

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	New Horizons Children's Academy
Number of pupils in school	635
Proportion (%) of pupil premium eligible pupils	22% (132 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	September 2020- July 2023
Date this statement was published	30/09/21
Date on which it will be reviewed	14/1/22
Statement authorised by	Cormac Murphy
Pupil premium lead	Cormac Murphy
Governor / Trustee lead	Lee Round

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 193,680
Recovery premium funding allocation this academic year	£ TBC
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	£193,680

Part A: Pupil premium strategy plan

Statement of intent

We believe that every young person in our community, deserves to have the best opportunities at life regardless of their individual circumstances. Education is the key to accessing these opportunities and we support and develop every member of our community to:

- Think about their Thinking
- Best their Best self
- Shape their success

In this way, Thinking Schools Academy Trust transforms life chances.

We aim to deliver 'Total Education' through a cognitive framework, to create transformational change for all children, including our most disadvantaged pupils. Total Education recognises the totality of the work we do with our children and is a set of aspirational outcomes we aim to achieve with our children, based on self-awareness, understanding and knowledge. By supporting our children to achieve these outcomes, we aim to overcome social injustice and the unfairness in our society.

Key Principles:

Pupil Premium strategy is rooted in whole school ethos.

We believe that schools can make a difference. Through great teaching and careful planning, we can make a huge impact on the outcomes of disadvantaged children. Quality teaching helps every child. We will use the pupil premium to improve teaching quality for all children, with a particularly positive effect on children eligible for the Pupil Premium Grant.

We are taking an evidence informed approach to our strategy. By adhering to and further developing the Teaching and Learning Strategies that are successful across our school, we will tackle the challenges faced by our children.

We have a tiered approach to Pupil Premium Spending, ensuring a balance of approaches with a focus on each of:

- 1) Teaching e.g. *Professional Development, Recruitment and Retention, Support for Early Careers Teachers*
- 2) Targeted academic support e.g. *Structured interventions, small group tuition and one to one support*
- 3) Wider Strategies e.g. *Behaviour/Emotional Support for children, Breakfast Clubs, Increasing Attendance, Developing Cultural Capital for all.*

Challenges

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

Challenge number	Detail of challenge
1	Attendance and levels of persistent absence for disadvantaged pupils compared to all children.
2	On-entry to school reading and vocabulary levels for disadvantaged children
3	School readiness for learning for some pupils, where outside factors pose additional challenges for the children (e.g. safeguarding, housing, lack of digital devices at home) and the impact this can have on pupil well-being
4	Many PP children have had limited opportunities to develop their cultural capital, missing on experiences that many other children have taken part in outside school.

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
Last year, attendance for PP children was below the rest of the school average. By increasing the children's attendance, these children will benefit from the learning opportunities provided by the school.	Reduce the number of PA among pupils eligible for PP to 5% or below. Overall PP attendance continues to be in line with National averages for all pupils.
Speech and language skills in Foundation Stage are typically lower for pupils eligible for PP than other pupils. This slows phonics understanding and reading progress and attainment in ELGs. The school aims to provide a language rich environment which models and scaffolds quality interactions.	Pupils eligible for PP in Foundation Stage make rapid progress with a greater proportion age related expectations by end of Reception in reading and writing. To increase the percentage of pupils eligible for PP attaining the required standard in the phonics check. To ensure that the vast majority of Year 2 children who are eligible for PP achieve the required standard in the check retake.
Pupils can display poor emotional intelligence when faced with challenges. This impacts on their readiness to learn	Fewer behaviour incidents recorded for these pupils on the school system.

<p>and can reduce progress within a lesson culminating across the year. By raising resilience and developing appositive attitude to learning pupils will be willing to extend and challenge themselves and a greater proportion will be ready at key transition points.</p>	<p>Children are better equipped to deal appropriately with challenges. The school has established a range of pastoral approaches such as Lego Therapy and counselling to support children with the challenges they face.</p>
<p>Ensuring children experience 'total education' enables children to develop their cultural capital, minimizing and cultural deficit they have experienced outside school.</p>	<p>Children are exposed to a wider range of experiences from which to learn and apply knowledge to. There is a greater uptake of enrichment activities which will also support vocabulary acquisition .</p>

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: £ 90,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Improve the proportion of good and outstanding teaching and learning across the school through coaching and mentoring.</p>	<p>Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of feedback as a teaching and learning approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', also tend to have a positive impact.' (EEF)</p> <p>The children will benefit from highly skilled teachers who can adapt the curriculum effectively so that all pupils are challenged and inspired.</p>	<p>2,3,4</p>
<p>Accelerated progress for pupils in receipt of PP who are also in the 20% attaining pupils in reading</p> <p>Teacher led additional phonics teaching for Y1, Y2 and Y3</p>	<p>'Students must hear fluent readers begin modelling if they are to understand how they should sound when they read fluently.' (Miller and Veatch, 2011).</p> <p>"Research has shown that matching speech to print is an underlining skill of a specific word learning" (Jennings, Caldwell, and Lerner, 2014)</p>	<p>2</p>
<p>Developing metacognitive and self-regulation skills in all pupils both in lessons and woven throughout pastoral/form system (thinkers logbook)</p> <p>This will involve ongoing</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>2,3,4</p>

<p>teacher training and support</p> <p>Bespoke, well-sequenced whole school 'Thinking curriculum' based on meta-cognitive approaches to learning to widen children's experiences and knowledge: Use of specialist teachers CPD around delivering Thinking Artistically curriculum Art club choir</p>	<p>'A number of systematic reviews and meta-analyses have consistently found strategies related to metacognition and self-regulation to have large positive impacts. Most studies have looked at the impact on English or mathematics, though there is some evidence from other subject areas like science, suggesting that the approach is likely to be widely applicable.' (EEF Toolkit)</p>	
<p>A wide range of learning activities available to extend children's oracy, sporting, performing, artistic and creative skills.</p>	<p>Through the development of 'Thinking Curriculum Areas' there will be a systematic approach to providing a wide range of opportunities and projects for pupils to benefit from both within and beyond the school day. In addition to wider experiences which will develop vocabulary, there will be enhanced opportunities for collaborative teaching and learning approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', also tend to have a positive impact.' (EEF)</p> <p>The children will benefit from highly skilled teachers who can adapt the curriculum effectively so that all pupils are challenged and inspired.</p>	<p>2,3,4</p>

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

Budgeted cost: £ 60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TA support in class and interventions To pre-teach skills so pupils are prepared for future learning in order to build confidence and give higher</p>	<p>To develop individual TAs knowledge and skill within a given area so that they become 'experts in their field'.</p>	<p>2,3,4</p>

<p>level starting points to learning. Pre-teaching to include pre-reading of texts in English, key vocabulary, concepts in GPaS and maths calculation strategies and terminology</p> <p>To prioritise reading with TAs if pupils are unable to read at home, at least 3x weekly</p> <p>To invite PP pupils to targeted support groups after school and during lunchtime</p>		
<p>To provide dedicated time and support to help build pupils emotional development through whole class, small group and individual support.</p> <p>To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom</p> <p>Employ school based Pastoral Support Assistant</p>	<p>Dedicated emotional support.</p> <p>Provide targeted SEMH interventions led by a trained TA in the sensory area</p> <p>PP pupils emotional needs are met to enable learning</p>	3

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

Budgeted cost: £43,680

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Attendance systems in place to track and improve attendance of disadvantaged. Regular parental engagement re: attendance and PA</p>	<p>As outlined in the research below, lack of attendance can be one of the single biggest factors in attitudes to school and attainment</p> <p>https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>	1

<p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extracurricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p>	<p>Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. Arts-based approaches may be used in other areas of the curriculum, such as the use of drama to develop engagement and oral language before a writing task. Participation may be organised as regular weekly or monthly activities, or more intensive programmes such as summer schools or residential courses.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>2,3,4</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>1,2,3,4</p>

Total budgeted cost: £193,680

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Year 6 undertook the 2019 National Papers under test conditions:

	Reading	Writing	Maths
All Pupils	68%	69%	66%
PP eligible Pupils	77%	69%	65%

17% of our Pupil Premium Children in current Year 6 2021-22 achieved a grammar school place in the Medway Test.

14/17 (82.4%) of EYFS children 2020-21 achieved age expected standard in the OxEd Language Screening Assessment- evidencing the impact of our language interventions.

The above evidences that the children in receipt of pupil premium funding attained broadly in line with their peers- and attained broadly in line with national expectations for all pupils nationally in Reading and Writing when compared to 2019 data.

Year 2 Phonics check was undertaken with the children in November 2021. 68% of PP eligible children reached the expected standard. (72% for all pupils)

As a Medway school, we were requested to undertake and submit Early Learning Goal Assessment Data for the children.

Access to remote learning: Funding was used to provide support for children learning from home. This support consisted of some electronic devices, but also resources such as pencils and books for the children to use. As a result, the vast majority of our disadvantaged children were either learning on site daily or accessing online learning regularly

Enrichment experiences: Funding was used to provide access to school trips, visitors to the school, performances etc. allowing children to access these opportunities. As a result, finance for such activities is no longer a barrier for these children. We use Pupil Premium to offer extra-curricular music lessons to some KS2 children. Children have taken part in Arts workshops and gone sailing on the River Medway.

All children in the school 20-21 had the opportunity to work towards achieving the Arts Award- with children in Years R-4 achieving the Discover award, and children in Years 5&6 achieving the Explore Award.

We appointed a staff member to provide emotional literacy support for children, offering a safe space for the children when home or school has become overwhelming for the young person. This has reduced the number of behaviour incidents across the school.

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
Little Wandle	Letters and Sounds
Picture News	Picture News
Jigsaw PSHE	Jigsaw PSHE, Jan Lever Group

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.