

Pupil Premium Strategy Statement



In this statement, Horizon school will outline our pupil premium strategy. This will explain how we are currently using our pupil premium funding and how we intend to use our funding for the remainder of the academic year.

School Overview

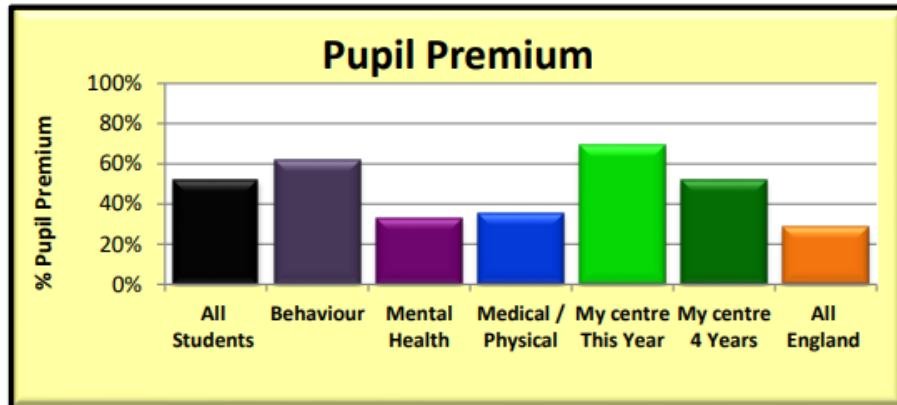
Detail	Data
School name	Horizon School
Number of pupils in school (21/11/2025)	101 (51 males/ 50 females)
Proportion (%) of pupil premium eligible pupils	67.42%
Date this statement was published	21/11/2025
Date that it will be reviewed	20/11/2026
Statement authorised by	Sarah Nevison
Pupil Premium lead	Allison Millington
Management Committee link	James Weetman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,765 (This is not the total PP money generated by this cohort. This is because some of the students are dual registered and the PP money is distributed to their mainstream school dependant on what stage of the year they join Horizon).
Recovery premium funding allocation this year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year	£36,765

Part A: Pupil Premium strategy plan

At Horizon school we have a well above average pupil premium cohort. The table below shows that our cohort is well above national average for PRU's this year.



Of the 32.58% of pupils that make up the non-pupil premium cohort, many of the students are from disadvantaged backgrounds and they also have missed a great deal of education due to exclusion, intermittent attendance and issues relating to the recent pandemic. In addition, our data from previous years shows that the difference in average grade between PP and non-pp students is negligible and in some cases pp pupils outperform non-pp students. It is for this reason that we will talk about our full cohort when referring to this policy.

Our pupils are placed in a PRU setting and this puts them at a disadvantage when compared to those in mainstream schools. It is therefore our aim to ensure that we provide the best possible education and life chances for our students, getting them as close as possible to national expectations. To do this we will focus on the following main areas in line with EEF recommendations:

1. High quality teaching and learning
2. Focused pastoral support
3. Interventions that boost attendance and inclusion
4. Promote life chances for our students
5. Provide extracurricular experiences that our students are not accustomed to

Challenges

This table details the key challenges to achievement that we have identified amongst our pupils.

Challenge number	Detail of challenge
1	Internal and external assessments show that disadvantaged pupils generally make less progress from their starting points when entering the 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. This trend is most recognisable in maths outcomes.
2	<p>Baselining for our students is a challenge. Our students start at random and unpredictable times in the year. The data we receive from their previous schools can include good information but due to poor attendance, internal exclusion or refusal to sit tests we often receive students with very little attainment information. Many of our students also refused to sit SAT exams or never took them at all due to the pandemic. This means they have an EXS grade instead of scaled scores for English and Maths.</p> <p>Additionally, Substantial gaps in knowledge have appeared over student's time in mainstream schools due to attendance, suspension and exclusion – a number of these students have high KS2 scores, so Horizon endeavours to eradicate these gaps in knowledge as quickly as possible. Baselining is crucial in doing this.</p>
3	Prior to commencement of placement in Horizon, students have shown a disengagement in education. This means that many students attending Horizon school tend to come here with very poor attendance records.
4	Levels of engagement and participation for students who are sent to Horizon school is lower than for those students in mainstream. This is due to a combination of social, economic, and behaviour issues resulting in these students having higher rates of FTE and permanent exclusions than a typical student nationally.
5	Hartlepool is an area of high deprivation and Horizon school takes students from all over the town. Levels of unemployment and other related issues such as crime rates and addiction issues are above national average. This results in low aspirations and expectations for life chances. It is our job at Horizon school to raise aspirations amongst our students.
6	Many of our students have limited experience of extra-curricular activities due to their family circumstances. It is our job at Horizon school to expose our students to new experiences and broaden their aspirations.

Intended outcomes

In the table below, we will highlight what we aim to achieve in the next academic year

Intended outcome	Success criteria
Improve the outcome of all students at the school, which also ensures that no gap exist between PP and non PP students.	All students achieve English and Maths and Science at grade 1+ All students with KS2 scaled scores of 100+ are targeted English and Maths at grade 4+. The school will target 50% of students in this category being successful The average grade for PP and non PP students to be 3 or above
Improve the quality of teaching and intervention across the school. This will result in improved outcomes for all students	All planning demonstrates quality first teaching and identifies gaps in knowledge and works to improve attainment. Staff CPD highlights teaching and learning strategies to eradicate gaps Feedback and marking clearly demonstrates improvement for all students
Baselining system is fully operational and allows staff to fully understand where students are when they start at Horizon school	WRAT assessment completed for all students Baseline assessments completed for all students. Results shared with staff
Improve attendance of all students. Ensure they're no gaps between PP and non-PP students	Reduce the number persistent non-attenders All students to have improved attendance from their mainstream school
Improved literacy and reading ability amongst all students	Reading ages to improve by at least 0.8 years for each student, each year. Student reading to be recognised in rewards decisions.
Rewards and behaviour system to reduce the need of further behaviour interventions.	Negative points reduction each term Further improvement in engagement evidenced in books Reduction in fixed term exclusions More students accessing rewards.

Current activity

This details how we intend to spend our pupil premium this academic year to address the challenges listed on page 3

Teaching and Learning

Budgeted cost: £27,785

Activity	Evidence that supports this approach	Challenge number addressed	Evaluation of impact
Pupil premium lead (T&L focus) Pupil Premium funding will contribute to developing and delivering a robust CPD programme for all staff. This will secure consistently high-quality, evidence-based classroom practice and ensure Quality First Teaching is embedded in every lesson.	Research provided by the EEF indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.	1/3/4	Lesson observations/learning walks show improved consistency in classroom routines, modelling, explanations, differentiation, and behaviour management. Drop-in data demonstrates an upward trend in “secure” or “strong” QFT indicators. Work scrutinies show improved sequencing, feedback, and challenge
Pupil premium lead (Achievement and progress focus) PP lead to improve training and implementation of data systems. This will ensure students are assessed properly and	Research provided by the EEF indicates that formative assessment combined with summative assessment is a low cost and highly effective way of improving pupil progress. The systems put in place by the PP/Achievement lead will enable both assessment models to flourish.	1/2/3/4	Deliver focused CPD sessions to teaching and support staff, ensuring they understand how to effectively use the updated data systems. Staff confidence in tracking and interpreting assessment information increases. The implementation of the new data system creates a

Activity	Evidence that supports this approach	Challenge number addressed	Evaluation of impact
staff can monitor progress in an improved way.			<p>more consistent and reliable method for recording PP pupil progress. Staff have quicker access to key information, and the system supports earlier identification of pupils at risk of underachievement.</p> <p>Assessment information is more accurate and timelier. Teachers are using data more effectively to inform planning, interventions, and adaptive teaching strategies, which leads to better-targeted support for PP students.</p> <p>Monitoring cycles include clearer analysis of PP student achievement. Progress reviews demonstrate improved clarity around barriers, interventions, and outcomes. As a result, leaders can track impact more precisely and respond more rapidly where needed.</p> <p>An improvement in PP students' engagement and outcomes due to more effective data-driven decision-making. Staff feel better equipped to identify gaps and put timely support in place.</p>
baseline testing	<p>EEF research states that "An accurate baseline is the bedrock to ensuring the best starting point for each student to inform curriculum planning and teaching and learning.</p> <p>Reliable benchmarks result from insight into your students' cognitive and reasoning abilities, as well as literacy and numeracy skills. A more rounded profile</p>	1/2/4	<ul style="list-style-type: none"> - Improved baselining capability -Progress amongst all pupils on the rise -Better data for EHCP applications

Activity	Evidence that supports this approach	Challenge number addressed	Evaluation of impact
	of the whole child is also the key to unlocking hidden potential.”		
Literacy and Reading support	The EEF state that “The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.”	1/2	<p>-Student voice shows reading is valued by students and is taking place in all subjects.</p> <p>-Progress in RA in majority of students</p> <p>-Students starting to take books home with them</p>
Teacher Support Specialist intervention to boost progress and attainment	The EEF website states “Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.”	1/2/3/4	<p>Clear criteria used to identify students requiring specialist intervention (e.g., PP students, SEND/SEMH learners, those below age-related expectations).</p> <p>Baseline assessments completed to provide accurate starting points.</p> <p>High-quality, evidence-informed interventions delivered consistently. These included tailored small-group sessions, targeted 1:1 support, and structured phonics/literacy/numeracy programmes aligned to student needs. Sessions timetabled strategically to avoid curriculum loss.</p> <p>Interventions delivered by trained staff with strong understanding of SEMH needs, allowing support to be both academically rigorous and emotionally safe.</p>

Activity	Evidence that supports this approach	Challenge number addressed	Evaluation of impact
			<p>Staff use adaptive strategies to maintain engagement and reduce barriers to learning.</p> <p>Progress monitored through regular data drops, formative assessment, and specialist assessments. This allows for dynamic adjustments to sessions and ensures intervention remained responsive to individual needs.</p> <p>Students accessing the intervention show improved engagement, stronger subject knowledge and, in many cases, accelerated progress compared to peers not receiving intervention.</p> <p>Improved confidence, attendance at sessions, and reduced behavioural barriers which contribute to better outcomes.</p> <p>Intervention data fed directly into whole-school monitoring systems. This ensured leaders had a clear understanding of which interventions were effective and how these supported PP, SEND and SEMH strategic priorities.</p>
IT Support	IT supports learning by increasing engagement, providing instant feedback, enabling personalised pathways, improving accessibility for SEND/SEMH learners, and giving teachers high-quality assessment data. Research from EEF demonstrates that adaptive tools and immediate feedback significantly boost progress and retention.	1/2/3/4	<p>IT embedded strategically into teaching, using tools such as interactive whiteboards, visualisers, subject-specific software, online practice platforms, and digital quizzes. These help model concepts clearly and support a variety of learning styles.</p> <p>The use of digital tools make lessons more interactive and accessible. Students—particularly SEMH learners—respond</p>

Activity	Evidence that supports this approach	Challenge number addressed	Evaluation of impact
			<p>well to visual, dynamic resources, and IT helps sustain attention and motivate participation.</p> <p>IT used to support differentiation by providing personalised tasks, scaffolded activities, and alternative formats for learning (videos, audio, step-by-step visuals). This improves accessibility for lower-ability, SEND, and PP learners.</p> <p>Digital platforms used effectively for quick formative assessment, enabling immediate feedback and allowing identification of misconceptions instantly. This supports more responsive teaching and improved the quality of assessment-for-learning.</p> <p>Structured IT-based tasks help regulate pupils with SEMH needs by providing predictable, visually engaging activities that reduce anxiety and support routine. Calm, purposeful engagement in digital tasks leads to improved classroom conduct.</p> <p>Shared IT resources with other colleagues, supporting consistent use of digital tools across the team and contributing to whole-school improvements in digital teaching practice.</p>

Pastoral support

Budgeted cost: £8,980

Activity	Evidence that supports this approach	Challenge number addressed	Evaluation of impact
Careers programme- Further education and employment visits	Proven to raise aspirations amongst students improving NEET figures NEET figures above national average for PRU's	4/5/6	Destination data favourable compared to 4 year average and other AP's All lessons have careers focus
Rewards trips	Proven to raise attendance, student behaviour and academic outcomes	1/2/3/4/5/6	Attendance and behaviour improvements due to students aspiring to achieve the trip
ELSA mentoring	EEF website states "While mentoring is not generally as effective in raising attainment outcomes as small group or one to one tuition, it is possible to target the approach to pupils from disadvantaged backgrounds and those with particular needs. Some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support."	1/3/4/5/6	Regular, structured ELSA sessions delivered focusing on emotional regulation, social skills, resilience, confidence- building, managing anxiety, and developing positive relationships. Sessions adapted to individual pupil needs, ensuring a personalised approach. Mentoring provides a safe, trusted space for pupils to talk openly, reducing anxiety and improving emotional stability. Pupils demonstrate increased ability to name, understand and manage their emotions, both in and out of sessions. Pupils show improved classroom engagement, reduced behavioural incidents, and better self-regulation. Teachers report that pupils return to lessons calmer, more focused, and more ready to learn following sessions.

			<p>Regular communication with class teachers and pastoral teams help ensure consistency in strategies and reinforce positive behaviour across settings. Where appropriate, families were engaged to support emotional development at home.</p> <p>Session records, pupil voice reflections, and follow-up emotional literacy assessments demonstrate clear progress for the majority of pupils.</p> <p>Intervention data contributes to wider SEMH monitoring systems within school.</p>
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