

# Pupil premium strategy statement – Horn’s Mill Primary School – Autumn 2025-2026

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 (2025)	204
Proportion (%) of pupil premium eligible pupils (2025)	17.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plan</b> )	2023 - 24 2024 - 25 2025 - 26
Date this statement was published	September 2023
Date on which it will be reviewed	September 2025 (New report to be created in September 2026)
Statement authorised by	Sharon Wyatt
Pupil premium lead	Emily Hughes
Governor / Trustee lead	Nikki Cash and David Gradwell

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year 2025-26	£56,290
Pupil Premium funding allocation this academic year 2024-25	£45,080
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> ).	£0

## Part A: Pupil premium strategy plan

### Statement of intent

At Horn's Mill Primary School we believe that all children need to be given the opportunities to reach their potential and achieve well regardless of their individual circumstances.

We want all our children to have high aspirations; our school motto is, 'Nurture, Inspire, Flourish'. Supporting all children to achieve, personally and academically, is what we aim to do across all areas of school life. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve these goals.

Our strategy focuses on high-quality teaching and learning and improving areas where disadvantaged pupils are noted to need the most support, as identified by our assessments and observations. The research suggests that quality first teaching approach has the greatest impact, as it will benefit all pupils in our school. However, the focus here will be to ensure that disadvantaged pupils make the intended progress, including accelerated progress, towards closing any gaps in comparison to their non-disadvantaged peers.

This strategy links closely with our current school development priorities and our work on the recovery curriculum, including the effective use of recovery premium funding.

This strategy sets out the planned expenditure over 3 years.

33 pupils on pupil premium, 10 are GRT. (30%)

## Challenges

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

Challenge number	Detail of challenge
1	If you remove the GRT children from our pupil premium group, this cohort's attainment is inline nationally for reading and maths but below national in writing. For this reason, we identify the attainment of progress of children's writing as an area of focus.
2	The progress in reading and maths for <b>all</b> children is expected and 32% of children made more than expected progress in reading. Whilst 50% children made expected progress and 21% made more than expected progress in maths. 29% of our cohort eligible for pupil premium did not make expected progress.
3	Social and emotional issues affect a large proportion of our children who qualify for pupil premium and this has an impact upon their progress. Behaviour and attitudes of all children is rated as at outstanding in our recent OFSTED inspection. However, there remains a great deal of resource and focus on maintaining this and providing the all children with opportunities and access to an enriched engaging curriculum regardless of socio-economic, SEND or financial barriers.
4	Whilst our pupil premium children who are not GRT attendance is in line or better than all other pupils, the attendance of our GRT pupils who are eligible for pupil premium is significantly lower.

## 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. Improved writing attainment and progress for disadvantaged children.	Attainment matches or is improving towards national figures, where it is not currently.
2. Improved math attainment and progress for disadvantaged children.	Children eligible for PP achieve in line with national at the end of Key Stage 2, or are improving towards that of other children.

3. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	<p>Increased wellbeing for pupils, as evidenced through pupil voice, observations, and parental surveys.</p> <p>A decrease in the frequency that SEMH impacts on children's learning.</p> <p>Observations and assessments show an increased engagement with learning and increased participation in enrichment activities</p> <p>All children are given the opportunities to attend residential visits, learning visits and after-school clubs that enrich their learning experiences.</p>
4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Increased attendance for all pupils to move towards national expectations, and to meet national over time.</p> <p>Lower percentages of persistent absence for all children.</p>

This details how we intend to spend our pupil premium (and recovery premium) funding over a period of 3 years to address the challenges listed above.

### Quality of Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
English Hub training (Reading for Fluency) – release for staff training	<p>DfE endorsed English Hub promotes the relationship between reading and writing.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency">https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p>	1.

Increased SLT time to support English across the school	<p>High-quality Subject Leader Development and Subject Training is essential to follow EEF principles and to ensure Subject Leaders are driving improvements in their subjects. This will impact attainment and progress across the curriculum as a whole.</p> <p><a href="#">EEF: Leadership</a></p>	1.
<p>Embedding the introduction of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Embed Read, Write, Inc. including purchasing yearly training and updating teaching materials</p> <p>Work as partner school with the English Hub to further improve phonics teaching and to provide CPD for staff. Release time for Subject Leader to assess the children, coach staff and lead RWI effectively.</p> <p>Read Write Inc Spelling for KS2</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils: The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)</p> <p><a href="#">EEF Phonics</a></p>	1
Resource for the Primary Teaching for	<a href="#">EEF Maths Mastery</a>	2.

Mastering Number – release maths lead for leadership monitoring and to provide support to colleagues+ apparatus	<a href="#">Mastering Number NCETM</a>	
Maths No Problem workbooks and resources (reinvested)  IPad – Notability App	It was identified that in UKS2 children were struggling to access problems. Arithmetic was strong but a gap was evident in children’s ability to tackle a problem in maths.  <a href="#">NCETM 5 Big Ideas</a>	2
Specialist art teacher to deliver high quality art and DT lessons throughout school.	Art provides an alternative medium for children to express and communicate	3
Teacher release time to support enrichment of the curriculum to be provided by a qualified teacher	To ensure high standards and expectations of staff, their well-being should be considered and time given to plan for the enrichment tasks	1,2,3

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All pupils, including those with PP to make expected progress across their learning.</p>	<p>Upon analysis, Year 4, Year 5 and Year 6 classes have the highest proportion of “disadvantaged” children. Well used additional adult support is widely recognised as an effective resource to positively impact the children’s learning.</p> <p>Well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help pupils overcome barriers to learning and ‘catch-up’ with their peers.</p> <p><a href="#">EEF: Teaching Assistant Interventions</a>  <a href="#">EEF: Making the Best use of Teaching Assistants</a></p>	<p>1 and 2</p>
<p>Two members of staff to maintain training in Emotional Literacy Support. Maintain her increased working hours to specifically to lead ELSA interventions.</p> <p>Inclusion manager to maintain time to provide support and intervention for identified pupils and families</p>	<p>EEF Social and Emotional Learning + 4 months EEF Self- Regulation +7 months</p> <p>The ELSA interventions led last year by the Pastoral Team were effective for those children involved. We now need to continue this practise and support.</p> <p><a href="https://www.elsanetwork.org/elsa-network/other-research/">https://www.elsanetwork.org/elsa-network/other-research/</a></p>	<p>3,4</p>
<p>High level of trained support staff to enable targeted quality teaching for children during maths and English lessons.</p> <p>TAs supporting including in wider curriculum lessons.</p>	<p><a href="#">EEF: Making the Best use of Teaching Assistants</a></p>	<p>1, 2, 3</p>

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>At least partly subsidised opportunities for those identified as pupil premium to access</p> <ul style="list-style-type: none"> <li>-increased enrichment of curriculum and wider learning opportunities through visitors to school, trips and visits</li> <li>-Pantomime at school</li> </ul>	<p>In school questionnaires, children and families tell us that the children particularly enjoy residential visits and trips. Horn's Mill are committed to providing enriching and engaging experiences throughout their time at school to widen opportunities and enjoyment for all.</p>	1,2,3,4
<p>Specific and detailed systems for tracking children's attendance to continue.</p> <p>Named school Attendance Officer with <u>allocated time</u> to monitor and provide targeted plans to improved attendance for identified families</p>	<p>The mobility of some of our cohort means that this level of detail is needed in order to keep track of this.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>DfE's <a href="#">Improving School Attendance</a></p>	4
<p>Teachers and TAs to deliver clubs until 4pm across the week. Clubs to target specific pupils from the vulnerable and disadvantaged register</p> <ul style="list-style-type: none"> <li>- Cost of outdoor providers subsidised for disadvantaged families</li> </ul> <p>Over 50% of the children who attend Young Carers</p>	<p>Uptake of invited clubs was trialled in 2021-22 and staff felt it was purposeful and impactful on individuals. We remain vigilant in targeting our pupil premium cohort for after school clubs.</p> <p>NHS Cheshire Young Carers</p> <p><a href="#">House of Commons Library</a></p> <p><a href="#">Child Poverty Action Group</a></p>	3, 4



club are also eligible for Pupil Premium. Additional to local clubs, Young Carers have a club based at Horn's Mill school. There is 1 member of school staff allocated and paid to help to manage this and provide appropriate levels of supervision.		
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**PART B - REVIEW - This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.**

### **1. Improved writing attainment and progress for disadvantaged children**

**Success Criteria:** Attainment matches or is improving towards national figures, where it is not currently.

In 2025, the end of Key Stage two, 64% of the children achieved at least the expected standard in writing. Whilst this figure is below national (72%), two of the children did not access the SATS meaning that 70% of the children who accessed SATS achieved at least expected.

This cohort had 36% SEN register, including 2 children with EHCPs. In addition, there were 3 children with EAL.

There were 6 children eligible for FSM in the year 6 class. 50% of these were on the SEN register with specific literacy difficulties. 33% had joined Horn's Mill in Year 5 from another country with significant EAL barriers. 2 children were open to social care (one child at Child Protection and one at TAF). Nearly all children made at least expected progress from their Reception data / starting point.

#### **On track to meet the target?**

In writing, 84% (27 out of 32) of children who are disadvantaged have made at least expected progress over the last academic year. 9% (3) have a start date within the academic year 2025-25. 6% (2) made less than expected progress. Out of these 2 children, both have SEN and 1 is also under a Child Protection plan and EHCNA.

Overall, the percentage of children with PP achieving the Expected Standard in writing has increased, although remains below national. Writing remains an area with high focus and attention for 2025-2026.

#### **LAST YEARS**

In 2024, the end of Key Stage two, 61% of the children got the expected standard in writing. Whilst this figure is below national (72%), actually all children except two (92%) made expected progress in line with their starting points.

This cohort had 45% of children in the class on the SEN register, including 3 children with EHCP's.

There were 4 children with FSM in the Year 6 class. Three of these children were on the school SEN register, all with significant barriers to their cognition and learning. The progress of all four children identified as disadvantaged was at least good (from their starting points). One child achieved the expected standard at the end of KS2. In addition, one of the children with significant SEMH barriers greatly improved his attainment from his starting point – he had joined us from 1.9.23 as a child in care with trauma and SEN. At the end of Year 6 his letter formation, spelling and stamina of writing was hugely improved and he transitioned well into his secondary placement in an SEN school.

### **On track to meet the target?**

The end of KS2 writing data is like likely to present a dip in attainment in 2025. Much intervention is in place to ensure children make as much progress as possible.

In writing, 56% (14) of children who are disadvantaged have made at least expected progress over the last academic year. 22% have a start date within the academic year 2023-24 – almost all of this group have made expected progress since they started at Horn's Mill. 22% (6) made less than expected progress. Out of these 6 children, 3 are GRT with low attendance. The remaining four children have had significant support, e.g. ELSA, Young Carers, Passion for Learning and have all had intervention support regularly.

## **2. Improved math attainment and progress for disadvantaged children.** Children eligible for PP have a progress score in line with national at the end of Key Stage 2, which matches or is improving towards that of other children.

In 2025, 84% children in Year 6 achieved the expected standard. This was above national average (74%). Additionally, 32% achieved Greater Depth.

100% of the 6 children with Pupil Premium achieved at least the expected standard. 40% achieved greater depth.

### **On track to meet the target?**

We predict that the current cohort will meet the national average for the expected standard for maths. Maths No Problem is going well. Leaders are satisfied with the quality of teaching and learning and will continue to monitor this. This has had a significant impact on the number of children achieving higher standard.

3. **To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils** Increased wellbeing for pupils, as evidenced through pupil voice, observations, and parental surveys. A decrease in the frequency that SEMH impacts on children's learning. Observations and assessments show an increased engagement with learning and increased participation in enrichment activities. All children are given the opportunities to attend residential visits, learning visits and after-school clubs that enrich their learning experiences.

**On track to meet the target? Yes**

There has been a decrease on the impact of SEMH on children's learning in most classes.

The uptake of clubs remains stable. In 2023-2024 the clubs uptake for children identified as accessing FSM was 50% (on average). In 2024-2025, 51% of children on FSM attended at least one after school club.

Children that have not accessed a club are identified by DW and EH on a termly basis and families are approached to see whether there is anything that we can help with (including a financial offer). The result of this has been that one additional family took up a club place last year in 2023-2024. Childcare arrangements and lack of interest from the child have been the most common reasons for those who have not accessed a club.


Access to school trips, swimming and residential trips has remained very good with the exception of one class.

In 2024/2025 of the children identified for FSM:

- 100% went on the Year 6 residential.
- 40% went on the Year 4 residential (this is 2/5 children. The 3 who did not attend are members of GRT community and chose not to access the residential for reasons in line with cultural beliefs)
- 100% went on the Year 2 residential

4. **To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils** Increased attendance for all pupils to move towards national expectations, and to meet national over time. Lower percentages of persistent absence for all children.

**On track to meet the target?**

 Horn's Mill Primary School	Whole School  201 Children			Pupil Premium  32 Pupils		
February	All Pupils 201 Pupils	GRT 25 Pupils ( 7 Irish/18 Roma)	Settled 176 Pupils	All Pupils 32 Pupils	GRT 8 Pupils	Settled 24 Pupils
National Absence (from gov uk) Autumn/Spring 22/23 (All Pupils 23/24 to date)	93.3%	Irish 79.1% Roma 83.2%		89.8%		
Horn's Mill Absence	91.3%	Irish 65.6% Roma 57.6%	95.7%	86.7%	65.9%	93.7%
Comparison to last half term	↓	Irish- ↓ Roma- ↓	↔	↓	↓	↔
February	All Pupils 35 Pupils	GRT 25 Pupils (7 Irish/18 Roma)	Settled 10 Pupils	All Pupils 12 Pupils	GRT 8 Pupils	Settled 4 Pupils
National Persistent Absence (from gov uk) Autumn/Spring 22/23	19.4%			32.1%		
Horn's Mill Persistent Absence	17.4%	Irish –100% Roma –100%	5.6%	37.5%	100%	16.6%
Comparison to last half term	↑	Irish- ↔ Roma ↔	↑	↔	↔	↔

Attendance of settled children (removing GRT) is 95.7% which is higher than National (as is the usual picture)

Attendance of settled children (without the GRT group) eligible for pupil premium is significantly higher than national.

School regularly uses the Gov.UK to support our analysis of attendance data.

## Externally provided programmes

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

Programme	Provider
RWI Phonics	Read, Write Inc.

TT Rockstars	Times Table Rockstars
Maths No Problem	Maths – No Problem
My Happy Mind	My Happy Mind