoing as school may not operate in the same way as prior to lockdown and pupils may need support to manage this.

At West Horndon we are proud to host an Enhanced Provision for Pupils with Speech and Language disorders. We can host up to 20 pupils from Year R to Year 6. These children often join our school at various points throughout the year and as such cause the data for particular year groups to fluctuate quite substantially. The nature of the SEN for these children, being based around language often means they have significant difficulties with learning to read and write in the first instance and even when they begin to overcome this, have huge strides to make in terms of closing the gap with their attainment in these subject areas. Obviously within this cohort the percentage of pupils that are disadvantaged can also vary considerably and can therefore have impact on end of Key Stage outcomes. In the report above the percentages are given for whole school, including the Enhanced Provision and also for mainstream only. The remit of the provision is to hopefully meet the language needs of these pupils so that they are able to return to their local mainstream provision before they reach upper Key Stage Two. This again impacts the data, as children may be included in Key Stage One data, with their complex needs causing a negative impact, but by the time they have developed beyond their speech and language needs and made significant progress in their data they are no longer part of our cohort.

It is also worth noting that West Horndon is a relatively small school with currently only 142 pupils on roll. As such, we have a low number of disadvantaged children eligible for Pupil Premium. One child in any year group is worth a significant percentage, which can also cause the data to be skewed either favourably or unfavourably, if they achieve or fail to achieve age related expectations (ARE). This can be reflected in the end of Key Stage data. This is especially so where these children are also placed in the Enhanced Provision with complex needs and therefore do not achieve ARE in the core subject areas. What the data does not reflect is the huge progress these children make in terms of self-esteem and confidence and of course speech and language development.