Pupil premium strategy statement – New Horizons 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	471
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement for each academic year)**	2026/2027 to 2028/2029
Date this statement was published	December 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Lizzie Shackelford, Headteacher
Pupil premium lead	Vicky Hungerford, Deputy Headteacher
Governor / Trustee lead	Hannah Powell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£268,150
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£268,150

Part A: Pupil premium strategy plan

Statement of intent

New Horizons Primary school serves a diverse seaside, inner-city community. Amongst our ward within Portsmouth, deprivation is high and many local factors provide complex barriers for our families. All members of staff and the governing body accept responsibility for 'disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We want every child to develop a lifelong love for learning and to develop, nurture and acquire skills and abilities to enable them to fulfil their potential in school and later life.

The single most important thing we strive to do is understand the individual needs and barriers for our disadvantaged children and their families. We truly believe that supportive relationships are the single, most important intervention that some children and families benefit from, making generic assumptions about poverty and ability is damaging

Our principles are:

1. High expectations and inclusive teaching are imperative. Classrooms provide challenge and support through building trusting relationships.
2. We embrace a relational and restorative approach within our school. We recognise and put these relationships at the center of what we do.
3. Our approach to teaching metacognition builds life-long learning habits such as resilience, self-regulation and resourcefulness. Children build self- esteem and confidence through successful engagement with high-quality, challenging tasks.
4. We continue to target our funding on additional support staff to deliver interventions that raise attainment in speaking and listening, reading and maths. This is supported by external experts such as our resident speech and language therapists.
5. Our wider curriculum is planned to deliver total curriculum equity and widen the life experiences of our disadvantaged children, including access to the arts.
6. We safeguard children from being exposed to wider barriers and local factors through the support of experts. Including Educational Phycologist, school nurse and a Mental Health Support Team.
7. Open the discussions around aspirations with our children and provide knowledge of various educational routes and opportunities for different aspirations outside of the local area, including further education.

Challenges

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

<table>
<tr><th>Challenge number</th><th>Detail of challenge</th></tr>
<tr><td>1
Writing Attainment</td><td>Our attainment data for Reading across the school shows that PP is getting stronger, however, it is still an area of focus, particularly for KS2.
<table>
<tr><th><u>EYFS</u></th><th><u>KS2</u></th></tr>
<tr><td>National: 72%</td><td>National: 73%</td></tr>
<tr><td>NHP: 77.1%</td><td>NHP: 43.7%</td></tr>
<tr><td>NHP, PP: 83.3%</td><td>NHP, PP: 31.1%</td></tr>
</table></td></tr>
<tr><td>2
Reading Attainment</td><td>Our attainment data for Reading across the school shows that PP is getting stronger, however, it is still an area of focus, particularly for KS2.
<table>
<tr><th><u>EYFS</u></th><th><u>Phonics</u></th><th><u>KS2</u></th></tr>
<tr><td>National: 70%</td><td>National: 80%</td><td>National: 75%</td></tr>
<tr><td>NHP: 81.3%</td><td>NHP: 81.7%</td><td>NHP: 60%</td></tr>
<tr><td>NHP, PP: 83.3%</td><td>NHP, PP: 83.3%</td><td>NHP, PP: 51.1%</td></tr>
</table></td></tr>
<tr><td>3
Maths Attainment</td><td>Our attainment data for Maths across the school shows that PP is getting stronger, however, it is still an area of focus, particularly for KS2.
<table>
<tr><th><u>EYFS</u></th><th><u>MTC</u></th><th><u>KS2</u></th></tr>
<tr><td>National: 70%</td><td>National: 37%</td><td>National: 75%</td></tr>
<tr><td>NHP: 85.4%</td><td>NHP: 42.9%</td><td>NHP: 61%</td></tr>
<tr><td>NHP, PP: 91.7%</td><td>NHP, PP: 35%</td><td>NHP, PP: 46.7%</td></tr>
</table></td></tr>
<tr><td>4
Emotional Literacy</td><td>Due to a range of factors, such as low self-esteem and life circumstances, emotional and behavioural needs can restrict pupil progress and result in disengagement from school life. Our observations, assessments and discussions with families and pupils indicate that the education wellbeing of our pupils, as well as disadvantaged, continue to be impact by COVID. These findings are supported by national studies. Over the previous academic year, 72% of disadvantage pupils made progress with their emotional literacy.</td></tr>
<tr><td>5
Attendance</td><td>Research shows that persistent lateness and low attendance can result in gaps in pupil subject knowledge.
<table>
<tr><td>National attendance: 95%</td><td></td><td>National Persistent Absence: 13.90%</td></tr>
<tr><td>Whole school attendance: 95.52%</td><td>NHP Lateness: 95.52%</td><td>NHP Persistent Absence: 10.12%</td></tr>
<tr><td>NHP PP: 94.47%</td><td>NHP PP Lateness: 94.47%</td><td>NHP PP Persistent Absence: 17.65%</td></tr>
</table></td></tr>
</table>

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	Target Date
Progress in Reading	Achieve at least national average progress scores in KS2 Reading	July 2027
Progress in Writing	Achieve at least national average progress scores in KS2 Writing	July 2027
Progress in Mathematics	Achieve at least national average progress scores in KS2 Mathematics	July 2027
Phonics	Attainment at least in line with national non-disadvantaged standards	July 2027
Year 4 MTC	Attainment at least in line with national non-disadvantaged standards	July 2027
KS2	Attainment at least in line with national non-disadvantaged standards	July 2027

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: **£81,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to support mastery in Maths learning by improving the quality of assessment, planning, scaffolding, modelling and flexible groupings so that the pupils are provided with appropriate support both for their starting points and also for the progress and attainment achieved during a series of lessons.	Evidence from the EEF indicates that mastery learning can deliver approximately five additional months' progress on average. To use a Maths expert from the Maths Hub to support CPD and develop Teaching and Learning across the school. To continue to invest in a Maths scheme (Whiterose) to ensure that the teaching and learning of Maths across the school is accurately pitched for all pupils. This will enable pupils to close gaps and catch up.	3, 5

	Develop the leadership capacity of our Maths leader, who is currently working with the Maths Hub, to ensure the consistent teaching of Maths across the school. To continue to embed the 'Mastering Number' scheme/project that was introduced during the Autumn Term and now fully across the school, which has expanded from KS1. This project enables pupils to develop fluency in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense.	
To further embed the implementation of the Destination Reader approach to reading in KS2, including the training of new members of staff, alongside the implementation of best practice from this approach into KS1.	The EEF Learning and teaching toolkit has evaluated reading comprehension approaches and their effectiveness: On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. To use the Lead Practitioner's expertise and the Reading Leads within the school to raise standards further. The EEF shows that working in partnership with schools can improve practice further: *We know that access to research alone isn't sufficient to tackle the attainment gap, and that evidence-informed approaches have the most impact when implemented using school and system leaders' professional expertise. Partnerships enable groups of schools to identify priorities, co-develop solutions, and engage with the evidence base to meet specific challenges.* To develop subject leaders of Reading across the school and the successful implementation of Reading across the school. *The evidence is clear from the EEF Improving Literacy in Key Stage 2: to excel in literacy, pupils need high quality teaching and extensive opportunities to practice reading and writing.* *We will focus particularly on summary recommendations 1, 2 and 3: Develop pupils' language capabilities; support pupils to develop fluent capabilities; Teach reading comprehension strategies through modelling and supported practice.*	1,2,3,4,5
To further develop the fluency of pupils Reading across the school	Offer professional development support to our Reading Leaders to support the implementation of fluency. Use Pixl resources and	2

	EEF to support our children's fluency across the school. CPD, coaching and mentoring will be provided for all to ensure that planning is effective; modelling is used effectively to move learning on and close gaps; accurate assessment of writing is used and staff are able to interpret these effectively. Research from the EEF has shown that: *Scientific research has consistently recognized the critical nature of fluency as a bridge between effortful decoding and comprehension. A fluent reader is one who can accurately and automatically decode words. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future. Teaching children to read is complex and encompasses a range of skills, such as word decoding, comprehension and fluency.* To continue to embed the consistency of our Phonics scheme: ELS. Research shows that the average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year. Support from Springhill, the English Hub, to develop us further.	
To offer effective professional development to further improve the outcomes of writing	Use of the Local Authority English advisor to improve standards in Writing across the school. CPD, coaching and mentoring will be provided for all to ensure that planning is effective; modelling is used effectively to move learning on and close gaps; accurate assessment of writing is used and staff are able to interpret these effectively. TA CPD has regular focuses to support and empower our TAs to support our children effectively with their writing at all levels of ability. The guidance report on Effective Professional Development shows that: supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.	1,2
To improve the emotional literacy of pupils	Since September 2023, we have restructured our pastoral team in the school to include a range offers to support our pupils. We now have a Lead ELSA practitioner supported by a team of 5 trained ELSAs and dedicated ELSA and Sensory and Regulation facilities. EEF suggests that when ELSA is planned for effectively, it can improve outcomes by 4 months.	4, 1, 2, 3,5

	Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. The pastoral team regularly report to parents in their Pastoral Newsletter that offers support and signposts where further support can be found for their children. An Inset Day in September 2024 and November 2025 focused on the Relational and Restorative approach that all staff attended and are now embracing in school. We have also had additional MHST and Behaviour training for our Staff to support this area, as well as EBSA training. Training and introduction of 'Connection circles' to help improve connections and relationships with learners.	

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

Budgeted cost: **£41,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
The development of effective, small group intervention to address misconceptions and gaps in learning, provide support and extend pupils' learning in and out of class. The key area for these interventions will be in phonics.	The EEF Learning and teaching toolkit refers to the teaching of phonics: *Qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading.* Therefore, the pedagogical expertise of teachers and TAs to be improved and supported in order to improve the effectiveness of all staff directly involved in the teaching of phonics. Continue to embed the fidelity to Essential Letters and Sounds, including training for all new staff to support the delivery of ELS for both whole-class and as an intervention. With the support of Springhill. Use the gap analysis and therapies from Pixl to support learners across Maths, Reading and GPS to ensure that pupils catch up and keep up.	1, 2, 3, 4, 5

	Regular Springhill visits – an English Hub School, to support with best practice and to ensure that we continue to target Pupil Premium children and the provision is accurate.	
To implement whole year group intervention in phonics to close the gap between those who have and have not achieved the relevant goals for their previous/current year group in EYFS and KS1. To provide additional, teacher-led, phonics interventions in KS1 during afternoon lessons. Support in KS2 also provided for pupils who have not mastered phonics.	See above. *EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.*	1, 2, 3, 4, 5

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

Budgeted cost: **£72,350**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to support the implementation of targeted support for families at risk of persistent absence alongside the support for all pupils, but particularly those who are disadvantaged. This is so that attendance is at least in line with the national attendance in 2022 (95%), with persistent absenteeism for disadvantaged pupils in line with non-disadvantaged pupils.	The Department for Education (DfE) published research in 2016 which found that: • The higher the overall absence rate across a Key Stage, the lower the likely level of attainment at the end of KS2. • Pupils with no absence were 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions. Attendance Newsletter is sent out monthly to inform parents of the benefits of good attendance and tips on how to improve attendance. Training on Arbor has been provided for the Attendance Officer to improve the lateness and persistent absenteeism. House Points are being provided to the children with 100% attendance in a week. Attendance cups for KS1 and KS2 have been introduced and celebrated with the children who are keen for their team to be first each week.	5

To improve the IT provision and usage in school in order to support learning; explore possible hardware and software that can support pupil learning, including by increasing of the number of devices that are available to the children.	EEF has identified that digital technology can add up to +4 months progress. We have employed a Digital Strategy Leader who has supported the school to improve provision and scaffolding in lessons across the curriculum. Purchase of iPads across the school to support with children across the curriculum to improve our provision, for example using immersive reader to enable them to access the curriculum. Use of Digital Literacy to train staff to improve provision for all groups. Key apps have been introduced e.g. Canva, which is woven into the curriculum to ensure that Pupil Premium children are competent and successful in their learning so that they can apply this in further learning and consequently in their working careers.	1, 2, 3, 5
To support the children with their emotional literacy in order that they are able to access their learning via the Emotional Literacy Support Assistants (ELSAs).	EEF has identified that the average impact of successful social and emotional learning interventions is an additional four months' progress over the course of a year. Since September 2023, we have restructured our pastoral team in the school to include a range offers to support our pupils. We now have a Lead ELSA practitioner supported by a team of 5 trained ELSAs and dedicated ELSA and Sensory and Regulation facilities. EEF suggests that when ELSA is planned for effectively, it can improve outcomes by 4 months. *Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.*	4

Total budgeted cost: £268,150

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 academic year of 2025-2026 using internal data and externally validated data. Going through each of our challenges, we have evaluated the following impact.

Challenge 1 – Ensuring Strong Foundations in Year R

For EYFS in 2025-2026, our GLD for all pupils was 72.9%. This was an increase of 7.1% from the previous academic year. 75% of our PP children achieved GLD, compared with 72.2% of non-PP. This shows that our challenges are carefully identified and actions are appropriate to support our strong foundations for our disadvantaged pupils. PP has improved 33% since the previous academic year. We are 16% above national for our PP children.

Challenge 2 – Access to Enriched Curriculum and Real-Life Experiences

We have developed our enrichment offer for our Pupil Premium children by offering a range of creative and cultural experiences. We offer whole school 'We are One' events to promote inclusivity and cultural celebrations. Pupil voice demonstrates increased confidence, engagement and cultural awareness. Attendance at enrichment activities has also contributed to improved school attendance for identified pupils. Our PP children are offered trips first before others. For example, we have offered Author Visits to our PP children first, before opening this up to other pupils as there were restricted numbers on the visit. This has also directly improved attendance for our PP children. We now offer a Pupil Passport to all our children to develop the cultural capital for our children.

Challenge 3 – Early Reading Foundations

Our Phonics results for the academic year of 2025-2026 were above national. Our disadvantaged pupils outperformed our non-pupil premium children: 83.3% vs 80.9%. Our Pupil premium children outperformed national by 13.9%, which demonstrates the provision provided is matching the needs of our pupils. There has been an increase of 13% of Pupil Premium pupils achieving GLD at the end of Year R. In Year R, 75% of Pupil Premium children achieved the expected attainment for comprehension, which is an increase of 27.9% from the previous academic year.

Challenge 4 – SEND and Mental Health Needs

During the academic year of 2025-2026, we appointed an additional ELSA, who has supported the SEMH needs for the school. Of the Pupil Premium children who needed ELSA, 72% have made progress, showing better emotional vocabulary, being able to articulate and use a range of coping strategies and have built better friendships. This directly resulted in pupils with SEND and SEMH making further progress in Reading, Writing and Maths. Year on year, Year 1, Year 2, Year 3 and 5 pupils have improved attainment by on average 70%.

Challenge 5 – Attendance

The daily attendance of all of our pupils is above national, which is due to the relentless focus on attendance of our pupils supported by our Attendance Lead, as well as making it a focus for all staff members. As a result, pupils who have persistent absence has also improved year on year for the last 3 years. We are now above national for this group of pupils. Our Pupil Premium pupils have also improved their attendance for persistent absence from the last academic year and are closing the gap with the non-pupil premium pupils.

Challenge 6 – Attainment of PP pupils vs non-PP pupils in Writing

Writing attainment is still an area of development for our school. Year 1, 3 and 4, have improved writing attainment for our PP children, but the gap still needs more work to close this further to be in line with our non-pp children.

Our PP strategy is not one person's responsibility but is a shared one by all who work in the school, and we will continue to develop and maintain this culture.

In 2025-2026, disadvantaged pupils achieved particularly strong outcomes in EYFS and the Phonics Screening Check, with attainment exceeding both non-disadvantaged pupils within school and national outcomes. Attendance continues to improve and targeted SEMH support has had a positive impact on pupils' wellbeing and engagement with learning.

Writing remains an area for further development, with some year groups still showing a gap between disadvantaged and non-disadvantaged pupils. Consequently, the school will continue to focus on securing consistently strong writing outcomes whilst maintaining the successful approaches that have improved early reading, attendance and personal development.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Counselling has been provided to support the emotional needs of service children and their families. Induction programmes have been developed to ensure a smooth transition and to address service children's learning gaps. Communication with deployed parents has been supported through face time and communication book activities.
The impact of that spending on service pupil premium eligible pupils
Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. EEF evidence on feedback demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a DfE grant to train a senior mental health lead. The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.