

Pupil premium strategy statement – New Horizons Primary School

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	Oct 2024- 562
Proportion (%) of pupil premium eligible pupils	Oct 2024- 34.7%
Academic year/years that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	December 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Anna Webb (Deputy Director TSAT Primaries Portsmouth)
Pupil premium lead	Jack Jones (Head of School)
Governor / Trustee lead	Hannah Powell (staff governor)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£288,140
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0

<p>Total budget for this academic year</p> <p><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></p>	<p>£288,100</p>
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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.

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. At New Horizons, our 'stars first' approach ensures that everyone is committed and accountable to tackling educational disadvantage.

Our stars first principles are:

- 1) **High expectations and inclusive** teaching are imperative. Classrooms provide challenge and support through building **trusting relationships**.
- 2) We embrace a **relationships-based** approach within our school. We recognise and put these relationships at the centre 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 Psychologist, 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.

Challenge number	Detail of challenge
1	1. <u>Lower than expected starting points.</u>

	<p>1.1. Lower than average in starting points when joining Reception in oracy, numeracy, speech and language and literacy skills. As evidenced by teacher assessments, observation and data.</p> <p>1.2. Transitions between early years settings and school are not yet seamless, particularly from wider feeder nurseries. This leads to additional challenges in meeting expectations such as attendance.</p> <p>1.3. Children are presenting with gaps in fine motor, basic self-care (including toileting) and emotional regulation skills.</p> <p>1.4. Children are reaching KS2 with gaps in their learning through missed education.</p>
2	<p>2. <u>The access to Cultural Capital Experiences</u></p> <p>2.1. There is a challenge in accessing affordable activities linked to cultural capital and access to the arts.</p> <p>2.2. The availability of outside of school provision due to social-economic barriers.</p> <p>2.3. First-hand experiences within the local community, is a barrier to pupils first hand knowledge. Many of our children have never visited the beach in Southsea.</p>
3	<p>3. <u>Phonics and Early Reading</u></p> <p>3.1. Limited access to quality texts at home.</p> <p>3.2. Low starting points within early reading.</p> <p>3.3. Opportunities for reading outside of school due to closure/reduction in opening hours of local libraries.</p> <p>3.4. Impact of speech and language skills on early reading due to SEN and low starting points.</p>
4	<p>4. <u>SEND and Mental Health needs.</u></p> <p>4.1. Due to missed or disrupted early childhood experiences children have, they do not always have the early play skills they need to be successful with their peers.</p> <p>4.2. Social-economic barriers and access to mental health support services means that our children and families do not always receive the support that they need from primary care services.</p> <p>4.3. High numbers of pupils with additional SEN/D needs who need support that is above that offered within our Ordinarily Available Provision (OAP)</p> <p>4.4. High numbers of pupils requiring direct support from outside agencies such as an educational psychologist, MABs, counselling and speech and language therapists.</p> <p>4.5. High numbers of pupils who have mental health needs that require ongoing emotional support and support from the mental health in schools team.</p> <p>4.6. Low social skills due to neurodiversity that can cause high numbers of peer-to-peer conflict.</p>

	4.7. Pupils with difficulties with resilience due to gaps in their social skills and mental health difficulties.
5	<p>5. <u>Attendance</u></p> <p>5.1. 18% (36) of pupil premium children are classed as Persistent Absentees (PA)</p> <p>5.2. High transient student population due to volume of social housing.</p> <p>5.3. We are a school of choice for children who are PP which means that many travel from outside the local area adding additional barriers.</p> <p>5.4. Many of our students with low attendance have parents/carers with mental health difficulties and/or social care involvement.</p>
6	<p>6. <u>Attainment of PP pupils Vs Non-PP pupils in writing.</u></p> <p>6.1. At the end of Key Stage 2, there is a 13% gap between those pupils achieving age related expectations in writing compared to the national average for non-pupil premium students.</p> <p>6.2. At the end of Key Stage 1, there is a 9% gap between those pupils achieving age related expectations in writing compared to the national average for non-pupil premium students.</p> <p>6.3. Across the whole school, there was a 9% gap between PP and non-PP pupils for writing.</p> <p>6.4. In Reception, there was an 18% gap between PP and non-PP pupils which also negatively impacted the overall GLD percentage.</p>

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.

Challenge number	Intended outcome	Success criteria
1	Improving oracy, numeracy, speech and language and literacy skills so that pupils are able to access the whole curriculum.	<ul style="list-style-type: none"> Specifically identified the gaps in each year group. Assessments used will demonstrate a reduction in gap or will be in line with national averages. Pupils will be identified with below average reading ages. Interventions applied will demonstrate positive progress.

		<ul style="list-style-type: none"> • Pupils will develop clear, fluent speech and have made progress within their early social skills. • Teachers will recognise increase confidence in pupils' ability to read and or speak in front of others within early years. • An improved early year setting to school transition processes which is explicit in expectations for attendance and behaviour. • A reduction in number of social disputes within early years during unstructured times. • Children having secure, basic handwriting skills as they enter Year 1.
2	Increase opportunities for students to take advantage and engage with creative, cultural and real-world experiences across the year.	<ul style="list-style-type: none"> • Increase number of students engage in extra-curricular activities. • Increase number of students taking part in trips and experiences. • Increase the number of opportunities for children to explore and learn within their local area and community. •
3	Increase in number of pupils achieving age related expectations within reading and phonics.	<ul style="list-style-type: none"> • Successful implementation of new phonics scheme to boost pupils' progress. • Increase number of pupil achieving pass mark at the Year 1 phonics check. • Increase in number of pupils achieving age related expectation at the end of Year 6. • Closing of gaps between PP and non-PP pupils for reading and phonics outcomes. • Developed and implemented home-reading strategy including the provision of appropriate banded texts until they reach free reader status to take home. • Workshops for parents/carers to support reading, including new phonics scheme, will have taken place and parents/carers will be reading more regularly at home. • Strong liaison with transition partners, to ensure there is a collaborative and

		consistent approach to the teaching of phonics.
4	Every child is able to access the appropriate level of support which matches their specific need in a timely and effective manner.	<ul style="list-style-type: none"> • Clear progress for individuals from their starting points through accurate provision. • Clear and accurate provision map shared with all stakeholders. • Use of structured and measurable interventions over an agreed period to evaluate impact. • Provisions are regularly (1 full term) reviewed to ensure that they are appropriate and well-matched to the needs of the pupils. • Needs are swiftly and accurately recognised through collaboration with outside agencies, resulting in accurate individualised provision. • Increase in staff confidence and knowledge around specific needs, resulting in a higher level of provision for the children. • Parents/carers are regularly (12 weekly) updated on progress and are part of the decision-making process. • Reduction in the number of incidents recorded in school, due to the accurate and proactive deployment of resources. • Increase outcomes through GLS assessments to understand the impact on pupils' resilience.
5	Students are accessing quality first teaching through their improvement in attendance and punctuality to lessons.	<ul style="list-style-type: none"> • Reduction in number of pupils classed as Persistently Absent (PA) • Increase in attendance figures to at least meet national expectation. • Improved relationships with families to ensure that schools are aware of any arising barriers proactively, resulting in a positive impact on attendance. • Multi-disciplinary approach is embedded to have a positive impact on pupils' attendance.
6	Attainment of PP pupils Vs Non-PP pupils in writing.	<ul style="list-style-type: none"> • Gap between PP and non-PP will close positively across the school. • Gap between PP and non-PP pupils nationally will decrease.

		<ul style="list-style-type: none"> • Pupils will have further opportunities to explore writing through author visits and writing trips/activities. • Increase in the number of PP pupils reaching greater depth standard.
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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: £84,112

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Training for staff – general CPD and subject knowledge enhancement. Phonics</i>	EEF-Effective-PD-Recommendations-Poster.pdf (d2tic4wvo1iusb.cloudfront.net) 5ee9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE REVIEW DIGITAL.pdf (website-files.com)	1.1, 1.2, 1.3, 1.4, 3.2, 3.5, 6.1, 6.2, 6.3, 6.4, 4.1
<i>Recruitment and retention</i>	Reducing school workload - GOV.UK (www.gov.uk)	All
<i>Specialist music teaching</i>	Arts-for-every-child-CLA-Social-justice-briefing.pdf (culturalllearningalliance.org.uk) Arts participation EEF (educationendowmentfoundation.org.uk)	2.1, 2.2, 2.3, 3.1, 6.1, 6.2, 6.3, 6.4,
<i>PIXL</i>	Rapid Evidence Assessment summary.pdf (educationendowmentfoundation.org.uk)	All
<i>Coaching, mentoring & CPD</i>	EEF-Effective-PD-Mechanisms-Poster.pdf (d2tic4wvo1iusb.cloudfront.net)	All
<i>PHSE curriculum</i>	EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)	2.2, 2.3, 1.3, 4.1, 4.2, 4.7,

<i>Music service SLA for PPA</i>	Arts participation EEF (educationendowmentfoundation.org.uk)	2.1, 2.2, 2.3,
<i>Destination Reader</i>	Destination Reader (per school) Hackney Services for Schools The importance of reading in early years education EEF	3.1, 3.2, 3.4, 3.5, 4.1, 6.1, 6.2, 6.3, 6.4,
<i>TTRS & Numbots</i>	Parental engagement EEF (educationendowmentfoundation.org.uk) Times Tables Rock Stars - Page Site (trockstars.com) Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	1.1, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4, 6.1, 6.2, 6.3, 6.4,

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

Budgeted cost: £102,371

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Speech and language therapy SLA</i>	EEF SEND Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)	1.1, 1.2, 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 5.3
<i>Educational Psychology SLA</i>	EEF SEND Evidence Review.pdf (d2tic4wvo1iusb.cloudfront.net)	1.1, 1.2, 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 5.3
<i>Speech and language Learning Support Assistants</i>	Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1.1, 1.2, 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 5.3
<i>Phonics software</i>	Phonics EEF (educationendowmentfoundation.org.uk) Early literacy approaches EEF (educationendowmentfoundation.org.uk) Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.4, 3.5, 6.1, 6.2, 6.3, 6.4
<i>Multi-agency Behaviour Service (MABS)</i>	Self-regulation strategies EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1.1, 1.2, 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 5.3

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

Budgeted cost: £101,657

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Behaviour and wellbeing support officer</i>	Self-regulation strategies EEF (educationendowmentfoundation.org.uk) Improving Behaviour in Schools Evidence Review.pdf (educationendowmentfoundation.org.uk)	1.1, 1.2, 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 5.2, 5.4, 6.1, 6.2, 6.3, 6.4,
<i>Attendance officer</i>	Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	5.1, 5.2, 5.3, 5.4
<i>ELSAs</i>	Self-regulation strategies EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk) The ELSA Project in Two Primary Schools: Reflections from Key Stakeholders on the Factors that Influence Implementation - UCL Discovery	1.1, 1.2, 4.1, 4.2, 4.4, 4.5, 4.6, 4.7, 5.1, 5.2, 5.3, 5.4,
<i>Thinking Tuition</i>	Making a Difference with Effective Tutoring EEF (educationendowmentfoundation.org.uk)	1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.4, 3.5, 4.1, 6.1, 6.2, 6.3, 6.4,
<i>Coastguards</i>	Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)	1.1, 5.1, 5.2, 5.3, 5.4,
<i>Digital, sports, arts culture transport offsite</i>	Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) Social and emotional learning EEF (educationendowmentfoundation.org.uk) Aspiration interventions EEF (educationendowmentfoundation.org.uk) Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	2.1, 2.2, 2.3, 3.1, 6.1, 6.2, 6.3, 6.4
<i>Open Box</i>	Aspiration interventions EEF (educationendowmentfoundation.org.uk) Arts participation EEF (educationendowmentfoundation.org.uk) Workshops Openbox (openboxtheatre.co.uk)	2.1, 2.2, 2.3, 3.1, 5.2, 5.3



<i>Additional SENDCo Time</i>	Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk) Self-regulation strategies EEF (educationendowmentfoundation.org.uk)	4.1, 4.2, 4.3, 4.5, 4.6 4.7, 5.1, 5.2, 5.3, 5.4,
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Total budgeted cost: £ 288,140

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of 23-24 pupil premium strategy, against challenges that were set in previous strategy:

1. Lower than expected starting points.

Transition processes have been reviewed and implemented with additional work has now been put into place with our main feeder nurseries. Broadly the gap between PP and non PP pupils has remained the same across the 17 areas, however there was a overall drop in pupils . At the end of Year R, PP outperformed non PP reading by 5%. Maths a reduction in gap between PP and non PP was achieved by 7%. Writing remains a challenge for the school, particularly those PP pupils.

2. The access to Cultural Capital Experiences

Introduction of Pupil Parliament to develop further pupil leadership opportunities for all. The school have worked hard to achieve Arts Mark Silver accreditation which celebrates the high level of resources put into the arts across the school to enable pupils to engage successfully with this. Pupil voice has demonstrated that opportunities for experts to come into school and deliver session to the children such as the use of space done and open box.

3. Phonics and Early Reading

Data shows a two-year positive trend on phonics data for both end of Year 1 and 2. 23-24 saw an increase overall percentage of children passing the phonics screening test by 3%. 80% of pupil premium pupils passed at the end of Year 1 with 85% passing at the end of Year 2 (inclusive of new starters).

External reviews from Springhill English Hub and Incyte International have validated positive steps forward with phonics and early reading, including the implementation of triangulation documents for the bottom 20% readers to support the accurate assessment of book bands.

4. High level of SEND and Mental Health needs.

Embedding of Individual Education Plans (IEPs) that are being reviewed termly alongside SEN Team, parents/carers, pupils and class teachers. Development and implementation of clear SEMH and speech and language pathways to ensure that individuals are getting the appropriate support. Increase number of pupils now accessing specialist provision via single or dual registration.

5. Attendance

23-24 saw a reduction in Persistent Absentee's (PAs) across the school down from 80 to 54. There were 10 families on attendance improvement plans or family support plans whose children were in receipt of pupil premium funding. All these families saw an increase in attendance over the academic year. Whole school attendance for 23-24 was up 1.7% from 22-23 and hit national expectation of 96%. Pupil premium pupils was also up 1.4% in 23-24 but is still below national at 93.6%.

6. Attainment of PP pupils Vs Non-PP pupils for end of key stage outcomes

At the end of Key Stage 2 (KS2) pupil premium outperformed non pupil premium in every area. The table below shows this data. This data should be interpreted with caution due to the high intake of non-pupil premium pupils into year 6 during the academic year who were new to country and not eligible due to visa constraints.

	Maths	Reading	Writing	Combined
Raw data	73	59	59	48
Pupil premium	75	75	61	47
Non- Pupil Premium	63	51	49	43
Difference	8	24	12	4

Data of PP pupils compared to national non-PP pupils demonstrates that Maths and Reading are broadly inline whereas there are still challenges in writing.

Pupil premium (PP) pupils achieving great depth (GDS) in reading increased from 20% to 22%.

PP pupils achieving GDS in writing increased from 0% to 3%.

PP pupils achieving GDS in maths decreased from 18% to 14%.

At the end of Key Stage 1 (KS1) the gap between PP and non-PP pupils has decreased in reading by 1% with a remaining gap of 11%; writing 10% with a remaining gap of 3% and maths 14% with a remaining gap of 2%.

7. Aspirations for the future

In January we held Aspirations Week. Throughout this week, we had visitors from all different career backgrounds come in and talk to the children about their jobs and how they got there. 89% of Pupil voice conducted after this event demonstrated high engagement from pupils, who reported enjoyment and key takeaways from the events. 73% of staff reported an increase in questions about job roles and subject domains that linked to this. Parental/carer feedback was positive about the variation of careers that were represented. PHSE curriculum now embedded and check-in circles taking place weekly with children, regular focus on careers and the future.

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



Further information (optional)

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