



Pupil Premium Rationale 2019 - 2020

Pupil Premium is a government funded resource paid to schools to meet the needs of disadvantaged pupils. Any pupil who is eligible for Free School Meals now, or has been eligible in the previous 6 years, will receive funding. The funding is also provided to meet the needs of children in care to the Local Authority, children who have recently been adopted from care and children of Service families. The funding paid for each of these groups is different and varies year-on-year.

Who is eligible for Pupil Premium?

- Children in the Armed Forces Personnel
- Looked After Children
- Children adopted from care or who have left care

Children can have free school meals and are eligible for Pupil Premium if they receive any of the following:

- Income support
- Income Based Jobseekers Allowance
- Income Related Employment and Support Allowance (ESA)
- Support under part VI of the Immigration and Asylum Act 1999
- Child Tax Credit provided you are not entitled to Working Tax Credit and have an annual income that does not exceed £16,190
- The guaranteed element of Pension Credit

Why Is Pupil Premium Important?

Nationally, there is a strong link between economic disadvantage and poor achievement in schools. Across the country there is a significant gap between the progress made by pupils eligible for free school meals and those who are not eligible. There are many reasons why this gap exists. Pupil Premium is given to schools to help us try to close this gap. It is important because it enables us to counteract the disadvantages that poverty imposes on children. It ensures we can put the support in place to help every child in our school thrive and fully master each stage of the curriculum.

Pupil Premium Pupils at Horsmonden Primary Academy

Horsmonden Primary Academy is a school with a low percentage of students (10%) defined as disadvantaged.

The main barriers that disadvantaged pupils face are outlined below:

1. Limited opportunities to have literacy and writing skills developed and extended outside of school. (referenced in APA Priorities 1 and 2)
2. Limited opportunities for exploring their community and the wider world. (referenced in APA Priorities (1 and 2))
3. Parental and community perceptions of the value of education (referenced in APA Priorities 1 and 2)

Key Improvement Priorities to close or significantly diminish the gap between pupil premium children and non-pupil premium pupils are:

1. To raise attainment in reading and give all pupils access to high quality texts, both fiction and nonfiction, that inspire learning
2. To improve access for children to experience enrichment opportunities the wider world, before, during and after school.
3. To improve emotional wellbeing in children, ensuring they feel happy, safe and secure at school, meaning they want to arrive on time and not miss school

We divide our funding into two main areas: raising achievement and promoting wider development. Within each area, there are two strands to our offer: The table below is used as a reference document to ensure any resource, strategy or intervention has a clear focus.

1. Raising Achievement	2. Wider Development
To close learning gaps and strive to ensure pupils all have the best outcomes possible.	Ensuring that pupils have full access to all the educational opportunities to ensure their provision and raise confidence so that every child is ready and fully prepared for the next stage in their education.
Learning Skills	Enrichment
The way that classes and staffing are arranged to maximise learning.	The Academy contribution to trips, visitors, uniform and other opportunities to reduce the impact of disadvantage on educational experience.
Intervention	Guidance
Additional and different personalised provision in place to close learning gaps and maximise progress.	Additional advice and support given to individuals and families to reduce the impact of wider issues on educational success.

Pupil Premium Expenditure Plan 2019-2020

No of pupils and PPG received in 2019	
Number of pupils on roll in September	172
Total number of pupils eligible for PPG	17
Amount of PPG received per pupil	£1320
Total amount of PPG received	£22,440

Key Priority 1: To raise attainment in reading and give all pupils access to high quality texts, both fiction and non fiction, that inspire learning							
Intervention/ Resources	EOY Target	Total Expenditure	EOY RAG			Impact	Continue in 2020-2021?
			Nov	Mar	June		
Reorganise the school library by purchasing new storage solutions, books and ultimately creating a language rich research centre.	All PPG children to have at least one library session a week.	£2400				Books were purchased and the library was reorganised. Timetable set up and in use just before lockdown. During lockdown, children had access to MyON to continue their reading at home.	No

	To increase the number of PPG students achieving ARE for reading and Maths in each year.	£9906				Data demonstrated that ARE was improving before lockdown. Due to Covid-19 EOY data could not be taken or measured.	Yes - plus more of a focus on moving some PPG children to GDS
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Key Priority 2: To improve access for children to experience enrichment opportunities the wider world, before, during and after school

Intervention /resources	EOY Target	Total Expenditure	EOY RAG			Impact	Continue in 2020-2021?
			Nov	Mar	June		
To offer all school visitors, trips and events at ½ price for PPG students.	Ensure 100% of PPG students attend all school trips and visits if appropriate	£1000				All PPG children attended where possible and were offered a reduction of 50%	Yes
	Ensure 90% of PPG students attend at least 1 ASC.	£1500				PPG children attended BC or ASC before lockdown	Yes - in an aim to settle PPG children back into school routines

Key Priority 3: To improve emotional wellbeing in children, ensuring they feel happy, safe and secure at school, meaning they want to arrive on time and not miss school

Intervention /resources	EOY Target	Total Expenditure	EOY RAG			Impact	Continue in 2020-2021?
			Nov	Mar	June		
To employ an ELSA HLTA to work with children with low self esteem	To improve children's self esteem and resilience which will in turn improve their attainment	£7634				PPG children were identified and work was underway until lockdown. Children were in school regularly and more engaged in lessons. Behaviour for learning improved.	Yes - some PPG children need support managing their feelings
	To improve attendance amongst PPG children					EOY attendance couldn't be measured against the year before due to Covid-19.	Yes