

# Pupil premium strategy statement

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 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	632
Proportion (%) of pupil premium eligible pupils	22.2% (140 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	September 2024- July 2027
Date this statement was published	20/11/24
Date on which it will be reviewed	20/11/25
Statement authorised by	Alice Early Headteacher
Pupil premium lead	Juanita Bacon Deputy Headteacher
Governor / Trustee lead	Lee Round Chair of Governors

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 207,200
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£207,200

## Part A: Pupil premium strategy plan

### Statement of intent

At New Horizons Children's Academy, 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
- Be their Best Self
- Shape their Success

In this way, Thinking Schools Academy Trust transforms life chances, especially those from disadvantaged backgrounds. New Horizons Children's Academy is a large primary school with a wide range of cultures and ethnic backgrounds (46% White British, 21% Black African, 9% White Eastern European, 7% Asian and 17% other). Some pupils come from affluent, educated families who invest heavily in their child's education. These families focus time on extracurricular activities, tuition and enrichment, which means some pupils come with a wealth of prior knowledge. However, some other parents cannot offer these opportunities for their children and pupils often do not have the same prior knowledge as others. Children who do not have these life experiences automatically have a barrier or inequality when it comes to their time at New Horizons Children's Academy and our strategy does everything to overcome this.

We believe that New Horizons Children's Academy can make a difference to our pupils, especially those who are disadvantaged. Through quality first teaching and careful planning, we can make a huge impact on the outcomes of disadvantaged children. We will use the Pupil Premium funding to improve teaching quality for all children, with a particularly positive effect on children eligible for the Pupil Premium Grant.

We aim to deliver a broad and balanced curriculum through a cognitive framework, to create transformational change for all children, including our most disadvantaged pupils. Our curriculum recognises 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.

We feel strongly that all pupils must be part of the community in school and work tirelessly to ensure all pupils, regardless of identity, have an enriched and balanced time at New Horizons Children's Academy, with equal opportunities and a lack of pre-conceived ideas and assumptions. We aim to enrich their cultural and religious awareness and experiences and support their emotional and spiritual development through an enriched, broad and balanced curriculum.

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. Our approach is responsive to common challenges and individual needs, through robust diagnostic assessment, and our approaches complement each other to help pupils succeed.

Based upon the above our school intent is to:

1. Ensure all disadvantaged pupils are given the same opportunities in school as other pupils.
2. Ensure all disadvantaged pupils develop a love of reading and go on to become fluent, lifelong readers.
3. Ensure staff have high expectations of what disadvantaged pupils can achieve, and act early to intervene when needed.

## 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 pupils.
2	On-entry to school reading and vocabulary levels for disadvantaged children are lower than their peers.
3	Statutory assessments in KS1 and KS2 indicate that the number of disadvantaged pupils achieving expected and greater depth is below that of non-disadvantaged pupils.
4	Many disadvantaged pupils have had limited opportunities to develop their cultural capital, missing out on experiences that many other pupils have taken part in outside school.
5	Many disadvantaged pupils find accessing learning in the classroom challenging due to their emotional needs and wellbeing.

## 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
1. Increase the attendance of disadvantaged pupils and reduce the number of persistence absence.	Attendance data will show an increase in the number of disadvantaged pupils attending school (95.3% or more). Attendance data will show a decrease in the number of disadvantaged pupils who are persistently absent (49.2% or less). The Attendance Officer and Home School Support Worker will provide support to families to increase attendance (95.3% or more).

<p>2. Pupils will undergo early assessment of Speech and Language needs and interventions will rapidly be put into place. We will provide a language rich environment which models and scaffolds high quality vocabulary and interactions.</p>	<p>Disadvantaged pupils in EYFS will make rapid progress, with a greater proportion achieving GLD by the end of EYFS in reading and writing (64% or more).</p> <p>Pre-teaching and high quality language exposure will ensure that disadvantaged pupils have more language exposure compared with their peers.</p> <p>All pupils are assessed for Speech and Language needs by the end of EYFS.</p> <p>All pupils will have access to a wide range of books at home.</p>
<p>3. There is an increase in the number of disadvantaged pupils working at expected and greater depth across Reading, Writing and Maths.</p>	<p>Disadvantaged pupils who could be targeted for greater depth are identified early and interventions are put into place.</p> <p>Tracking shows at least similar rates of progress for disadvantaged pupils compared with their peers.</p> <p>Assessment data shows an increase in the number of disadvantaged pupils working at expected and greater depth.</p> <p>All pupils will read 1:1 daily with an adult if their reading is not at age related expectations.</p>
<p>4. Disadvantaged pupils have access to the same opportunities as their peers.</p>	<p>Pupils are exposed to a wider range of experiences from which to learn and apply knowledge to.</p> <p>Disadvantaged families are offered financial support and contributions towards trip or experience costs to ensure finances are not a barrier to children taking part in these culturally rich and educational experiences.</p> <p>There is a greater uptake of enrichment activities which will also support vocabulary acquisition.</p> <p>The pupil offer is developed to ensure that there is equality of accessibility for all pupils.</p>
<p>5. Disadvantaged pupils are provided with emotional and wellbeing support, which increases their engagement and progress in lessons.</p>	<p>Pupils are allocated time with the ELSA/HSSW for emotional support, which improves their mental health and emotional wellbeing.</p> <p>Pupils engage fully in lessons, which increases their progress and attainment.</p> <p>Pupils have an increased understanding about how to keep themselves healthy.</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: £106,382

Activity	Evidence that supports this approach	Challenge number (s) addressed
Through CPD, staff have a clear understanding of the challenges that disadvantaged pupils face so they can then adapt their teaching practice.	Evidence from the EEF Implementation Guidance Report suggests underlying values and beliefs need changing to make sustained changes to human behaviour, including teachers practice in the classroom.	1,2,3,4,5
Through CPD, high expectations of staff and challenge, all pupils have access to high quality first teaching and learning across the school.	The EEF states that 'The best available evidence indicates that high quality first teaching is the most important lever schools have to improve outcomes for their pupils, especially those that are disadvantaged'.  The EEF also states that 'Disadvantaged pupils will benefit from highly skilled teachers who can adapt the curriculum effectively so that all pupils are challenged and inspired'.	2,3
Develop metacognitive and self-regulation skills in all pupils.	The EEF Toolkit shows that metacognitive and self-regulation skills have a high impact with a low cost.	2,3,5
Pre-teaching for disadvantaged pupils based on key vocabulary for the wider curriculum.	Marc Rowland (Unity Schools Partnership) states that the language gap is the disadvantaged gap'. A 27% language gap exists at aged five – a challenge that is brought into our schools and a divide then tends to grow. To narrow the gap therefore means to proactively develop speaking and listening skills and to then build on language development.	2,3
Intervention groups for disadvantaged pupils who have been identified in Pupil Progress Reviews.	EEF Small Group Tuition research shows that pupils respond well to teacher led intervention that immediately responds to their learning and address gaps and misconceptions.	2,3

Pupil Progress Reviews look at progress and attainment data.	EEF Teaching Assistant Intervention research shows that when class teachers are aware of which disadvantaged pupils did not make good progress last academic year, they can identify these pupils as 'target' pupils and plan support and provision.	2,3,5
Encourage disadvantaged pupils to take on responsibilities and develop opportunities for oracy and vocabulary development.	EEF Oral Language and Phonics research shows that children who do not have a rich language experience at home are often unable to use a wide range of vocabulary when speaking in school.	2,3
Enhancement of the Maths teaching and curriculum to ensure that a mastery approach is fully embedded across the school.	The EEF Toolkit shows that a mastery learning approach has high impact for low cost.	3
Improved use of assessment will ensure that early interventions take place.	The EEF Toolkit states that 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.	3
A review of the curriculum to look at cultural capital and develop the pupil offer.	The DfE states that a curriculum review is required to 'ensure they are fit for purpose and meeting the needs of children and young people'.	4

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

Budgeted cost: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide dedicated time and support to help build pupils emotional development through whole class, small group and individual support. This support is provided by an ELSA, TAs and HSSW.	The EEF states 'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment'.	1,3,4,5
Improve the self-esteem, social skills and behaviour of disadvantaged pupils through confidence building activities, ELSA and the use of outside agencies.	Maslow's Hierarchy of Needs shows that basic physiological safety is needed in order to flourish. Therefore, disadvantaged pupils' emotional needs need to be met to enable learning.	1,3,4,5
TA support in class.	'Studies showing that TAs have a positive impact on pupil attainment list a variety of benefits for pupils. Wilson et al. (2003) found that TAs improve pupils' learning experience, boost pupil motivation and self-esteem, establish good relationships with children and are largely favoured by parents.' Chartered College, 2018.	2,3,5
1:1 reading for all disadvantaged pupils.	Research from the below shows that higher attainment in reading indicates better life chances.  EEF Phonics research EEF Reading Strategies research DfE Reading Review 2021 Sutton Trust	2,3
Prioritise disadvantaged pupils for enrichment activities.	Sutton trust 2021 shows that high expectations of pupils often results in them rising to the challenge.	4

Phonics and reading intervention.	The EEF Phonics research states that using phonics as an approach to help children read has a high positive impact on their progress.	2,3
Prioritise spaces for disadvantaged pupils in nursery to ensure early access to support.	Sutton Trust 2021 states that 'The poorest children are already 11 months behind when starting school'.	2,3,4
Speech & Language service for pupils and CPD for staff.	EEF Phonics research and Oral Language Intervention research shows that school baselines are showing more and more pupils coming into school with a language delay and needing support.	2,3
Purchase Little Wandle resources to fully embed the programme.	EEF Phonics states that phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.	2,3



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

Budgeted cost: £78,818

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Externally provided programmes:</p> <ul style="list-style-type: none"> <li>• Little Wandle</li> <li>• Behaviour Watch</li> <li>• Safeguard</li> <li>• Spelling Shed</li> <li>• Toe by toe</li> <li>• Testbase</li> <li>• Jigsaw PSHE</li> <li>• Jigsaw RE</li> <li>• Rigolo</li> <li>• Picture News</li> <li>• Little Wandle</li> </ul>	<p>Little Wandle states that you must 'Ensure high quality consistent teaching of phonics and early reading for every child in every classroom and help you continue to grow a love of reading in your school.'</p> <p>Picture News offers topical issues for pupils to discuss and debate.</p> <p>The DfE states that "High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils.</p>	2,3,5
<p>Purchase Nessy to support pupils with Dyslexia.</p>	<p>The Nessy website states that 'Nessy collaborates with some of the world's leading academics, and follows the Science of Reading, to ensure our programs are based upon proven research'.</p>	2,3
<p>Purchase either Thrive or Nurture UK to support pupils with mental health and emotional wellbeing.</p>	<p>The Thrive website states that 'Thrive offers a trauma-informed, whole school or setting approach that helps to improve the mental health and wellbeing of children and young people. We do this by providing you with training, resources and an award-winning online tool, so you can better understand the needs of your pupils and provide targeted, effective support where it's needed.'</p>	5
<p>Provide milk daily to all disadvantaged pupils.</p>	<p>The NHS state that 'Milk is an important part of a child's diet because it's a nutrient-dense food that provides many essential nutrients for growth'.</p>	5

Seek support from the Dentaaid charity and the school nurse to provide children with strategies for dental hygiene and healthy eating.	The Government website states that 'Improving the oral health of children is an Office for Health Improvement and Disparities (OHID) priority, OHID has an ambition that every child will grow up free of tooth decay, to help give them the best start in life'.	5
Provide books for disadvantaged pupils to keep at home to promote the love of reading.	Research from the below shows that higher attainment in reading indicates better life chances.  EEF Phonics research EEF Reading Strategies research DfE Reading Review 2021 Sutton Trust	2,3
Staff CPD on behaviour management strategies to effectively de-escalate behaviour.	The EEF Behaviour Interventions research states that universal approaches as well as individual targeted support can have positive overall effects on behaviour.	1,3,5
Embed the principles of good practice set out in the DfE's guidance on Working Together to Improve School Attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of attendance and persistent absence.	1,3,5
Breakfast club is free for disadvantaged pupils.	Research from the National Institute of Health shows that not having eaten breakfast can have a major impact upon children's learning.	1,3,5
Attendance officer	Research from the DfE shows that children who have lower levels of attendance achieve and progress less well at school.	1,3,5
Subsidised trips where needed	Giving children a range of experiences increase's their cultural capital, which also increases their success in learning.	3,4
Emotional Literacy Support Assistant - provide emotional coaching and support to pupils.	EEF research on Social Emotional Learning and Behaviour Interventions shows that emotional regulation is a key barrier for disadvantaged pupils. An evidence-based approach will ensure that pupils receive the emotional support that they need.	1,3,5

Home School Support Worker	Disadvantaged families require family support eg finances, wellbeing, uniform, food, social care, behaviour. EEF Parental Engagement shows that some parents find it difficult to come into school due to their own school-based experiences.	1,3,4,5
Increase attendance at after school clubs, particularly sports clubs to improve fitness and health.	EEF research shows that there is a moderate impact from arts and sports clubs. Pupil surveys show that the majority of disadvantaged pupils are not accessing clubs outside of school,	4,5
Further develop transition for families into EYFS.	EEF Parental Engagement shows that transition is a key point for school to get to know their families.	1,2,3,4,5
To introduce the use of a therapy dog as part of therapeutic intervention.	EEF research on Social Emotional Learning and Behaviour Interventions shows that emotional regulation is a key barrier for disadvantaged pupils.	1,5
Assemblies will be led weekly to support recall of component knowledge and develop understanding wider current issues in the world.	EEF Phonics and Oral Language intervention research shows children are more likely to recall and retain information when taught in a multi-sensory way.	4,5
Contingency fund for acute issues.	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.	1,2,3,4,5

**Total budgeted cost: £207,200**

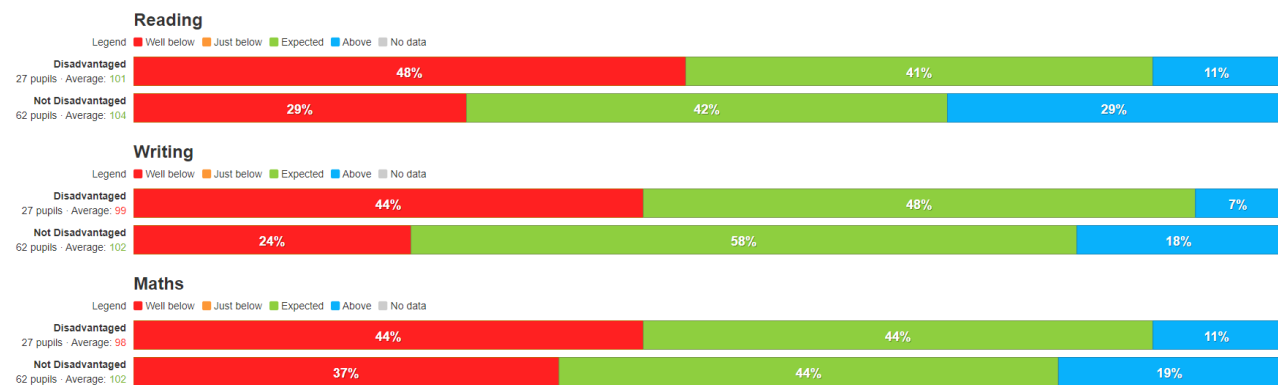
# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

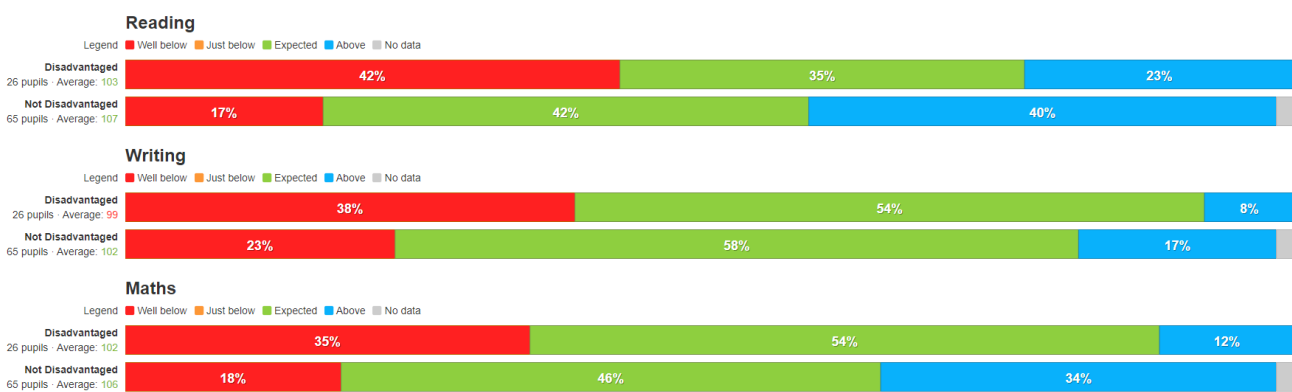
This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

### Year 6 outcomes:

#### 2022-2023



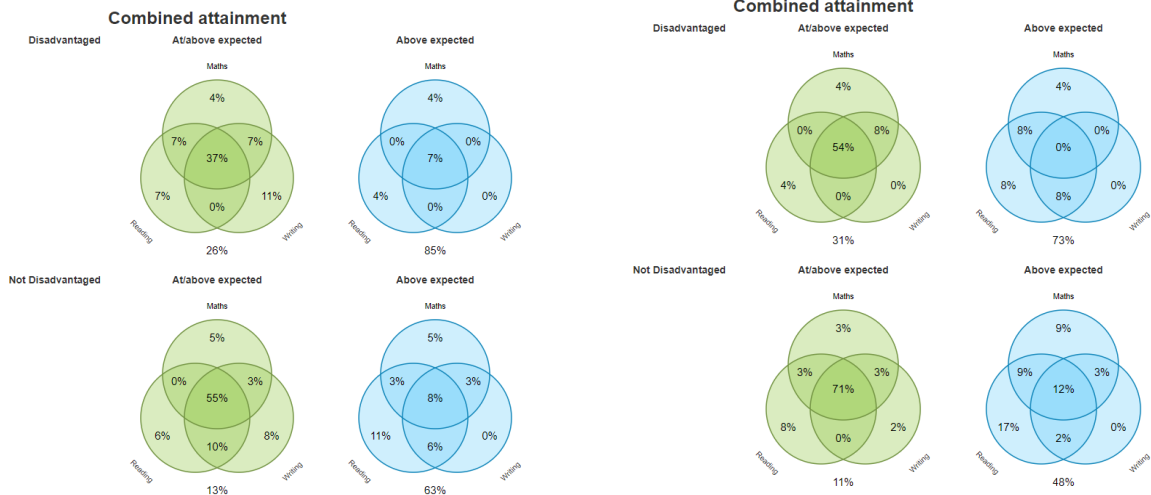
#### 2023-2024



- Disadvantaged pupils reading: 6% increase in EXS and 12% increase in GDS.
- Disadvantaged pupils writing: 7% increase in EXS and 1% increase in GDS.
- Disadvantaged pupils maths: 11% increase in EXS and 1% increase in GDS.
- Attainment has improved in all areas for disadvantaged pupils but the gap has not yet closed.

2022-2023

2023-2024



- Disadvantaged pupils combined EXS: 17% increase.
- Gap between disadvantaged pupils and non disadvantaged pupils achieving combined EXS has reduced by 1%.

**Outcome 1: During the first year of the strategy, 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.**

Attendance for pupils in 2023-2024 was 95.2%, compared to 94.4% in 2022-2023. Attendance for disadvantaged pupils in 2023-2024 was 92.9%, compared to 91.9% in 2022-2023.

Persistence absence for pupils in 2023-2024 was 12.8% compared to 15.5% in 2022-2023.

Persistence absence for disadvantaged pupils in 2023-2024 was 49.3% compared to 51% in 2022-2023.

Lateness for pupils in 2023-2024 was 0.34%, compared to 0.45% in 2022-2023. Lateness for disadvantaged pupils in 2023-2024 was 1.23%, compared to 1.15% in 2022-2023.

**Outcome 2: 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.**

100% of pupils were screened using Speech Link and Language Link and referrals made if needed. Speech and Language sessions were completed by a trained Speech and Language TA.

100% of disadvantaged pupils made progress in their Speech and Language attainment.

57% of disadvantaged pupils passed the phonics screening check in Year 1.

86% of disadvantaged pupils passed the phonics screening check in Year 2.

**Outcome 3: Pupils can display poor emotional intelligence when faced with challenges. This impacts on their readiness to learn and can reduce progress within a lesson culminating across the year. By raising resilience and developing a positive attitude to learning, pupils will be willing to extend and challenge themselves and a greater proportion will be ready at key transition points.**

100% of disadvantaged pupils that required emotional support received this from either the ELSA or MIND.

There are fewer Level 3 behaviour incidents. There were 523 incidents in 2023-2024 compared to 580 incidents in 2022-2023.

**Outcome 4: Ensuring children experience 'total education' enables children to develop their cultural capital, minimising any cultural deficit they have experienced outside school, therefore widening their possibilities for life beyond their Primary years.**

100% of disadvantaged pupils wanting to attend trips and the residential were subsidised where needed and able to attend.

Disadvantaged pupils were prioritised for enrichment activities that were funded by Medway Council eg rock climbing, horse riding, sailing.

KS2 disadvantaged pupils were offered music tuition lessons.

All disadvantaged children in the school last year 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 and 6 achieving the Explore Award.



## 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*

<b>Programme</b>	<b>Provider</b>
Little Wandle	Letters and Sounds
Picture News	Picture News
Jigsaw PSHE/RE	Jigsaw PSHE, Jan Lever Group
Test Base	AQA
Toe by Toe	Keda publications
Spelling Shed	Ed Shed
Behaviour Watch	Behaviour Watch
Safeguard	Safeguard
Rigolo	Oxford University Press