

Pupil premium strategy statement – New Horizons Primary School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	551
Proportion (%) of pupil premium eligible pupils	42.1%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Anna Webb (Deputy Director TSAT Primaries Portsmouth)
Pupil premium lead	Jack Jones (Head of School)
Governor / Trustee lead	Hannah Powell (staff governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£304,095
Recovery premium funding allocation this academic year	£33,640
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0

<p>Total budget for this academic year</p> <p><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i></p>	<p>£337,735</p>
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Part A: Pupil premium strategy plan

Statement of intent

New Horizons Primary school serves a diverse seaside, inner-city community. Amongst our ward within Portsmouth, deprivation is high and many local factors provide complex barriers for our families.

The single most important thing we strive to do is understand the individual needs and barriers for our disadvantaged children and their families. We truly believe that supportive relationships are the single, most important intervention that some children and families benefit from, making generic assumptions about poverty and ability is damaging. At New Horizons, our 'stars first' approach ensures that everyone is committed and accountable to tackling educational disadvantage.

Our stars first principles are:

- 1) **High expectations and inclusive** teaching are imperative. Classrooms provide challenge and support through building **trusting relationships**.
- 2) We embrace a **relationships-based** approach within our school. We recognise and put these relationships at the centre of what we do.
- 3) Our approach to teaching metacognition builds **life-long learning habits** such as resilience, self-regulation and resourcefulness. Children build self-esteem and confidence through **successful** engagement with **high-quality, challenging** tasks.
- 4) We continue to target our funding on additional support staff to deliver **interventions** that raise attainment in speaking and listening, reading and maths. This is supported by external experts such as our resident speech and language therapists.
- 5) Our wider curriculum is planned to deliver **total curriculum equity** and widen the life experiences of our disadvantaged children, including access to the arts.
- 6) We **safeguard** children from being exposed to wider barriers and local factors through the support of **experts**. Including Educational Psychologist, school nurse and a Mental Health Support Team.
- 7) Open the discussions around **aspirations** with our children and provide knowledge of various educational routes and opportunities for different **aspirations** outside of the local area, including further education.

Challenges

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

Challenge number	Detail of challenge
1	<p>1. <u>Lower than expected starting points.</u></p> <p>1.1. Lower than average in starting points when joining Reception in oracy, numeracy, speech and language and literacy skills. As evidenced by teacher assessments, observation and data.</p> <p>1.2. Transitions between early years settings and school are not yet seamless, particularly from wider feeder nurseries. This leads to additional challenges in meeting expectations such as attendance.</p> <p>1.3. Children are presenting with gaps in fine motor, basic self-care (including toileting) and emotional regulation skills.</p> <p>1.4. Children are reaching KS2 with gaps in their learning through missed education.</p>
2	<p>2. <u>The access to Cultural Capital Experiences</u></p> <p>2.1. There is a challenge in accessing affordable activities linked to cultural capital and access to the arts.</p> <p>2.2. The availability of outside of school provision due to social-economic barriers.</p> <p>2.3. First-hand experiences within the local community, is a barrier to pupils first hand knowledge. Many of our children have never visited the beach in Southsea.</p>
3	<p>3. <u>Phonics and Early Reading</u></p> <p>3.1. Limited access to quality texts at home.</p> <p>3.2. Low starting points within early reading.</p> <p>3.3. Opportunities for reading outside of school due to closure/reduction in opening hours of local libraries.</p> <p>3.4. Impact of speech and language skills on early reading due to SEN and low starting points.</p>
4	<p>4. <u>High level of SEND and Mental Health needs.</u></p> <p>4.1. Due to missed or disrupted early childhood experiences children have, they do not always have the early play skills they need to be successful with their peers.</p> <p>4.2. Social-economic barriers and access to mental health support services means that our children and families do not always receive the support that they need from primary care services.</p>

	<p>4.3. High numbers of pupils with additional SEN/D needs who need support that is above that offered within our Ordinarily Available Provision (OAP)</p> <p>4.4. High numbers of pupils requiring direct support from outside agencies such as an educational psychologist, MABs, counselling and speech and language therapists.</p> <p>4.5. High numbers of pupils who have mental health needs that require ongoing emotional support and support from the mental health in schools team.</p> <p>4.6. Low social skills due to neurodiversity that can cause high numbers of peer-to-peer conflict.</p> <p>4.7. Pupils with difficulties with resilience due to gaps in their social skills and mental health difficulties.</p>
5	<p>5. <u>Attendance</u></p> <p>5.1. 18% of pupil premium children are classed as Persistent Absentees (PA)</p> <p>5.2. High transient student population due to volume of social housing.</p> <p>5.3. We are a school of choice for children who are PP which means that many travel from outside the local area adding additional barriers.</p> <p>5.4. Many of our students with low attendance have parents/carers with mental health difficulties and/or social care involvement.</p>
6	<p>6. <u>Attainment of PP pupils Vs Non-PP pupils for end of key stage outcomes</u></p> <p>6.1. Non-PP pupils performed 19% higher than PP peers in Maths, whereas GDS was 1% difference.</p> <p>6.2. End of KS2 outcomes for writing EXS+ demonstrated 8% difference where non-PP pupils performed higher.</p> <p>6.3. No pupils achieved GDS in writing at the end of KS2.</p> <p>6.4. PP pupils attained 6% lower than non-PP pupils EXS+ for writing at the end of KS2; GDS 2% difference.</p> <p>6.5. EXS+ for KS1 maths outcomes demonstrates non-PP pupils attaining 16% higher and 18% higher for GDS. 0% of PP pupils achieved GDS in maths.</p> <p>6.6. EXS+ for KS1 writing outcomes demonstrates non-PP pupils are attaining 18% higher than PP pupils with 0% of the cohort reaching GDS.</p> <p>6.7. EXS+ for KS1 reading outcomes demonstrates non-PP pupils are attaining 12% higher than PP and 8% higher for GDS.</p>
7	<p>7. <u>Aspirations for the future</u></p> <p>7.1. Exposure to pathways for the future outside of local area.</p> <p>7.2. Understating of educational offers and routes into employment/wider opportunities.</p>

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.

Challenge number	Intended outcome	Success criteria
1	Improving oracy, numeracy, speech and language and literacy skills so that pupils are able to access the whole curriculum.	<ul style="list-style-type: none"> Specifically identified the gaps in each year group. Assessments used will demonstrate a reduction in gap or will be in line with national averages. Pupils will be identified with below average reading ages. Interventions applied will demonstrate positive progress. Pupils will develop clear, fluent speech and have made progress within their early social skills. Teachers will recognise increase confidence in pupils' ability to read and or speak in front of others within early years. An improved early year setting to school transition processes which is explicit in expectations for attendance and behaviour. A reduction in number of social disputes within early years during unstructured times. Children having secure, basic handwriting skills as they enter Year 1.
2	Increase opportunities for students to take advantage and engage with creative, cultural and real-world experiences across the year.	<ul style="list-style-type: none"> Increase number of students engage in extra-curricular activities. Increase number of students taking part in trips and experiences. Increase the number of opportunities for children to explore and learn within their local area and community.
3	Increase in number of pupils achieving age related expectations within reading and phonics.	<ul style="list-style-type: none"> Successful implementation of new phonics scheme to boost pupils' progress. Increase number of pupil achieving pass mark at the Year 1 phonics check.

		<ul style="list-style-type: none"> • Increase in number of pupils achieving age related expectation at the end of Year 6. • Closing of gaps between PP and non-PP pupils for reading and phonics outcomes. • Developed and implemented home-reading strategy including the provision of appropriate banded texts until they reach free reader status to take home. • Workshops for parents/carers to support reading, including new phonics scheme, will have taken place and parents/carers will be reading more regularly at home. • Strong liaison with transition partners, to ensure there is a collaborative and consistent approach to the teaching of phonics.
4	<p>Every child is able to access the appropriate level of support which matches their specific need in a timely and effective manner.</p>	<ul style="list-style-type: none"> • Clear progress for individuals from their starting points through accurate provision. • Clear and accurate provision map shared with all stakeholders. • Use of structured and measurable interventions over an agreed period to evaluate impact. • Provisions are regularly (1 full term) reviewed to ensure that they are appropriate and well-matched to the needs of the pupils. • Needs are swiftly and accurately recognised through collaboration with outside agencies, resulting in accurate individualised provision. • Increase in staff confidence and knowledge around specific needs, resulting in a higher level of provision for the children. • Parents/carers are regularly (12 weekly) updated on progress and are part of the decision-making process. • Reduction in the number of incidents recorded in school, due to the accurate and proactive deployment of resources. • Increase outcomes through GLS assessments to understand the impact on pupils' resilience.

5	Students are accessing quality first teaching through their improvement in attendance and punctuality to lessons.	<ul style="list-style-type: none"> • Reduction in number of pupils classed as Persistently Absent (PA) • Increase in attendance figures to at least meet national expectation. • Improved relationships with families to ensure that school are aware of any arising barriers proactively, resulting in a positive impact on attendance. • Multi-disciplinary approach is embedded to have a positive impact on pupils' attendance.
6	Narrowing of the gap between PP and non-PP pupil's attainment at the end of KS1 and 2.	<ul style="list-style-type: none"> • Gap between PP and non-PP pupils EXS+ will positively decrease at end of Key Stage 1 and 2 across reading, writing and maths. • Increased number of pupils achieved GDS in writing at both Key stage 1 and 2 outcomes.
7	Raise aspirations for all our young people to widen their future opportunities and experiences beyond the local area.	<ul style="list-style-type: none"> • Pupil voice demonstrates a shift in their aspirations over time. • Parent voice demonstrates clear aspirations for their children to achieve. • Increase in opportunities for children to directly hear from a wide range of careers and fields. • Launch of a new PHSE curriculum which will incorporate improved careers discussions.

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: £216,645

Activity	Evidence that supports this approach	Challenge number(s)
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<p>Training for staff – general CPD and subject knowledge enhancement</p> <p>Phonics *</p>	<p>EEF-Effective-PD-Recommendations-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE REVIEW DIGITAL.pdf (website-files.com)</p>	<p>1.1, 1.2, 1.3, 1.4, 3.2, 3.5, 6.1, 6.2, 6.3, 6.4, 6.5</p> <p>4.1</p>
<p>Recruitment and retention*</p>	<p>Reducing school workload - GOV.UK (www.gov.uk)</p>	<p>All</p>
<p>Specialist music teaching*</p>	<p>Arts-for-every-child-CLA-Social-justice-briefing.pdf (culturallearningalliance.org.uk)</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>2.1, 2.2, 2.3, 3.1, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 7.1, 7.2</p>
<p>PIXL *</p>	<p>Rapid Evidence Assessment summary.pdf (educationendowmentfoundation.org.uk)</p>	<p>All</p>
<p>Coaching, mentoring & CPD*</p>	<p>EEF-Effective-PD-Mechanisms-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	<p>All</p>
<p>PHSE curriculum*</p>	<p>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>2.2, 2.3, 1.3, 4.1, 4.2, 4.7, 7.1, 7.2</p>
<p>Music service SLA for PPA</p>	<p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>2.1, 2.2, 2.3, 7.1, 7.2</p>
<p>Doodle*</p>	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Case Studies Doodle</p>	<p>1.1, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7.</p>
<p>TTRS & Numbots*</p>	<p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p> <p>Times Tables Rock Stars - Page Site (trockstars.com)</p> <p>Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1.1, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7.</p>
<p>Behaviour and wellbeing support officer*</p>	<p>Self-regulation strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Behaviour in Schools Evidence Review.pdf (educationendowmentfoundation.org.uk)</p>	<p>1.1, 1.2, 4.1, 4.2, 4.4, 4.5, 4.6, 4.7,</p>

		5.2, 5.4, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7.
<i>Attendance officer</i>	Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	5.1, 5.2, 5.3, 5.4, 7.1, 7.2
<i>ELSAs *</i>	Self-regulation strategies EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk) The ELSA Project in Two Primary Schools: Reflections from Key Stakeholders on the Factors that Influence Implementation - UCL Discovery	1.1, 1.2, 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4, 7.2

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

Budgeted cost: £62,310

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Speech and language therapy SLA*</i>	EEF SEND Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)	1.1, 1.2, 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 5.3
<i>Educational Psychology SLA*</i>	EEF SEND Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)	1.1, 1.2, 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 5.3
<i>Speech and language Learning Support Assistants*</i>	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1.1, 1.2, 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 5.3
<i>Phonics software*</i>	Phonics EEF (educationendowmentfoundation.org.uk) Early literacy approaches EEF (educationendowmentfoundation.org.uk) Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.4, 3.5, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7.

<i>Multi-agency Behaviour Service (MABS)*</i>	Self-regulation strategies EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1.1, 1.2, 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 5.3
<i>Thinking Tuition*</i>	Making a Difference with Effective Tutoring EEF (educationendowmentfoundation.org.uk)	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.4, 3.5, 4.1, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7.

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

Budgeted cost: £58,780

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Coastguards*</i>	Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	1.1, 5.1, 5.2, 5.3, 5.4,
<i>Digital, sports, arts culture transport offsite*</i>	Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk) Aspiration interventions EEF (educationendowmentfoundation.org.uk) Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	2.1, 2.2, 2.3, 3.1, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 7.1, 7.2
<i>Open Box*</i>	Aspiration interventions EEF (educationendowmentfoundation.org.uk) Arts participation EEF (educationendowmentfoundation.org.uk) Workshops Openbox (openboxtheatre.co.uk)	2.1, 2.2, 2.3, 3.1, 5.2, 5.3, 7.1, 7.2
<i>Additional SENDCo Time*</i>	Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) Self-regulation strategies EEF (educationendowmentfoundation.org.uk)	4.1, 4.2, 4.3, 4.5, 4.6 4.7, 5.1, 5.2, 5.3, 5.4,



NB: * indicates those activities approved in the PP Guidance document “Menu of Approaches”

Total budgeted cost: £337,735



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of 22-23 pupil premium strategy, against challenges that were set in previous strategy:

1. Lower than expected starting points on arrival.

Use of interventions to ensure that the gap between PP and non-PP pupils continues to closure. Interventions have ensured that children do not dip in expected attainment. Percentage of children GLD has increased and is up 11%. The gap between PP and non-PP pupils has decreased during the academic year and now sits a 4% for listening, attention and understanding and 8% for speaking.

2. The Lack of Cultural Capital Experiences

High number of children attending these events and parents/carers making contributions towards this. Introduction of dedicated music room in September 2022. Continued progress made against Arts Mark and currently developing Cultural Capital Passport.

3. Gaps in Phonics and Early Reading

Significant investment in new Phonics SSP – Floppy Phonics – to increase accessibility of well-matched resources. Work is still on-going to ensure fidelity to the scheme through rigorous monitoring. 8% increase in number of pupils meeting phonics check standard from 21-22. 74% of PP pupils met the expected standard for phonics at end of Year 1. Increase in 12% for pupils attaining expected standard in phonics by the end of Year 2 to 86% total.

4. High level of SEND and Mental Health needs

Implementation of Individual Education Plans (IEPs) that are being reviewed termly alongside SEN Team and class teachers. Development and implementation of clear SEMH and speech and language pathways to ensure that individuals are getting the appropriate support. Increase number of pupils now accessing specialist provision via single or dual registration.

5. Attendance gap

Data demonstrates that there is a 4% fall in children who are pupil premium and persistently absent from 23% to 19% year on year. Further strategies are in place to enable a high support, high challenge with families who have barriers to their child(ren's) attendance. Further development is needed to reduce the risk of specific sub-groups within our pupil premium persistent absentees, in particular pupils who are pupil premium and SEN Support. A development strategy is being developed to look at this with our Regional Inclusion Lead and our Attendance Improvement Co-ordinator.

6. Digital divide

Increase in enrichment opportunities for pupils to access technology in school has had a positive impact. Number of pupils who have not got regular access to the internet outside of school has decreased and there has been an increase in the number of opportunities for pupils to access online platforms within the school day, including at lunch time and homework club. Annual Doodle impact report demonstrates that 70% of the school are regularly in the green and amber zones; children not reaching this are being targeted within school hours by year group teams. Lessons linked to online safety have raised the profile, but pupil voice, particularly in upper KS2, has recognised that further work is needed within this area to fully support pupil's understanding of the associated risks with online presence.

7. Parental engagement

Parental engagement across the school has increased. Number of parents/carers attending school-based events is up significantly on the same period last year; this includes attendance to workshops for Doodle, Phonics and Times Tables. Number of parents/carers reading and accessing the monthly Sway newsletter has increased by 15% year on year. Number of children accessing top-up clubs has increased, particularly for Year 6 booster sessions.

8. Attainment gap PP Boy V Girls.

Gap between boys' and girls' attainment in maths has reduced and is now 2%. Girls' attainment in reading and writing is 14%. There has been a 2% increase in greater depth boy writers across the school. In writing, attainment between PP and non-PP boys and girls is consistent with a >2% gap for pupils who are expected+. Gap between GDS PP boys and girls has decreased by 3%. Writing is a whole school focus and is a key objective that sits on the school's improvement plan.

9. Aspirations for the future

Successful implementation of new PHSE scheme. Pupil voice has demonstrated that these lessons are successful and children enjoy taking part in the discussions. Pupil voice still demonstrates that further progress is needed in this area. This challenge remains on the pupil premium strategy for the coming year.