



Horizon School - 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	Horizon School
Number of pupils in school	110 (PRU Place) 12 (In-Patient Youth and Adolescent CAMHS)- PPG not claimed for
Proportion (%) of pupil premium eligible pupils	45 of 73 current on roll 62%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	10 th January 2022
Date on which it will be reviewed	9 th September 2022
Statement authorised by	Jo Lawrence
Pupil premium lead	Diane Chester
Manager lead	Angela Pinner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Please see Page 3 note re: fluidity of funding.	Single Status direct funds £15409 42 (60% secondary PAN) £40110 (NB more realistic forecast from previous secondary settings but still will forecast ¾ spend until actuals are available)

	24 (60% Primary PAN) £32280 (NB no pattern to forecast on for Primary New School so forecast 1/3 spend until actuals are available. Total: £87799
Recovery premium funding allocation this academic year	£12000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	Assumed forecast total £99799 Actual forecast total until tracked actuals on funds coming in: £55909

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across our school sites when compared to their peers (including those who continue to access mainstream education), particularly in terms of:

- Academic attainment
- School Attendance
- Reintegration to mainstream settings or progression to specialist settings
- Progression to further and higher education
- Employability
- Social, Emotional, Mental Health Development

At the heart of what we do is to provide a cohesive and consistent curriculum through high quality teaching for all, within an inclusive, nurturing and respectful environment. In order to meet the needs of our most disadvantaged pupils, we use robust diagnostic assessment on admission to accurately identify how best to support the individual.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils where funding is spent on whole-school approaches, such as specific curriculum development, targeted continuing professional development and whole school staff roles.

Our strategy in turn will provide opportunities to support pupils to develop independent life skills, resilience and empower them to become risk resilient with their learning.

We recognise the importance of the wider community such as family and dual registered school have on supporting them in making progress and therefore, our strategy includes building capacity for good school attendance and successful and sustained reintegration to their next school destination.

For our students in Secondary, we will continue to ensure that high-quality work experience, careers guidance and further and higher education guidance is available to all.

Our strategy is integral to wider school plans for education recovery, including non-disadvantaged pupils.

Accountability for the pupil premium

Ofsted inspections report on how schools' use of the funding affects the attainment of their disadvantaged students. Schools are held to account for:

The attainment of the students who attract the funding

The progress made by these students

The gap in attainment between pupil premium children and their peers

Every year a high proportion of students at Horizon School are dual registered. That is, although they attend Horizon School, they remain on roll in their home schools. This means that any pupil premium due is paid directly by the Education funding agency to the home school. In order for Horizon School to access this funding, we must invoice each school and request the funding is transferred. Headteachers are under no legal obligation to pay this money to Horizon School; however, the guidance from the local authority is that this funding is transferred appropriately when a child is in a dual placement.

As a Pupil Referral Unit, which is a short-term provision, we have a high turnover of students. Therefore, it is hard to predict how many students we will have on our roll during the course of any one academic year; how many of them will attract pupil premium funding; and how much pupil premium funding we will receive in total.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. Our primary focus is always to ensure trends of underachievement in Maths and English is addressed.
2	Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have language comprehension difficulties compared to non-disadvantaged pupils in our school.
3	Our assessments, observations and discussions with pupils show that disadvantaged pupils generally have greater challenges around communicating and expressing their needs than their peers, including non-verbal, limited language and social interaction difficulties.
4	Through observations and conversations with pupils and their families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.

5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills, e.g., independent travel.
6	Our assessments, observations and conversations with pupils, families and dual registered schools recognise that pupils require additional support with reintegration and transition to mainstream and specialist settings.
7	Our assessments, observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies.

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
1. Improved attainment for disadvantaged pupils in all subjects, notably Maths and English relative to their starting points as identified through baseline assessments.	<p>Through achievement of improved performance, as demonstrated by our half-termly data cycles and end of year assessments at the end of our strategy in 2024/25.</p> <p>In KS1-3, disadvantaged pupils, will be making above expected progress to ensure the progress gap between them and their non-disadvantaged peers.</p> <p>In KS4 demonstrate a reduction in the progress gap between disadvantaged on non-disadvantaged peers.</p>
2. In KS3/4, Improved language comprehension for disadvantaged pupils so that they can independently comprehend subject-specific texts with challenging terminology.	By the end of 2024/25, there will be a reduction in outcomes for disadvantaged pupils in KS3/4 compared to non-disadvantaged pupils in their comprehension of subject-specific texts with challenging terminology.
3. Pupils can use a range of communication systems to aid their understanding and to develop expressive communication skills.	<p>By the end of 2024/25, there will evidenced impact in standardised assessments and within overall progress outcomes for students with identified communication needs; notably social and expressive communication skills.</p> <p>In addition, those students, who it is identified require EHCP assessment and in</p>

	turn specialist provision, will secure EHCP whilst in placement at Horizon School.
4. Disadvantaged pupils have greater confidence and independence to help them engage more with the wider community and prepare for adulthood.	<p>By 2024/25, pupil voice will demonstrate a positive engagement and impact of being part of the wider community via projects and the RSHE curriculum.</p> <p>In KS4, students there will be 0% NEET pupils sustained by Dec 2024 as pupils will have been able to transition independently to their Post-16 Education, Employment or Training.</p>
5. Disadvantaged pupils have greater success at reintegration or transition to mainstream/or specialist settings.	By 2024/25 a greater number of pupils will have transitioned to mainstream/or specialist settings and sustained transition of at least 2 terms.
6. Disadvantaged pupils feel better prepared for career progression and / or HE opportunities through mentoring, work experience and opportunity.	<p>By 2024/25, all secondary pupils will have access to a high quality Careers, Information, Employment and Guidance Programme.</p> <p>In Primary, all pupils will be given the opportunities to explore lifelong learning and the world of employment.</p> <p>All KS4 students will progress into appropriate Education, Employment or Training and where appropriate progress to Higher Education.</p>

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: £23071

Activity	Challenge number(s) addressed
Level 4 Careers Information and Advice CPD (£2300)	4, 5, 6
Level 6 Careers Guidance and Development CPD (£2600)	4, 5, 6
Dialectical Behaviour Therapy (DBT) (£335)	3, 5
Purchase of a half day per fortnight Speech and Language Therapist (£5000)	2, 3
Part-time additional School Engagement Practitioner (2 days) £10970)	4,5,6
Thrive Practitioner uplift fixed term (1866)	1,3,5

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

Budgeted cost: £22000

Activity	Challenge number(s) addressed
SEND Intervention resources £2000	1, 2, 3
Purchase of resources to develop broad and balanced curriculum at Primary (£10000) and Secondary (£10000)	1, 2, 3

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

Budgeted cost: £10000

Activity	Challenge number(s) addressed
Taxis £4000	4, 5, 6
FSM Vouchers (part-time and bespoke students)	4

£5000	
Uniform £1000	4

Total budgeted cost: £55071

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.

This impact statement is written in relation to the school formerly known as Attic Pupil Referral Unit. On 1st September 2021, the school's name changed to Horizon School and merged with Harbour PRU, Old Warren House and First Base Lowestoft.

Our internal assessments during 2020/21 indicated that disadvantaged pupils academic and wider development outcomes were in general below what was anticipated. Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, but also other external factors. Due to the refurbishment of the other side of our building for a new Special School opening, our site was significantly impacted by building works. These caused a detrimental impact on the learning environment and also in turn increased concerns in behaviour, wellbeing and mental health to varying degrees.

Our key driver for use of pupil premium last academic year was to improve Quality of Education through targeted CPD linked to our Quality Assurance cycle and in turn the purchasing of resources to deliver Quality First Teaching and 1-1, small group intervention. With the varying control measures put in place with the pandemic, much of the Quality Assurance process and CPD did not fully take place and so the funding was used for other means but not easily tracked.

We used pupil premium funding to help provide wellbeing support, transport and targeted interventions where required.

The impact of all of these challenges was greatest on our disadvantaged pupils, as has been evidenced across the country, and they were not able to benefit from our pupil premium funded improvements to teaching or targeted interventions to the degree that we intended.