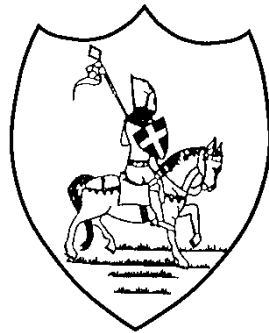# Howes Community Primary School Pupil Premium Strategy 2022-2025

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	141
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers	3
Date this statement was published	30.9.2022
Date on which it will be reviewed	30.9.2023 annually until 30.9.25
Statement authorised by	Zoe Pollard
Pupil premium lead	Zoe Pollard
Governor / Trustee lead	Anita White

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64735
Recovery premium funding allocation this academic year	£6,670
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£71405

Part A: Pupil premium strategy plan

Statement of intent

At Howes Community Primary school, we aim for every child in school to be the best that they can be regardless of any barriers that they may have. We support not only the children in school with their academic needs, but we support parents and the wider community in engaging and working together to ensure that our children have the greatest opportunities to be successful life-long learners who are able to live and grow in our local and global community.

National evidence and our own school data shows that generally children from disadvantaged backgrounds face additional challenges which can hinder their opportunity to meet their potential. We offer an exciting and challenging curriculum to support the children to reach this and with the use of the Pupil Premium Grant, we can further support them to overcome any barriers that may have an impact on their success.

We have adopted the tiered approach from*: 'Using Pupil Premium: Guidance for School Leaders and the Education Endowment's Fund's Guide to Pupil Premium'*: High Quality Teaching; Targeted Academic Support; Wider Strategies. We consider all the barriers to disadvantaged children and using this approach we are able to ensure that the quality of education, the individual academic needs are met and also that the social and emotional needs are given greater consideration so that a child who has increased confidence and is emotionally stable will have a greater opportunity to be able to access their education and achieve. '*Sobel (2018): Narrowing the attainment gap'* discusses the importance of understanding the personal and individual needs of each disadvantaged child which must be considered in all that we do to support them.

Ensuring that the needs and barriers for all individual disadvantaged children are identified can be supported using strong evidence to implement the practices that will be beneficial and successful to meet the objectives that have been set. Close monitoring and reviewing of all elements of the strategy will inform any additional or alternative strategies needed to continue to support the children can be implemented to ensure that all children at Howes Community Primary School can be the best that they can be.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and Punctuality
2	Attainment in Reading, Writing and Maths
3	Progress in Reading, Writing and Maths
4	Oracy skills and lack of vocabulary acquisition
5	Mental Health & Well-Being / Social and Emotional
6	Phonics and Early Reading
7	Lack of extra-curricular opportunities
8	Parental Engagement

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 Attendance and Punctuality Disadvantaged children's attendance will increase in-line with national average Disadvantaged children will increase their punctuality and arrive in school prior to 8.55am daily in-line with all children in school	• Robust attendance monitoring by SLT and pastoral • Provide additional early morning support and opportunities beyond academic needs for specific individuals to encourage personal development and encourage a positive transition into school. • Provide weekly/termly intra-school competitions for class attendance awards and individual 100% attendance awards. • Celebrate through weekly and termly incentives including Early Bird and attendance awards • Targets to be set for poor attenders and half-termly parental meetings • SLT to monitor gates and promote positive attendance and punctuality • Opportunities for children to attend Breakfast club to support attendance and punctuality

2 Attainment in Reading, Writing and Maths The attainment gap between disadvantaged and all children in Reading, Writing and Maths across all year groups in school including EYFS will decrease. Attainment to be in-line with the national average. **3 Progress in Reading, Writing and Maths** The expected levels of progress in-year for disadvantaged children in comparison to all children will increase and they will make accelerated progress from end of key stage data within their Primary School years. KS2 progress measures to be 0 or above.	• Improve the quality of provision, teaching and learning across school including EYFS • Re-structure planning and collaborative assessments to support children's development in EYFS • Increase opportunities for children to revisit and/or challenge to increase attainment across school and in EYFS • Ensure that children have access to resources that can support them across all areas of the curriculum • Staff CPD to support pedagogical approaches in all subjects • Data outcome lead to monitor attainment and progress and monitor quality of teaching and interventions across school • Data tracking system to be tailored to meet the school's needs and support in early identification of areas for development including those children with SEND • Tailored support for those children who are disadvantaged and who are SEND • CPD opportunities for staff to ensure the children receive high-quality teaching in all subject areas • Develop the curriculum to ensure that all children can make expected levels of progress or above • Resources available to meet the children's needs to maximise their learning
4 Oracy skills and lack of vocabulary acquisition The word gap between disadvantaged children and non-disadvantaged children has a significant impact on children's life chances. Communication and Language to improve from EYFS throughout school with staff modelling, planning	• Robust monitoring on entry to school using Language Link • Robust assessment of children accessing Language Link intervention • Implement I can Talk in EYFS and Year One whole class and interventions • CPD for all staff on the importance of language acquisition and understanding vocabulary across all subjects • Devise tiered vocabulary to support children's vocabulary acquisition • Ensure that vocabulary is pre-taught to support SEND • Displays to support vocabulary across school • Create a quantifiable tracker on understanding of vocabulary

and promoting vocabulary acquisition including the use of back and forth conversation.	• CPD on how to support children with back & forth conversation skills including in EYFS • Build self-esteem and confidence and encourage children to listen and respond to others. • Embed opportunities within the curriculum to use oracy skills outside of the classroom (debates/presentations/performances) • Early identification of S&L needs by staff and SENCO and increase the number of children supported for SALT • Increased level of support for disadvantaged children with EAL
5 Mental Health & Well-Being / Social and Emotional All children will have positive mental health or will be supported with strategies to enable them to manage their own emotions and well-being	• Pastoral lead and dog mentor to work with all children to increase positive mental health • Staff CPD on mental health and well-being • Implement the sunshine seat and 5-scale emotional checks • Engage with other agencies to ensure that the whole child is supported and safeguarded in and out of school • Interventions in place in school to support self-esteem and self-confidence • Pastoral lead to support positive family relationships • Support for children dealing with grief, desertion, or long-term separation
6 Phonics and Early Reading Improve attainment in the Phonics Screening Check (PSC) in year one to the national level and increase attainment in PSC resits in year two. Any phonetic gaps for children in all Key Stages have been identified and plugged so that all children have strategies to read. Additional teaching approaches and interventions to be in place for those children who have been unable to	• Quality CPD and support is provided for staff to be able to deliver high quality phonics lessons • Quality CPD and support is in place to use the phonics scheme • Phonic Lead/SLT to monitor all teaching to ensure high quality provision for all • Purchase and subscribe to DfE approved phonics scheme • Staff to observe outstanding phonics teaching • Resource phonic books that correspond to phonic ability • Purchase resources and monitor that they are effectively being used in lessons • Create tracker to monitor progress with quantifiable data to show impact • Ensure that the provision is tailored to the child's need including intervention • Identify children across school who require intervention • Staff CPD on precision teaching • Purchase relevant books • CPD listening to readers • CPD on reading to/with children

decode words using phonics.	• Implement a school Book club
7 Lack of extra-curricular opportunities All disadvantaged children have accessed extra curricular clubs and have had opportunities within school to participate in school events. All disadvantaged children have attended trips and residential trips to further their experiences and opportunities.	• Places to be available at Breakfast club to support attendance and behaviour issues • Places to be available to disadvantaged children for all extra-curricular clubs • Monitor and ensure opportunities are delivered within the school year for all children to experience extra-curricular events • Opportunities for disadvantaged children to participate in extra-curricular experiences within the school day • Trips and residential trips to be offered to all disadvantaged children
8 Parental Engagement Parents engage with school positively to support their children to succeed.	• Positive Parenting coaching groups • Academic parent workshops on how to support children at home • Academic parent workshops for English and Maths • Digital support for parents • Parent breakfast book club • Pastoral Lead to support with family relationships • Pastoral Lead to support with working with external agencies

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: £9200

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for Phonics	Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4−7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2, 3, 6
CPD for Oracy	Research shows that children's vocabulary is directly linked to their economic background with gaps emerging as early as the age of 3. Alex Quigley's Closing the Vocabulary Gap. https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions	2, 3, 4
CPD for EYFS	Early years education aims to ensure that young children have high-quality learning experiences before they start school. Gaps between more affluent children and their peers emerge before the age of 5, so efforts to support children's learning in the early years are likely to be particularly important for children from disadvantaged backgrounds. Early education approaches typically include: communication and language activities; play-based learning;	2,3.4,6,8

	interactive story-book reading, physical and creative activities, and support for parents to encourage learning at home https://educationendowmentfoundation.org.uk/guidance-for-teachers/early-years?utm_source=/guidance-for-teachers/early-years&utm_medium=search&utm_campaign=site_searchh&search_term	
Leading Curriculum Development and opportunities	Continuous development of the curriculum to ensure that all children can access and show progression is essential to improve all attainment, show individual progress and increase experiential learning with opportunities.	2,3,7
SEND CPD	Children from disadvantaged backgrounds are less likely to be identified with SEND needs and therefore level of need and support is delayed. https://www.cypnow.co.uk/news/article/disadvantaged-children-missing-out-on-send-support	2,3,4,6
CPD Maths pedagogy	Concrete, Pictorial, Abstract (CPA) is a highly effective approach to teaching that develops a deep and sustainable understanding of maths in pupils.	2,3
CPD Alternative reading strategies	Phonics approaches don't work for all children including some children with SEND so the teaching of whole words supports them in reading 85% of a text	2,3,6

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

Budgeted cost: £23000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small targeted phonics groups	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3,6
Targeted 1:1 Phonics interventions	Intervention and therapies targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:	2,3,6
Targeted interventions for Reading, Writing and Maths	Standardised tests provide insights into strengths and areas of development for individual pupils and whole cohorts. Diagnostic QLA provide focus for interventions or whole class work.	2,3
Language Link and I can Talk Interventions	The average impact of Oral language interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/oral-languageinterventions	4
Speech and language Therapy	Intervention and therapies targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/	4,6

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

Budgeted cost: £39000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Boomerang and emotional regulation training	Social, emotional support is proven impact on wellbeing https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	5
Breakfast Club	As we are ineligible for specific offer, evidence base is underpinning our move to introduce a free breakfast club for some children to support attendance	1
After School Club Activities	As part of our whole school push towards widening our afterschool club offer we have ensured our PP children have full access to clubs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	7
Pastoral Team Interventions including Dog Mentor Therapy	Supporting children's emotional well-being and mental health including use of the school's dog mentor https://www.thedogmentor.co.uk/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	5
Incentives for attendance	Engaging parents and children to get to school early using incentives and competitions https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	1, 5, 8

Resid ential/ Trip Fundi ng	Research and case study shows residential trips have a positive impact on Primary age children. https://insight.cumbria.ac.uk/id/eprint/5241/1/Learning%20Away%20Comparative%20Research%20Study%20Final%20CL.pdf	7
Paren tal Works hops	Working with parents is proven to be high impact lost cost strategy for closing the gap. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	8

Total budgeted cost: £71000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Objective	Success Criteria	Review of impact
To further raise attainment in Year 6, so that the differences between PPG and non PPG diminish.	• SLT to identify pupils who require interventions through data analysis. • SLT to provide staff with CPD training in order to deliver interventions effectively. • SLT to monitor and evaluate interventions and boosters, ensuring that pupils make good progress and that areas for development for each pupil are addressed, through Classroom Monitor.	Children in year six received additional support to assist their increased attainment at the end of the year. Attendance of the children impacted the potential of further improvements. Unreported data showed that reading increased and that progress made in Reading was well-above average. The difference between disadvantaged and non-disadvantaged pupils needs to be a priority next year as the gap is still wide across all subject areas. However, there has been a significant increase of the percentage of disadvantaged children that have achieved ARE in reading and maths than previously reported data in 2019.
To further raise attainment across the school so that the differences between PPG and non PPG diminish. Years 1, 2, 3, 4, 5: Reading, Writing and Maths	• SLT to identify pupils who require interventions through data analysis. • SLT to provide staff with CPD training in order to deliver interventions effectively. • SLT to monitor and evaluate interventions ensuring that pupils make good progress and that areas for development for each pupil are addressed, through Classroom Monitor.	Interventions have been carried out, but due to staffing absences due to Covid, interventions were not always consistent or fluent which was disruptive. Gaps remain across school, but there are year groups that have narrowed that gap and year two have diminished the gap. Attainment for disadvantaged children for Greater Depth maths in Year 4 was higher than non-disadvantaged children.

To continue to ensure PPG pupils make expected or better progress in: Years 1, 2, 3, 4, 5: Reading, Writing and Maths	• Intervention groups identified through data analysis by staff. • Support staff to deliver interventions in order to accelerate rates of progress made by disadvantaged pupils in the identified year groups. • Support staff to provide evidence of the impact of the interventions they lead have on pupils' progress.	EOKS unreported data shows that the school made more than expected progress in Maths. In Year expected progress data from previous year for disadvantaged children:

	R	W	M
Yr 1	43%	17%	50%
Yr 2	100%	60%	100%
Yr 3	100%	100%	75%
Yr 4	83%	83%	83%
Yr 5	89%	88%	56%
Yr 6	100%	44%	89%

To continue to support the behaviour, mental health and well-being of PPG pupils and LAC pupils to reduce barriers to learning.	• Allocated time for Learning Mentor to work with PPG and LAC children. • Pupils to be supported through 1:1 sessions to develop their skills. • Pupils to be supported in class and through small group work sessions to develop their skills. • Release time for Special Needs Leader to work with Inclusion Support Worker.	The school's learning mentor has worked closely with pupils and parents to support mental well-being of pupils and families. The school has a dog mentor who has worked with many disadvantaged children since her arrival in January and has had a positive impact on pupil well-being.

	• Release time for Special Needs Leader to attend LAC and Personal Education Plan meetings. • Learning Mentor effectively lead nurture groups such as Boomerang to develop emotional and academic resilience.	
The families around the PPG children are supported to ensure collaborative work to improve the children's knowledge and understanding.	• Allocated release time for Learning Mentor to work with Family Hub Workers and to meet with families. • Attendance team to track individual disadvantaged pupils (persistent absentees), ensuring their attendance is above national average. • Attendance team to continue home collection in order to reduce the number of pupils who are persistently absent. • Up-to-date and compulsory safeguarding training to be provided for all staff • DSL training to be current (based on KCSIE). •	Training for staff all completed. Further training planned for the Summer term. Learning Mentor works very effectively to support families across the school. Maintain as a focus.
All PPG children are able to take part in the trips to participate in a range of enrichment activities.	• To support PPG pupils in KS2 with residential experiences by offering a subsidised cost. • Subsidising trips and transport for PPG pupils across the school. • Provide pupils with free clubs.	Limited trips out due to Covid restrictions however all events in school have been available to all children, with no child disadvantaged.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A