

Pupil premium strategy- Horton Park Primary School

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	420 421
Proportion (%) of pupil premium eligible pupils	47% 52%
Academic year/years that our current pupil premium strategy plan covers	2024-2027 2025-2026
Date this statement was published	Dec 2024 Dec 2025
Date on which it will be reviewed	Sep 2025 Sep 2026
Statement authorised by	Saima Bahadur Headteacher
Pupil premium lead	Laura Naylor Deputy Headteacher
Governor / Trustee lead	Dajinder Bhambra

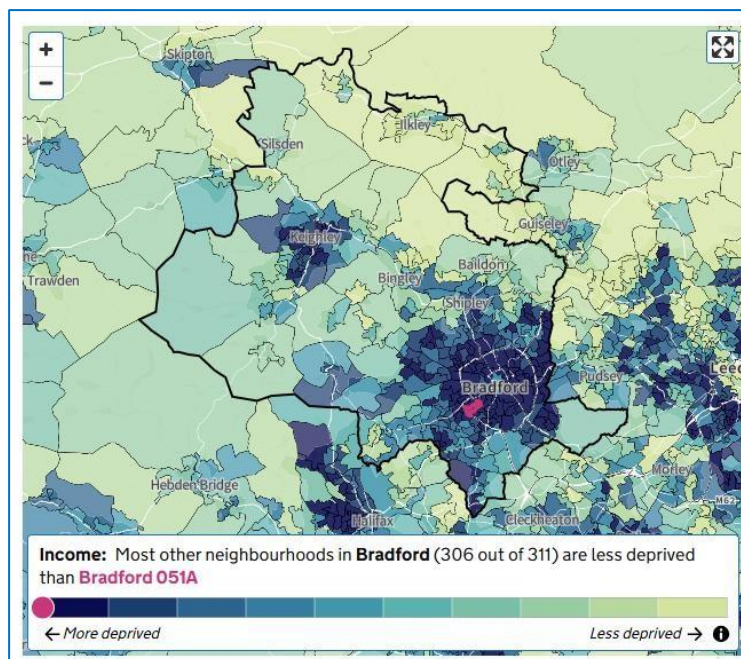
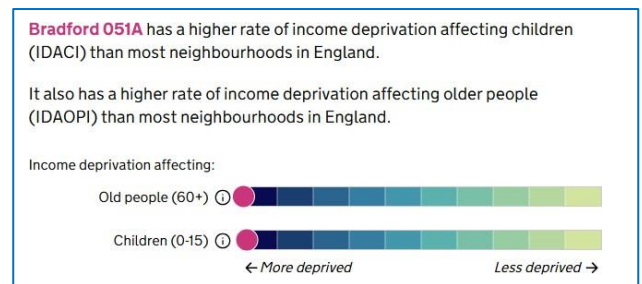
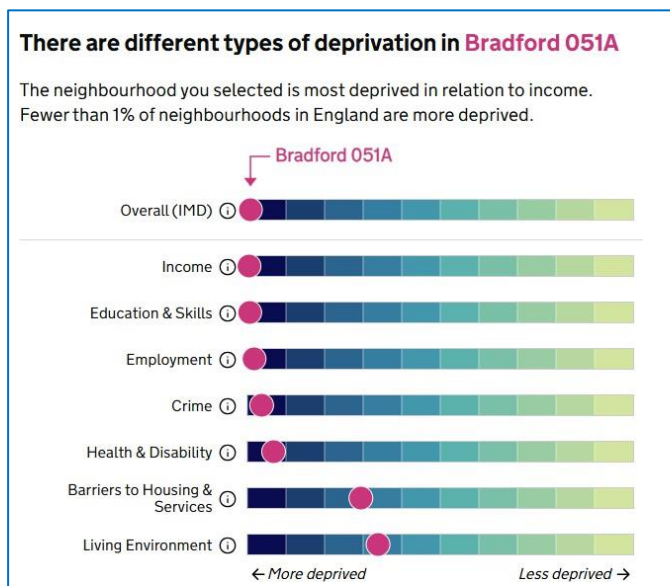
Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	Year 1 - £294,440 Year 2 - £287,942
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	Year 1 - £0 Year 2 - £0
Total budget for this academic year <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>	Year 1 - £294,440 Year 2 - £287,942

Part A: Pupil premium strategy plan

Statement of intent

At Horton Park Primary School, we all learn to succeed and follow a clear strategy of supporting all pupils regardless of background allowing them to reach their full potential. We serve a diverse and vibrant community within one of the most deprived areas nationally. According to the Ministry of Housing, Communities and Local Government's Index of Multiple Deprivation (November 2025), the neighbourhood we support rank within the top 1–2% nationally for deprivation in income, housing, employment, and crime.



Our Objectives

We aim to ensure we spend our additional Pupil Premium Grant and Recovery grants to ensure that we are making a positive difference to all learners and helping to combat their many barriers to learning. We ensure that any difference in achievement and opportunity between those Pupils who are disadvantaged and other learners, is diminished.

We are committed to ensuring that all pupils, regardless of their socio-economic background, achieve academic success and feel happy and supported at school. We firmly believe that with the right guidance and resources, every child can thrive.

Our aim is to ensure that Pupil Premium children are supported, safe, and successful in school, with access to the best opportunities our school offers. Through high-quality teaching, personal development opportunities, and effective pastoral care, Pupil Premium children at Horton Park achieve strong progress. In many cases, their progress surpasses that of non-Pupil Premium peers.

Horton Park uses a layered approach. We believe that developing consistent 'quality first teaching' will have the greatest impact on closing the gap for our disadvantaged pupils. This is supported by an extensive professional development offer to all teachers and support staff and is underpinned by a professional coaching model. The leadership team, including the SENDCO, subject specialists and behaviour and pastoral staff, guide staff through a rigorous pupil progress process so that they can support Pupil Premium children fully.

We run tailored interventions to support Pupil Premium children with a variety of additional needs. These interventions enable our disadvantaged pupils to attend catch-up sessions led by specialist staff using precise resources. These children make very good progress on their journey through school.

More specific support is provided by specialists such as Speech and Language Therapists, Education Psychologists and SCiL Team who work with specific children in school.

At Horton Park, we understand that many of our disadvantaged children do not have access to a wide range of wider opportunities and experiences, so we place great emphasis on the importance of personal development, experiences and enrichment. Pupil Premium funding enables our most vulnerable children to access an extensive personal development offer which builds self-confidence, ambition and aspirations.

Challenges

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

Challenge number	Detail of challenge
1	<u>Phonics and Early Reading</u> - A proportion of disadvantaged pupils require rapid keep-up/ catch-up to secure fluent decoding and book match fidelity.
2	<u>Communication and Language (particularly in EYFS)</u> - Many pupils, entitled to PP enter Reception with skills below what is typical, especially in communication and language - impacting access to the wider curriculum without explicit instruction and oracy practice.
3	<u>Attendance and Punctuality</u> - Our disadvantaged pupils require our support to maintain the best possible attendance.
4	<u>Progress and Attainment gap</u> - Ongoing assessment shows that disadvantaged pupils in KS2 benefit from the support they are provided with to ensure they achieve as well as their peers.
5	<u>Mental Health and Well-Being</u> - some pupils require proactive pastoral or mentoring approaches to regulate and engage.
6	<u>Personal Development opportunities</u> – A large proportion of disadvantaged pupils have limited life experiences and families face significant financial pressures which potentially limit access to resources, opportunities and experiences.
7	<u>SEND</u> - Many disadvantaged pupils also have Special Educational Needs and Disabilities (SEND), requiring tailored support and provision

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. Early Reading foundations are secure for all disadvantage pupils	Little Wandle scheme is taught with fidelity, and all staff receive coaching and support for Little Wandle. Our disadvantaged children who are falling behind receive rapid intervention and support and book match is secure for all pupils.
2. Improve oral language skills and vocabulary among disadvantaged pupils (particularly in EYFS)	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
3. To secure attendance in line with national so pupils benefit from every learning opportunity	All attendance is monitored closely and pupils with attendance concerns are identified, monitored and swift action is taken by our attendance team. Termly attendance rewards are visible, understood by parents and pupils, and celebrated throughout the school.
4. The gap between disadvantaged and non-disadvantaged pupils at the end of KS2 is closed further	Across school, pupils attain at least in line with their non-disadvantaged peers in Reading, Writing and Maths. Disadvantaged pupils receive targeted interventions to accelerate progress and close the gap. Regular pupil progress meetings support the early identification and support of disadvantaged pupils to access the curriculum confidently.
5. To enhance disadvantaged pupils well being, resilience and readiness to learn	All staff are trained and confident in the relational approach and zones of regulation strategies in order to support pupils emotional well being. Behaviour incidents involving disadvantaged pupils reduce as pupils develop stronger regulation and resilience.
<p data-bbox="167 1361 646 1594">6. Disadvantaged pupils will have equitable access to a wide range of enrichment opportunities and resources, enabling them to broaden their life experiences, develop new skills, and increase their cultural capital.</p> <p data-bbox="167 1662 646 1818">Financial barriers will be minimised so that all disadvantaged pupils can participate fully in school life, both within and beyond the curriculum</p>	<p data-bbox="678 1361 1428 1518">Reduction in financial barriers to participation, with all disadvantaged pupils provided with necessary resources (e.g., uniform, equipment, books) and subsidised access to trips and activities including residential.</p> <p data-bbox="678 1550 1428 1617">Increased participation of disadvantaged pupils in enrichment activities and clubs.</p>
7. Disadvantaged pupils with SEND receive high-quality, targeted support that enables them to make progress in line with, or better than, their peers with similar starting points.	The attainment and progress gap between disadvantaged SEND pupils and national non-disadvantaged peers narrows over time. Evidence-based interventions are delivered consistently and with fidelity.

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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: £155,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Coaching & Teaching CPD</p> <p>Peer coaching model for high quality instruction (Rosenshine, questioning, scaffolding)</p> <p>Lesson coaching cycles aligned to reading, vocabulary, modelling and retrieval</p> <p>CPD on adaptive teaching to ensure all pupils, including PP and SEND pupils</p> <p>SCiL Team CPD focused on class needs eg. colourful semantics, visuals, blank levels, precision teaching etc</p>	<p>EEF research on adaptive teaching</p> <p>Ambition – Leading Professional Development for Teaching Assistants (adaptive teaching)</p> <p>A further factor in pupils' progress and attainment is the effective deployment of support staff. EEF evidence also suggests that teaching assistants have a positive impact on pupils' attainment and progress, including that of disadvantaged pupils, if they are trained well in the interventions and support, they are delivering.</p> <p>Evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1, 2, 4 and 7</p>
<p>Little Wandle DfE validated Systematic Synthetic Phonics programme subscription to secure strong phonics teaching for all pupils.</p> <p>Release of Phonics lead to coach and support staff</p> <p>Resources linked to scheme</p> <p>Release of staff for training</p> <p>Additional precision teaching and interventions</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils</p> <p>Evidence: https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework_.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>1, 2 and 7</p>

<p>Development of high quality oracy and language across the curriculum</p> <p>Ensure high-quality learning environments that model rich vocabulary, supported by displays and visual scaffolds</p> <p>Embed a whole-school approach to language development, drawing on WellComm, LW, Voice 21 and structured vocabulary instruction</p> <p>Time for Oracy Lead Membership and access to Voice 21, including training and resources</p>	<p>In order to prepare young people for their future, the Commission on the Future of Oracy Education in England believes oracy should become the fourth “R” of education – of equal status to reading, writing and arithmetic.</p> <p>At Horton Park, it is essential that we develop the oracy and language skills of children, including our disadvantaged children. Through our work with Voice 21, Oracy is a fundamental part of our curriculum.</p> <p>Evidence: https://oracyeducationcommission.co.uk/oec-report/ https://voice21.org/understanding-the-impact-of-being-a-voice-21-oracy-school/</p>	<p>1, 2, 4 and 7</p>
<p>Mental Health and well being support</p> <p>Explicit teaching of emotional literacy and self regulation strategies through the schools programmes MyHappyMind and Zones of Regulation</p> <p>Use of visual supports eg use of widgets, visual timetables, Now and Next boards, displays etc</p>	<p>At Horton Park, it is essential that we develop the pupils use of MyHappyMind language and Zones of Regulation terminology so that they can identify emotions and apply self-regulation strategies independently, resulting in fewer dysregulation incidents and improved engagement in learning.</p>	<p>4,5 and 6</p>

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

Budgeted cost: £63,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted support for children disadvantaged pupils (end of Key Stage 2) Teaching and support staff to offer weekend and after school boosters to support disadvantaged pupils</p> <p>To provide additional designated, highly qualified and skilled teachers to teach Writing and Maths to small group GD pupils in Y6</p>	<p>Evidence suggests that 1:1 or small group intervention has a positive impact on pupil progress and attainment.</p> <p>Evidence: https://educationendowmentfoundation.org.uk/education-evidence/effective-tutoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>4 and 7</p>
<p>Targeted Academic support</p> <p>Employment of additional classroom based staff to ensure that children receive additionality in the form of:</p> <p>Precision teaching</p> <p>Interventions based on ongoing assessments</p> <p>Teaching assistants assist teacher in responding to pupils' needs in real time.</p>	<p>Evidence suggests that 1:1 or small group intervention has a positive impact on pupil progress and attainment. We will support our disadvantaged pupils through small and 1:1 sessions.</p> <p>EEF – Making best use of teaching assistants EEF - individualised instruction EEF – Teaching assistant interventions</p>	<p>1, 2, 4 and 7</p>

<p>Attendance Support & Family Engagement</p> <p>LA attendance service partnership</p> <p>Strengthened parent communication (attendance dashboards, weekly analysis)</p> <p>Continue Early Help, family support and targeted casework.</p> <p>Incentivise attendance through termly challenges aligned with Horton Park's values.</p>	<p>EEF Toolkit – Attendance interventions</p> <p>RISE Attendance and Behaviour</p> <p>RISE Attendance and Attainment</p>	<p>3, 4 and 5</p>
<p>Pastoral & Behaviour Support</p> <p>To continue to support the academic, social, emotional and behavioural needs of all children through:</p> <p>Deployment of learning mentors for proactive mentoring, social skills, self-regulation and emotional literacy</p> <p>Zones of Regulation embedded school-wide (CIP).</p> <p>Relational Approach practice training for all staff.</p>	<p>EEF - individualised instruction</p> <p>EEF – Teaching assistant interventions</p>	<p>5 and 6</p>

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

Budgeted cost: £70,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Personal Development Strategy</p> <p>Trips and visits Provide increased opportunities for PP pupils' experiential learning by subsidising educational trips, visits and residential.</p> <p>Minibuses including training and release time.</p>	<p>Many of our pupils have limited access to wider personal development opportunities and green spaces. This is particularly the case with our disadvantaged pupils. Evidence suggests that more access to personal development opportunities improves children's well-being and makes them a more rounded individual.</p> <p>EEF Pupil Premium Guide: "Schools should consider how to improve pupils' access to a wide range of experiences, including trips and visits, as part of a broad and balanced curriculum."</p> <p>EEF Teaching and Learning Toolkit: While the direct impact on attainment may be moderate, enrichment approaches are associated with improved motivation, engagement, and aspiration, especially for disadvantaged pupils.</p>	3, 5 and 6
<p>Attendance team and strategy</p> <p>Attendance Officer in role works in collaboration with community involvement worker.</p> <p>Continue to reward and celebrate with parents and children.</p> <p>Attendance rewards which will be targeted.</p>	<p>EEF 'Working with Parents to Support Children's Learning' guidance highlights that parental engagement, especially when linked to attendance, can have a positive impact on pupil outcomes.</p> <p>DfE 'Improving School Attendance' guidance recommends a whole school approach, including dedicated attendance staff and targeted interventions for families most at risk of poor attendance.</p>	3, 4 and 5
<p>Learning Mentor</p> <p>Provide support for emotional health and wellbeing.</p> <p>Deploy Learning Mentors to support our PP children with</p>	<p>Education Endowment Foundation – Mentoring</p> <p>Some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour</p>	3, 5 and 6

<p>behavioural and emotional difficulties, working with them to overcome barriers to learning.</p> <p>Meet and Greet sessions led by Learning Mentors supporting daily attendance and wellbeing.</p>		
<p>Language Rich Environment</p> <p>Shakespeare in Schools production promotes language rich opportunities and performance skills.</p> <p>After school clubs develop vocabulary and language by providing additional opportunities</p> <p>Early Years experiences support pupils' language development and confidence</p> <p>Poetry days to enhance performance and language</p> <p>Enrichment activities provided to children i.e. trips, event days in school and aspiration week</p>	<p>EEF 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.</p>	<p>2, 4 and 6</p>

<p>Mental Health and Well-Being</p> <p>Mental Health first aiders in school for pupils and adults</p> <p>Support from external agencies including Mental Health in Schools Team</p> <p>Mental Health and further support from our mentor team.</p> <p>Team Teach de-escalation strategies</p>	<p>At Horton Park we continue to develop our Mental Health offer, drawing on external and internal support.</p> <p>EEF social and emotional learning</p>	<p>3, 5 and 6</p>
<p>Supporting families and local community</p> <p>Support families through Early Help and Lead Practitioner</p> <p>Supporting families to external services and links including HAF</p> <p>Strengthening parental engagement in pupil's learning</p>	<p>EEF parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p>	<p>3, 4, 5 and 7</p>
<p>Breakfast Club</p>	<p>We offer a free breakfast club daily. Research shows the importance of a healthy and nutritious start to the day for our pupils. We offer a range of options for breakfast and engaging activities so children start the day in the right way.</p>	<p>3, 4, 5 and 6</p>
<p>Educational Psychologist support</p>	<p>Early identification of learning difficulties, special educational needs and disabilities (SEND), and mental-health needs allows educational psychologists to design targeted, evidence-based interventions that improve both academic progress and student wellbeing. This also includes the support and development of emotional regulation, positive behaviour and social skills.</p>	<p>2, 4 and 7</p>

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.	All
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Year 1 Total budgeted cost: £294,440

Year 2 Total budgeted cost - £287,942 (£1058 overspend)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

<u>Outcomes 2024-25</u>			
<u>Key Stage 2</u>			
KS2 Exp	School	National	National non-disadvantaged
Reading	66%	75%	81%
Reading Disadvantaged	64%	63%	
Writing	71%	72%	78%
Writing Disadvantaged	67%	59%	
Maths	66%	74%	81%
Maths Disadvantaged	61%	61%	
RWM Combined	54%	62%	69%
RWM Combined Disadvantaged	48%	47%	

Disadvantaged pupils – Greater Depth Standard

KS2 GDS	School
Reading GDS disadvantaged	24%
Reading GDS non-disadvantaged	42%
Writing GDS disadvantaged	6%
Writing GDS non-disadvantaged	12%
Maths GDS disadvantaged	21%
Maths GDS non-disadvantaged	31%

There is no data national data for disadvantaged pupils in individual subjects for GDS

Year 4 MTC

- All groups out performed national non-ppg group. Pupil premium eligible pupils achieved 80% and non-pupil premium achieved 87%.

Year 1 Phonics

- Phonics outcomes were 71% with Pupil premium eligible pupils achieving 79%

Reception Good Level of Development

- Good Level of Development was 61% with Pupil premium eligible pupils achieving 48%

Attendance

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2024/25 (2 term)	191	94.4%	92.4%	Above	Relative improvement	High - FSM, High - SEN
2023/24 (3 term)	194	92.8%	92.0%	Close to average	Relative improvement	High - FSM, High - SEN
2022/23 (3 term)	201	91.8%	91.6%	Close to average	Relative decline	High - FSM, High - SEN

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
TT Rockstars	Maths Circle Ltd
Little Wandle	Little Wandle
Curriculum Maestro	Cornerstones Education
Inclusive PE sessions all abilities.	Jasmineactive.com
White Rose Maths premium resources	White Rose Education
Increasing pupil wellbeing and attendance	www.marvellousme.com
Communication with parents	Marvellous Me
Language Nut	Language nut global
Widgit Online	Widgit Software Ltd
Letter Join – Handwriting Scheme	Letter join Ltd

My Happy Mind	myHappyMind
Music and arts	Charanga