

## Funding overview for 2022/23

Detail	Amount
Pupil premium funding allocation this academic year	£10,835
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> academic year	£10,835

## Planned activity for the 2022/23 academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges in our 3 year Pupil premium strategy.

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

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and use of Little Wandle	<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: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 after-school 1:1/small group English and Maths interventions.  Budget: £3,000	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.  Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	1, 2
Intervention attendance incentives.  Budget: £1,000	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.	1,2

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

Budgeted cost: £3,835

Activity	Evidence that supports this approach	Challenge number(s) addressed
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: £10,835**

## Part B: Review of outcomes in the 2022/23 academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Over the course of the academic year Pupil premium funding was used effectively to support our children and young people through changing teaching resources, targeted academic support and adopting wider strategies which have been highlighted below.

#### Teaching

##### **Introduction of a new phonics programme**

The British council states that the phonics approach to teaching children how to read *'is more effective than meaning-based approaches, such as the whole-language approach, in improving young children's reading skills.'* As a result we undertook a review of our phonics programme and decided to change from 'Read, Write Inc' to 'Little Wandle' because we believed that it would be more suitable for our cohort of learners. The new programme is used more readily across the wider-trust and as a result provided teachers of phonics with opportunities to work with and learn from other schools, ensuring that the programme was fully embedded across the academic year.

#### Targeted academic support

##### **A focus on English and Maths interventions**

English and Math progress and attainment across KS4, particularly in Year 11 is a key priority across the school. Most pupils who join Horizons Academy have significant knowledge gaps in either or both subjects so it is imperative that we provide pupils with additional opportunities to close some of those gaps during the limited time that they are on-roll. As a result, English and Maths staff ran weekly after-school English and Maths interventions which pupils could attend if they wanted to. These interventions were used to plug the gaps rather than re-visiting the things that pupils already knew, as well as focusing on preparing pupils for exams through the effective use of exam-based questions.

The results below highlight some of the impacts of the use of the English and Maths interventions when compared against 2018/19 (last year of normal GCSE exams).

Measure	2018/19	2022/23
1-9/ L1+ Passes in English %	93%	100%
1-9/ L1+ Passes in Maths %	93%	95%

4-9 Passes/Equiv in Maths %	22%	33%
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### **Wider strategies**

#### **Focus on improving attendance and engagement**

A recent report produced by Dame Rachel De Souza the Children's commissioner highlighted that children's attendance to school has been adversely affected by the COVID pandemic and that attendance rates had not returned to pre-pandemic levels. The reports states that in 2022/23 '*nearly a quarter (22.3%) of all children were persistently absent.*' This figure is much higher in Alternative provision.

As a result, Horizons Academy has significant focus on improving each pupil's attendance from their own starting point, particularly as 80% of our pupils fall into the 'Persistent absentee' category. To encourage pupils' attendance we provide all pupils with breakfast when they arrive to act as an incentive for them to attend. We also place huge emphasis on rewarding and recognising not just attendance but also engagement in school and have used the different premium funds to buy vouchers and to pay for enrichment trips and visits.

As a result of the strategies above, the schools overall attendance remained around 5% above the national PRU average at 71% however, around 70% of pupils improved their attendance during their time at Horizons Academy in 2022/23 which is extremely positive considering the pupils prior engagement in education.