

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Horizons Academy Bexley
Number of pupils in school	69 (117 PAN)
Proportion (%) of pupil premium eligible pupils	3
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 – 2024/25
Date this statement was published	10/12/2021
Date on which it will be reviewed	01/09/2022
Statement authorised by	Grant Monaghan
Pupil premium lead	Grant Monaghan
Governor / Trustee lead	Angela Hands

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3,343
Recovery premium funding allocation this academic year	£6000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year academic year	£9,343

Part A: Pupil premium strategy plan

Statement of intent

At Horizons Academy Bexley, Pupil Premium funding is only received for students who are on single role at the school. For students on Refocus, Long-term or who attend the Medical Needs Satellite Centre, funding is still received by the home school. In some cases, our partner schools may use the funding to support elements of the students placement at Horizons Academy, either in the form of therapeutic support, transport, to support with a class visit/trip and/or to purchase resources specifically required by the student.

Our objective is to ensure that disadvantaged pupils are afforded the same opportunities as their non-disadvantaged peers. We find that pupils that are eligible for Pupil Premium funding often present one or more of the barriers to learning set out below;

- Difficult life experiences outside school
- Poor speech and language development
- Speaking, reading and writing gaps
- Very low baseline attainment on entry due to significant gaps in their education as well as having social, emotional and personal development and communication issues
- Parental disengagement and low aspirations
- Limited access to high quality learning materials outside school
- Attendance and punctuality issues
- Safeguarding and emotional barriers
- A large proportion of learners have special needs and therefore learning issues are compounded by some of the above

In most cases the barriers to learning identified are deep rooted and seemingly intractable socio-economic issues which do not lend themselves to “quick fixes”. Our Academy uses a large part of pupil premium money to break down these barriers consistently to ensure our young people are able progress to the next stage of their education journey.

We do so by using Quality First Teaching, specifically the waves of intervention model to support our Pupil premium funded learners to achieve as well as their non-PP counterparts. As a result, we can offer;

- Universal intervention - To ensure that inclusive and quality first teaching is delivered across the school.
- Targeted intervention - To provide support to pupils to overcome specific barriers to learning.
- Specialist intervention - To provide additional and highly personalised support for learners where there are significant barriers to overcome.

This means that there will be a degree of variation in how pupil premium money is spent on an annual basis and in some cases will be in response to specific performance data and/or outcomes.

Our key principles are built on our core values of Relationships, Respect, Resilience and Readiness. With these in mind, we aim to ensure that pupils are given opportunities to develop their Cultural Capital through attendance at careers based events, enrichment activities and other extracurricular events that will benefit them in the future.

The senior leadership of the school and Trustees look critically at the impact of Pupil premium spending on the outcomes for all children, with a particular focus on those who are classed as disadvantaged. This ensures that we are responsive to the varying needs of our learner cohort.

Challenges

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

Challenge number	Detail of challenge
1	<p>Learners join the school with low standardised reading scores/age, which are having an impact on their ability to access the work that is being set.</p> <p>As of 09/12/2021, 69% of learners across our KS1-3 provision joined Horizons Academy with a Reading Standardised Assessment Score (SAS) of 85 or below, indicating that they 'Below average'. Whilst 42% of KS1-3 learners achieved 75 or below, indicating that they have 'serious difficulty' with reading and require intervention.</p>
2	<p>Declining KS4 English and Maths outcomes, when comparing 2020/21 outcomes to 2019/20 outcomes;</p> <ul style="list-style-type: none"> • A reduction of 20.2% to 68% of learners achieving 5 1-9 or equivalent including English and Maths • A reduction of 24% to 76% of learners achieving a GCSE 1-9 or equivalent in English • A reduction of 24% to 76% of learners achieving a GCSE 1-9 or equivalent in Maths • A reduction of 22% to 40% of learners achieving a GCSE 4-9 or equivalent in English.
3	<p>Learners who attend Horizons Academy often demonstrate behaviours that have affected their ability to maintain their place in a mainstream setting. The challenge when they join us is to help learners to address those behaviours so that they can successfully reintegrate back into a mainstream school or, for those who are here in a long-term placement, are able to secure and maintain a post-statutory placement, so that they do not become NEET.</p>
4	<p>Re-engaging learners after periods of remote learning and/or the Summer break has and continues to be a significant challenge. As a result, individual and whole school attendance has been affected over the Autumn term and is a key focus area for the remainder of 2021/22.</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.

Intended outcome	Success criteria
Improve learners reading score/age across KS1-3	<ul style="list-style-type: none"> ● All pupils undertake standardised reading assessments within 2 weeks of starting at Horizons Academy. ● The 10 KS1-3 learners with the lowest 'Reading SAS' are given opportunities to attend 1:1 after-school reading interventions with an allocated 'Reading mentor'. ● Pupils make rapid and sustained progress in reading score/age.
Improved Year 11 English and Maths outcomes	End of Key stage 4 English and Maths outcomes improve over the next academic year and beyond.
Improved behaviour across the school	<ul style="list-style-type: none"> ● Sustained reduction in the number of holds. ● Sustained reduction in the number of 1 – 2 day FTEs.
Attendance to be in-line with academy target	Sustained improvements in attendance when compared with 2018/19.

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: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and use of Read, Write, Inc. Phonics	<p>According to the EEF toolkit, The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year.</p> <p>Some studies also report improved classroom climate and fewer behavioural issues following work on oral language.</p>	1

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

Budgeted cost: £6,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1:1 after-school reading interventions for the 10 learners with the lowest Reading SAS</p> <p>Budget: £2,700.</p>	<p>According to the EEF toolkit, on average one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Additionally, the average impact of reading comprehension strategies is an additional six months' progress over the course of a year.</p>	1
Year 11 after-school 1:1/small group English	According to the EEF toolkit, on average one to one tuition is very effective at improving	1, 2

and Maths interventions. Budget: £2,700	pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	
Intervention attendance incentives. Budget: £600	The aim is to encourage maximum participation in both the after-school 1:1 reading and Year 11 English and Maths interventions, learners will be incentivised to attend with vouchers. Vouchers have been used effectively over the Autumn term to improve individual learners' attendance to school.	1,2

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

Budgeted cost: £1,843

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast club to improve attendance	According to the EEF, some strategies that don't require complex pedagogical changes have been shown to be promising. Breakfast clubs, greeting children at the door and working with parents can all support good behaviour and improve attendance.	3
Rewards and recognition programme including enrichment trips.	Vouchers have been used effectively over the Autumn term to improve individual learners' attendance to school.	3, 4

Total budgeted cost: £9,343

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Despite the challenges faced, as a result of the COVID-19 pandemic, Pupil premium learners at Horizons Academy Bexley achieved some positive outcomes in 2020/21, when compared to their non-PP counterparts.

	PP (%)	Non-PP (%)
5 (1 – 9) or Equivalent Passes	80	70
1 (1 – 9) or Equivalent passes	100	85
1-9/ L1+ Passes in English	80	75
1-9/ L1+ Passes in Maths	80	75

At Horizons Academy, each day learners are provided with a warm breakfast, which has helped to encourage them to attend on time. Tutor time is used effectively to assess each pupil's readiness to learn, so that interventions can be put in place to support, where they are not ready to engage in learning.

We have created an environment, which is built on our core values of; Relationships, Respect, Resilience and Readiness, where staff on duty are encouraged to eat lunch with the pupils, to create a feeling of community within the school.

Over the course of the 2020/21 academic year, we used PP funding to purchase/subscribe to the following programmes to support learner progress and achievements;

- Twinkl
- GL assessments package
- Sleuth
- BKSB licence
- NCFE qualifications
- MyMath

As well as funding for the aforementioned programmes, we also provided breakfasts for all learners to encourage attendance, whilst also affording staff with an opportunity to assess whether an individual pupil is ready to learn. This allowed us to adopt a Quality First Teaching approach, particularly in relation to the waves of intervention that we could use to help pupils address any barriers to learning.

This year, the senior leadership of the school and Trustees have looked critically at the impact of Pupil premium spending on the outcomes of all children, with a particular focus on those who are classed as disadvantaged. This has ensured that we are responsive to the varying needs of our learner cohort.

