



Pupil premium strategy statement 2024-25

This statement details our school's use of pupil 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	261
Proportion (%) of pupil premium eligible pupils	25 (9.6%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Ben Frank
Pupil premium lead	Elisa Buckley
Governor / Trustee lead	Laura Duff

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,585
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£42,585

Part A: Pupil premium strategy plan

Statement of intent

At Horndean Infant School, we place a strong emphasis on providing high-quality teaching and learning that caters to the unique needs of each individual child. We are committed to ensuring that every child, regardless of their background or circumstances, has the opportunity to reach their full potential.

In recent years, the number of children in receipt of pupil premium has steadily increased. At the heart of our approach is a focus on quality first teaching, with a focus on areas in which disadvantaged pupils require the most support. The careful planning of a creative curriculum and engaging environments allows us to close the attainment gap between disadvantage and non-disadvantaged pupils. Alongside our academic focus, we are committed to enhancing the cultural capital of our disadvantaged pupils. We believe that by providing engaging, enriching experiences, we can broaden their horizons and help them develop the skills and knowledge they need to succeed in the 21st century.

Our work with Pupil Premium children is firmly rooted in our school's focus on developing and fostering learning behaviours through our UNITED values: Unique, Never give up, Independence, Teamwork, Engagement, and Dependable. We strive to nurture these qualities in all our pupils, ensuring that they are well-equipped to navigate the challenges of the future and become active, responsible members of society.

Challenges

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

Challenge number	Detail of challenge
1	Low starting points In 23/24, baseline data showed just 12% of children eligible for Pupil Premium Grant (PPG) entered school 'on track' in Reading, Writing or Maths. In 24/25 28% of children eligible for PPG entered school on track in Reading, Writing or Maths. An average of 19% of children in receipt of PPG have entered school on track in Reading, Writing or Maths over the last three years.
2	Closing the gap between disadvantaged and non-disadvantaged pupils' attainment. Internal assessments indicate that outcomes in Reading, Writing and Maths are below non-disadvantaged children.
3	SEND barriers to learning 54% of pupils eligible for PPG also have Special Educational Needs or

	Disabilities (SEND) resulting in a range of barriers to learning. Many disadvantaged pupils with SEND present with Speech and Language difficulties and require approaches that involve developing pupils understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively.
4	Attendance Attendance data for pupils qualifying for PP is lower than their peers. 66.6% of persistent absentees are eligible for PPG.
5	Parental empowerment Some families require early intervention to provide guidance, support and access to resources. Thus enabling them to navigate challenging situations, strengthen relationships and build resilience.
6	Enrichment Opportunities Some pupils who are eligible for PPG have a lack of enrichment experiences away from the school setting, impacting on their cultural capital.

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
Early identification of pupils' specific needs and gaps in learning.	Effective provision and targeted intervention is put into place sooner before gaps in progress and development between disadvantaged and non-disadvantaged children become too wide.
Disadvantaged pupils will make progress in all areas of learning and their attainment is in line with their peers.	<ul style="list-style-type: none"> - Data will show attainment gap between disadvantaged and non-disadvantaged pupils is closing. - Through targeted intervention, pupils close gaps in learning and make accelerated progress. - Improved outcomes for pupils at the end of Key Stage 1 (KS1).
For those children with SEND, their specific needs and barriers to learning are diagnosed and effectively supported within the classroom and through targeted intervention.	<ul style="list-style-type: none"> - Pupils with SEND will make progress with their Special Needs Individual Plan (SNIP) and Speech and Language Individual Plan (SLIP). Any difficulties in accessing targets will be raised swiftly leading to improved pupil outcomes. - Children with Speech and Language/Communication difficulties are supported regularly by school

	<p>Speech and Language Therapy Assistant (SLTA).</p> <ul style="list-style-type: none"> - There is a significantly positive impact on pupil's ability to access all academic and social activities across the school curriculum. - Targeted intervention is precise to pupils' most pertinent needs.
Improved attendance of disadvantaged pupils.	<ul style="list-style-type: none"> - Attendance of disadvantaged pupils is above 95% and the attendance gap between disadvantaged pupils and non-disadvantaged pupils reduces to less than 2%. - The percentage of disadvantaged pupils persistently absent reduces.
All disadvantaged pupils receive targeted child and family support to ensuring all stakeholders achieve aspirational outcomes.	<ul style="list-style-type: none"> - Children and families receive support and intervention. - Families have access to resources and benefit from guidance given by staff, professionals and outside agencies. - There is evidence of positive impact on targeted areas of need and challenge as well as improved academic outcomes. - Children and their families build trusting relationships with key members of staff and engage with support they provide.
All pupils have the opportunity to enhance their cultural capital through participation in extra-curricular activities and enriching experiences.	<ul style="list-style-type: none"> - A higher percentage of pupils eligible for PP will partake in sports clubs and extra-curricular activities. - Children experience enriching activities, including the Arts and Cookery. - A variety of professionals visit to provide role models to pupils.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,600

Activity	Evidence that supports this approach	Challenge number(s)

		addressed
HIAS support/training Maths and English	<p><i>Education Endowment Foundation (EEF) states that ‘supporting high quality teaching is pivotal in improving children’s outcomes.’ Research (EEF) tells us that high quality teaching can narrow the disadvantage gap. Promoting effective professional development (PD) ‘plays a crucial role in improving classroom practice and pupil outcomes.’ (EEF)</i></p> <p><i>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment, especially for disadvantaged pupils.</i></p> <p>Effective professional development, EEF, 2021</p>	1, 2, 3
Core provision for core subject leads (Maths and English)		
Additional training for Learning Support Assistants (LSA) on strategies to support SEND pupils.	<p><i>EEF recommend that LSAs be ‘used to enable teachers to work more with lower-attaining pupils and those with SEND. Where TAs do work with pupils individually or in groups, it is essential that they are equipped with the skills to support learning, consistent with the teachers’ intentions.</i></p> <p>Making Best Use of teaching Assistants, EEF, 2021</p>	1, 2, 3
Weekly training during year group meetings for class teachers and LSAs with a focus on Writing, Maths and SEND.	<p><i>EEF state that if TAs have an instructional teaching role it is important they are trained and supported to make this expectation achievable.</i></p> <p><i>Important to find creative ways to ensure teachers and TAs had time to meet, improving the quality of lesson preparation and feedback.</i></p> <p>The EEF Guide to The Pupil Premium, 2024 Making Best Use of teaching Assistants, EEF, 2021</p>	1, 2, 3
Termly pupil progress meetings for children in receipt of Pupil Premium grant (PPG) between teacher, child and family. To reflect on progress pupils have made and gain a greater understanding of specific needs, interests and barriers to learning.	<p><i>Where a pupil is receiving additional support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of support by increasing parental engagement in the approaches and teaching strategies that are being used.</i></p> <p><i>Better understanding of a pupil’s experience of school can provide information about their individual needs that can inform the next steps for teaching.</i></p> <p>The EEF Guide to The Pupil Premium, 2024</p>	1, 2, 3
Termly pupil progress meetings focusing on children eligible for PPG to enable teachers and	<p><i>Understanding pupils and their learning needs is essential if schools are to effectively support pupils to</i></p>	1, 2, 3

leaders to review progress and provision and plan/prepare necessary adaptations.	<i>make progress, and is especially important for pupils with SEND.</i> The EEF Guide to The Pupil Premium, 2024	
Subject lead attendance at subject conferences to inspire middle leaders and equip them with necessary knowledge to support them in effectively leading their subject (linked to current research).	<i>Supporting continuous and sustained professional development is crucial to developing teacher practice. The content of professional development should be based on the best available evidence and should balance the need to build knowledge, motivate teachers, develop specific techniques, and embed new approaches.</i> The EEF Guide to The Pupil Premium. 2024	1, 2, 3
LSA provision for all core subject teaching every day to add value to the work of teachers by supporting learning and improving engagement and attainment of disadvantaged pupils within the classroom.	<i>The effective deployment of TAs is critical for securing a good education for pupils with SEND. When well-trained and properly supported, TAs can have a positive impact...</i> Making Best Use of teaching Assistants, EEF, 2021	1, 2, 3

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

Budgeted cost: £14,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pre-school visits to Nursery and Early Years settings by SENDCo and SLTA for new starters to ensure SEND is identified earlier and provisions are in place to enable children to excel 'right from the start'	<i>Understanding pupils and their learning needs is essential if schools are to effectively support pupils to make progress, and is especially important for pupils with SEND.</i> The EEF Guide to The Pupil Premium, 2024	
Targeted intervention to target and improve, through the use of precision teaching, the accuracy and fluency of reading, spelling and maths. The main goal of precision teaching is to target and improve specific skills within an intervention.	<i>Intensive support – either one to one or as part of a small group – can support pupil learning if provided in addition to, and explicitly linked with, normal lessons.</i> The EEF Guide to The Pupil Premium, 2024 Special Educational Needs in Mainstream Schools, EEF	1, 2, 3

Targeted support from SENCo/LSAs to address gaps in learning.	<i>The area of research showing the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one-to-one or small group settings.</i> The EEF Guide to The Pupil Premium, 2024 Special Educational Needs in Mainstream Schools, EEF	1, 2, 3
Small group provision for pupils with SEMH/CL needs to ensure learning is accessible and progress is accelerated.	<i>Small-group and one-to-one interventions provide the opportunity to apply effective teaching strategies with a more intense focus on a smaller number of learning goals. They can be powerful tools...</i> EEF – Social and emotional learning The EEF Guide to The Pupil Premium, 2024	1, 2, 3
Additional reading for children receiving PPG (at least 3x weekly)	<i>EEF detail oral language interventions (reading and discussing books), phonics and reading comprehension support as crucial to improving literacy skills</i> The EEF Guide to The Pupil Premium, 2024 Making Best Use of teaching Assistants, EEF, 2021	1, 2, 3
Phonics masterclass sessions provide additional phonics teaching targeted at disadvantaged pupils who require further phonics support. Delivered by the English lead and attended by pupils alongside their parent/carer.	<i>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book-reading or tailoring positive communications about learning, can prove actionable for schools.</i> The EEF Guide to The Pupil Premium, 2024	1, 2, 3, 5
Additional adults (SEND LSAs) provide targeted support and reduce teaching group sizes to enable quality first teaching for all.	<i>Strategic deployment of teaching assistants is important to ensure that priority pupils are supported (to reach potential)</i> Special Educational Needs in Mainstream Schools, EEF, The EEF Guide to The Pupil Premium, 2024	1, 2, 3
Personalised Speech and Language sessions provided by school SpL therapy assistant, working directly with disadvantaged pupils using tested and proven programmes.	<i>Targeted academic support can support pupil progress and be employed to help boost language development, literacy and numeracy.</i> Special Educational Needs in Mainstream Schools, EEF, Making Best Use of teaching Assistants, EEF, 2021	1, 2, 3
Support for PPG children with speech, language and communication needs	<i>In addition to good teaching for all pupils, some pupils will need specialist intervention, often delivered by a trained professional</i>	1, 2, 3

by providing evidence based interventions, standardised screening assessments and training through 'Language Link'	The EEF Guide to The Pupil Premium, 2024	
Make use of 'Reach2Teach' evidence-based needs analysis tool that helps identify what learning and relational needs may underlie a pupil's challenging behaviour or performance, using tried and tested strategies.	<p><i>Schools should use a small number of carefully chosen and well structured interventions, with reliable evidence of effectiveness.</i></p> <p><i>Evidence-based interventions provide a means of aiding consistent and high quality delivery.</i></p> <p>Special Educational Needs in Mainstream Schools, EEF, The EEF Guide to The Pupil Premium, 2024</p>	1, 2, 3

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

Budgeted cost: £ 9,620

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Emotional literacy support assistant (ELSA) to provide emotional and social skills support to pupils.</p> <p>Lego therapy as an evidence based approach to develop social communication skills children with SEND, such as sharing, turn-taking, following rules, using names and problem-solving.</p> <p>Therapeutic active listening assistant (TALA) trained by educational psychologists to support children experiencing emotional or social difficulties.</p>	<p><i>Social and emotional skills support effective learning and are linked to positive outcomes later in life.</i></p> <p><i>The development of self-regulation skills enables children to take turns, share and express their emotions in socially acceptable ways. Self regulation of emotions compliments self-regulated learning, pupils displaying higher levels of engagement and motivation.</i></p> <p>Improving Social and Emotional Learning in Primary Schools, EEF, 2021</p>	1, 2, 3
Educational Psychologist facilitate psychological and educational assessments to support	We know that Educational Psychologists are highly trained professionals who are specialists in assessing and diagnosing children's specific areas of difficulty,	1, 2, 3

pupils having difficulties in learning, behaviour or social development. Ensuring staff and families can personalise support.	enabling staff to carefully tailor support to match individual pupils needs.	
Family Support Worker (FSW) working directly with pupils and their families to provide practical support, advice and guidance on a range of issues. As well as, signposting to early help agencies.	<i>By designing and delivering effective approaches to support parental engagement, schools may be able to mitigate some of the causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</i> EEF Parental Engagement Toolkit	1, 2, 3, 4, 5
'Rise and Shine' club (fully funded) providing a 'soft start' to the school day ensuring smooth transition into school whilst addressing challenges with punctuality.	<i>Before school breakfast clubs can benefit pupils by preparing them for learning or supporting behaviour or school attendance.</i> The EEF Guide to The Pupil Premium, 2024	4, 6
Key staff will ensure children eligible for PPG, whose attendance is below 95% will be supported to ensure that any issues are addressed and attendance improves.	<i>Poor attendance is linked to poor academic attainment across all stages. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</i> The EEF Guide to The Pupil Premium, 2024	2, 4
'Connection before correction' time to build strong trusting relationships between pupils and their key adults.	<i>Effective teaching and learning requires positive relationships and interactions between teachers and pupils.</i> The EEF Guide to The Pupil Premium, 2024 Improving Social and Emotional Learning in Primary Schools, EEF, 2021	3
Children whose parents are unable to pay for school trips/experiences will have their places funded by school.	<i>The EEF think that 'enriching education has intrinsic benefits'.</i> We believe all children, including those from disadvantaged backgrounds, deserve a comprehensive, culturally rich, education.	4, 6
All pupil premium eligible pupils offered place at an extra-curricular club fully funded.	<i>Extra-curricular activities are an important part of education. These approaches may increase engagement in learning.</i>	6

	The EEF Guide to The Pupil Premium, 2024	
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Total budgeted cost: £42,770

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of KS1 outcomes for pupils eligible for pupil premium over 3 yrs:

Subject	2021/22			2022/23			2023/24		
	PP pupils %	Non PP pupils %	Gap %	PP pupils %	Non PP pupils %	Gap %	PP pupils %	Non PP pupils %	Gap %
Reading	54	81	27	67	83	16	27	86	59
Writing	41	71	30	33	78	45	18	83	65
Maths	54	75	21	67	86	19	27	72	45

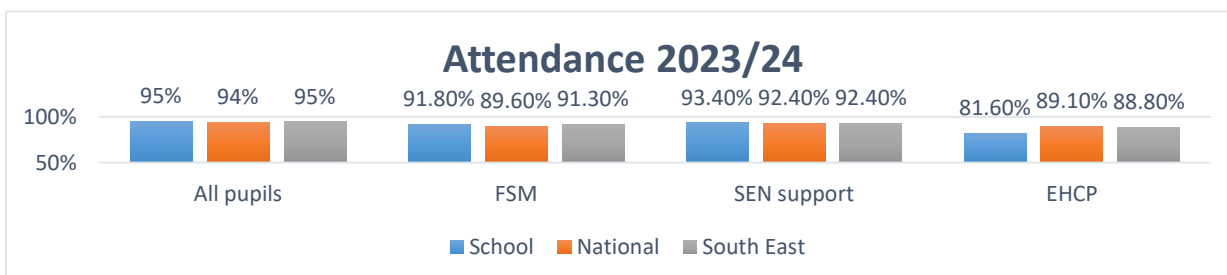
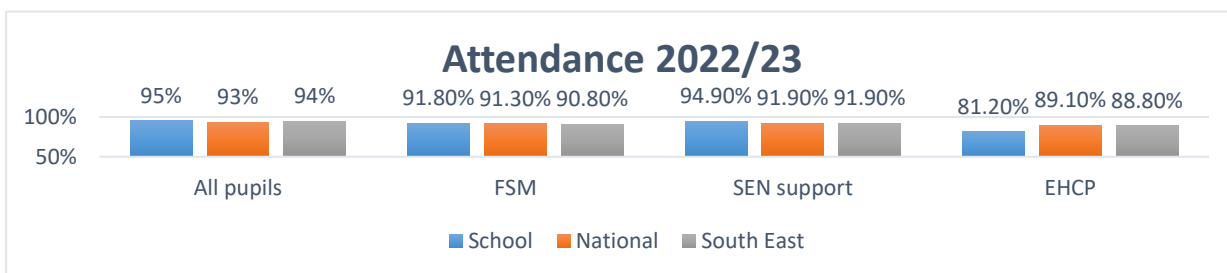
2023/24 End of KS1 outcomes for pupils eligible for pupil premium – without pupil who have SEND:

Subject	2023/24		
	PP pupils (-SEND) %	Non PP pupils %	Gap
Reading	100	86	+14
Writing	75	83	8
Maths	75	72	+3

Key observations (Data):

- 67% (8/12) of disadvantaged pupils were also SEND which has a significant impact on their outcomes. Non-SEND disadvantaged pupils out performed non-disadvantaged in Reading and Maths – Key focus on SEN provision within new 3 year Pupil Premium Strategy
- Outcomes for pupils eligible for PPG non-SEND 100% Reading 75% Writing 75% Maths above LA and Nat outcomes
- Outcomes for Reading Writing and Maths were significantly lower than in previous years

Attendance



- The gap between disadvantaged and non-disadvantaged attendance is small, overall disadvantaged attendance is under 95% which we know has a significant impact on children's outcomes. Therefore, future provision will focus on raising attendance to be over 95%

- Attendance average for disadvantaged pupils remains above local authority and national data

Activity	Review
<p>Enhanced hours of LSA support</p> <p>Add value to the work of teachers by supporting the learning and improving attainment of disadvantaged children.</p>	<p>LSA support provided during core subjects (am)</p> <p>At least 2 LSAs supporting teaching and learning across year groups during afternoon sessions. Ensuring small group provision and 1:1 interventions take place.</p>
<p>Additional adults</p> <p>The needs of children within Early Years setting has increased significantly. Additional adults within Year F is needed to provide targeted support and reduce teaching group sizes to enable all children to receive QFT.</p>	<p>3x 1:1 support assistants employed to meet the significant need of chn within Early Years setting – 2x EHCP.</p> <p>Ensuring personalised teaching for children with SEND and purposeful environment and effective teaching and learning for the rest of the cohort.</p>
<p>Assessment and monitoring</p> <p>Triangulation meetings between child/parent and teacher.</p> <p>Regular opportunities for SLT meetings.</p>	<p>Termly meeting between staff, children and parents reviewing outcomes and providing parents with targeted home learning. Children's personalised targets understood by all stakeholders.</p>
<p>To ensure high quality first teaching in every class.</p> <p>Access in-house, national and LA training improving teaching of core subjects. Release of SLT and in-house experts to provide support and model best practice</p>	<p>Core provision attended by subject lead English and Maths. Key guidance disseminated during INSET and staff meetings. Training and peer coaching focussing on new English text led learning journeys.</p>
<p>ELSA support</p> <p>ELSA interventions also support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	<p>Weekly ELSA sessions delivered to 12 children across the year. 65% of children observed using taught strategies within the classroom to self-regulate.</p>
<p>Speech and Language</p> <p>In-house therapist to work directly with disadvantaged pupils using tested and proven programmes.</p>	<p>80% of chn assessed as moderate/significant delay in understanding of language achieved levels of understanding appropriate for their age by the end of the academic year.</p>
<p>Phonics Masterclass</p> <p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by the English lead and attended by pupils and their parent.</p>	<p>50% attendance of invited parents and children. Ensuring shared practice between school and home.</p> <p>66.6% (4/6) of chn who attended passed the phonic screening test at the end of the year.</p>
<p>Books and Breakfast Club</p> <p>Provision for disadvantaged children before school for additional reading support and breakfast option</p>	<p>Extra 1:1 reading support for 12 eligible PPG children working below age related expectations (ARE). 27% reached ARE by the end of the school year.</p>
<p>Attendance</p> <p>Effectively implementing guidance and strategies set out in DfE 'Working together to improve attendance</p>	<p>96% av. Attendance whole school</p> <p>93% FSM – higher than national and LA</p> <p>66% of persistent absentees eligible for PPG. Attendance will remain a focus for new PP strategy (24/25)</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Language Link	Speech Link Multimedia Ltd, Canterbury Innovation Centre
Little Link	Speech Link Multimedia Ltd, Canterbury Innovation Centre
Reach2Teach	Attachment Aware Schools Collection, CourseWeDo
Number Sense Maths	Number Sense Maths Ltd