



HOWARD PRIMARY SCHOOL

Pupil Premium Strategy Statement

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. This Pupil Premium Statement sets out how much funding our school receives for pupil premium children and how we plan to use it to support their learning.

1. Summary Information					
School	Howard Primary School				
Academic Year	2020-2021	Total PP budget based on January census 2020	£151,985	Date of most recent PP review	September 2020 January 2021 June 2021
Total number of pupils (Max 420)	406 – Sep 2020	Number of pupils eligible for PP	113 -Jan 2020	Date for next internal review of this strategy	September 2021

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Basic skills in the core subjects of English and Maths, including a focus on speech and language
B.	Lack of aspirations and motivation of some higher ability pupils
C.	Gaps in prior learning and limited subject knowledge lead to a deficit in cultural capital
D.	Lack of key learning skills e.g. emotional resilience, commitment, organisation, independence, initiative
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Limited opportunities and access to resources (including ICT), a deficit in cultural capital



F.	Parental engagement and addressing attitudes towards school
G.	Environmental factors including health and wellbeing, financial stability, family cohesion, levels of deprivation and housing

3. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	<p>Identified disadvantaged children make progress in line with expected.</p> <p>I. % of Pupil Premium children achieving Expected Standard (EXS) in line with non-pupil premium data.</p> <p>II. Improved Speech and Language skills across EYFS., leading to an improvement of PP children meeting expected standard by the end of reception.</p> <p>III. Improved vocabulary choices.</p> <p>IV. Targeted children achieve expected standard in Year 1 phonics check. Improvement in PP outcomes in end of KS1 Teacher Assessments.</p> <p>V. KS2 SATS test results for PP pupils in line with national and non-pupil premium data</p>	<ul style="list-style-type: none"> ❖ Gaps identified on entry ❖ Ensure access to the Blended Learning approach ❖ Conversations had with parents on what they want for their child ❖ Teacher assessments ❖ Test outcomes demonstrate accelerated progress ❖ Phonics screening results in line with national averages ❖ Acquisition of reading skills at the earliest opportunity ❖ Ability to articulate thoughts and to speak correctly ❖ Use Standard English in spoken and written English ❖ Increase opportunities for spoken performances throughout the curriculum ❖ Develop reading stamina and further develop comprehension skills through purchase of Test Base. ❖ Increase pupil access to range of reading materials and conversation around books ❖ Extend vocabulary - acquisition of breadth and quality ❖ Access the curriculum through a variety of learning styles ❖ Children in Year 4 achieve well in the Multiplication Tables Check ❖ Early number facts are embedded and enable pupils to progress confidently ❖ Appropriate challenge available for children to extend their learning ❖ EYFS to work with Maths/English team to ensure early skills are embedded ❖ Review books available in class book corners to ensure quality and diversity



	VI. Pupil questionnaires show all pupils have a love of reading.	<ul style="list-style-type: none"> ❖ Targeted intervention. Barriers are identified and support offered. ❖ Overhaul of the English curriculum to use Power of Reading (books are the driver in the English lessons). ❖ Identified staff member who will become the PP champion. They will focus on the PP children, looking at all data as well as barriers to learning.
B.	<p>I. Increase the % of PP children achieving greater depth by the end of KS2 in the combined reading, writing, maths.</p> <p>II. From their starting point, ensure high prior attaining pupils make good progress and to ensure maintained or better end of year attainment. At the end of the school year, they achieve greater depth in subjects in which they are identified as being higher achievers.</p>	<p>% of pupil premium achieving GDS in line with or exceeding national standard in RWM.</p> <ul style="list-style-type: none"> ❖ High expectations of all PP children to identify and recognise potential in all subjects ❖ Challenging targets set & monitored through pupil progress meetings each term. ❖ Teaching and learning provision for high attaining children reviewed and improved ❖ Appropriate CPD identified and given to staff to develop higher attainer pupils ❖ Targeted children to receive intervention to ensure they meet their individual targets
C.	I. To provide a curriculum that meets the needs of all the pupils	<p>The curriculum builds the cultural capital that is needed for pupils to succeed</p> <ul style="list-style-type: none"> ❖ Formative assessment will show where gaps in subject knowledge have been addressed ❖ Pupils will make (or exceed) expected progress from their starting point ❖ Enrichment opportunities will be increased where possible (taking into consideration current pandemic) ❖ A range of learning styles incorporated into the teaching of all subjects ❖ Improve transition links between key phases and year groups. <p>% of pupils achieving ARE in reading, writing and maths will increase</p> <ul style="list-style-type: none"> ❖ PP children working towards the expected standard identified and their progress monitored through termly pupil progress meetings.



		<ul style="list-style-type: none"> ❖ Targeted children to receive intervention to ensure they meet their individual targets ❖ 1:1 intervention
D.	To ensure emotional and wellbeing needs are met, reducing barriers to learning and realising their full potential.	<ul style="list-style-type: none"> ❖ Interventions and support in place to allow children to engage in all areas of their learning ❖ Additional Mental Health First Aider appointed ❖ Appropriate training for staff to support mental health of children ❖ Growth Mindset curriculum ❖ Zones of Regulation implemented through a blended learning approach ❖ TA and teachers training in Zones of Regulation ❖ Use of National College training webinars for all staff. ❖ CPD identified by Mental Health First Aider ❖ Yoga offered for staff and pupils
E.	Children from vulnerable groups better represented in school trips, enrichment visits and extra-curricular activities	<ul style="list-style-type: none"> ❖ All children attend all trips in every year group (funding provided if necessary) ❖ Monitor representation of vulnerable groups in enrichment opportunities throughout the curriculum ❖ Personal invites given to parents of children eligible for pupil premium for school events (COVID appropriate) ❖ Identify the needs of individual families and respond accordingly ❖ Tap into community projects to support enrichment (COVID appropriate) ❖ Audit of children's physical opportunities outside school. Personal invites to children to participate in sports competitions run by the CSSP
F.	To maximise parental involvement in all areas of learning and addressing preconceived ideas about school.	<ul style="list-style-type: none"> ❖ Increase confidence and positive experience around education to empower parents to support learning at home. ❖ Blended learning offer ❖ Support to parents during current pandemic through weekly phone calls. ❖ Provide learning experiences and support for parents to enable them to support their child's learning



		<ul style="list-style-type: none"> ❖ To intervene where negative cycles have become engrained and in danger of repetition-ensuring that historic negative experiences do not affect future attitudes. ❖ Target and engage parents of PP children to ensure they attend workshops ❖ Offer of parent gym (when appropriate) ❖ Make parents aware of opportunities available to them in school (through Zoom or Google Meet) ❖ Make parents aware of how they can maximise their child's learning and experiences in school and why parental involvement in so important. ❖ Parents to be kept involved in the classroom learning through Howard Headlines ❖ School website to use class blogs to inform parents of outstanding work and learning each week. It will also celebrate successes by pupils. ❖ Children are school-ready: Home learning tasks are regularly completed and communication with parents is open (through use of contact book, phone calls, online meetings)
G.	<p>To support children with external environmental issues and concerns. Help improve social and emotional resilience of children, allowing them to approach learning tasks with a range of strategies and increased confidence. To have the resources to access the blended offer.</p>	<ul style="list-style-type: none"> ❖ Mental Health awareness taught through RHE, assemblies (currently done through Google Meet) ❖ IT and WiFi to enable access to blended offer ❖ CPD offered to staff by Mental Health First Aider/SENCO ❖ Social skills and resilience taught through RHE lessons ❖ Worry box available in every class to encourage child voice ❖ Children emotionally prepared to access learning ❖ A safe learning environment provided in school ❖ Learning is consistent with little disruption ❖ Clear expectations are set by staff ❖ Children develop the skills to be independent and confident learners ❖ Improved attainment outcomes ❖ Mental Health Lead to meet with children ❖ ELSA trained TA to support identified children using LEGO therapy, movement therapy, 1:1 classroom support.



4. Planned expenditure					
Academic Year		2020-2021			
The 3 headings enable schools to demonstrate how they are using their pupil premium money to improve pedagogy, provide targeted support and support whole school strategies.					
1. Quality of teaching for all					
Desired outcome	Action/approach	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
A B C	<ul style="list-style-type: none"> ○ Quality first teaching delivered and feedback given and followed up. ○ Recovery curriculum taught once children return ○ Blended learning offer is set up and available to all ○ Collaborative planning and teaching ○ Ongoing Curriculum development 	<p>Disparity between PP and non-PP</p> <p>Quality first teaching is important for children from disadvantaged backgrounds</p> <p>Learning can continue in the event of a bubble closure</p> <p>Lesson study enhances the Quality of Teaching and Learning.</p> <p>Curriculum builds the cultural capital that is needed for pupils to reduce the deficit to succeed</p>	<p>All teachers following the T and L policy.</p> <p>Teachers add enrichment activities to many lessons</p> <p>Book scrutiny</p> <p>Data analysis</p> <p>PPG children are the focus in Lesson study</p> <p>Increased monitoring of PPG children</p> <p>Planning scrutiny, lesson observation</p> <p>Blended Learning offer refined</p> <p>Release time for staff to meet</p>	<p>Subject Leaders</p> <p>Curriculum Lead</p> <p>Deputy Head teacher</p> <p>Head teacher</p>	<p>Half termly data review</p> <p>Pupil Progress meetings</p>



2. Targeted support					
Desired outcome	Action/approach	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
B C	<ul style="list-style-type: none"> ○ Additional teacher appointed ○ Targeted small group, 1:1 support for identified underachieving PPG pupils to address misconceptions, gaps and weaknesses in KS2 ○ Increase profile and monitoring of PPG children ○ Targeted 1:1 support for identified underachieving children (PPG) in Year 3,4,5,6 ○ Children that achieved GD at KS1 supported to achieve GD at KS2 	<p>%of high attainers at the end of KS1 not always sustaining progress and achieving GD at end of KS2 Intervening ensures daily learning objectives are being met.</p>	<p>Pre and post testing to analyse the impact of every intervention. Quality training for all support staff PP staff member regular checks.</p>	<p>PP staff lead Head teacher PPG Governor?</p>	<p>Half termly data review Pupil Progress meetings</p>
C	<ul style="list-style-type: none"> ○ Additional teacher ○ Targeted small group, 1:1 support for 	<p>The % of PP not meeting the expected standard at the end of KS1 and KS2</p>	<p>Pre and post testing to analyse the impact of every intervention.</p>	<p>PP staff lead</p>	<p>Half termly data review</p>



	<p>identified underachieving PPG pupils to address misconceptions, gaps and weaknesses in KS2</p> <ul style="list-style-type: none"> ○ 1:1 support in reading to develop stamina and further comprehensions skills to increase access to reading materials and conversations around books ○ Training in Echo reading for all staff and TAs ○ Curriculum resources e.g. dyslexia friendly books 	% of PP children falling short of personal targets	Quality training for all support staff PPG staff member regular checks.		Pupil Progress meetings
3. Other approaches					
Desired outcome	Action/approach	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?
D E F G	<ul style="list-style-type: none"> ○ SENCO to provide support for SEN PP families and carers ○ Key Stage transition support 	PP children display a range of needs that can obstruct children from being effective learners in the classroom.	Ensure careful identification of target pupils and appropriate confidentiality	PP lead SENCO	Pupil progress meetings Weekly safeguarding meetings



		Matching specific children with particular needs with targeted interventions can be effective (especially for older pupils). (EEF)	SENCO offers parental support meetings as necessary Weekly safeguarding meetings Monitor whether these translate to improved attainment		
EFG	<ul style="list-style-type: none"> ○ Effective signposting to external agencies ○ Training for mental Health support ○ Parent workshops ○ Howard Headlines to evoke interest ○ Purchasing the RHE SOW (Jigsaw) that encourages mindfulness and teaches children how to develop their social skills and resilience. 	<p>% of PP children with poor attendance and/or are regularly late.</p> <p>Healthy relationship with the school leads to parents becoming more proactive.</p>	<p>SENCO/PP lead to monitor and support families.</p> <p>Rewards in place for those classes and/or individuals who achieve 99% or 100% attendance.</p>	<p>PP lead</p> <p>Office staff</p>	<p>Review with EWO</p> <p>Weekly safeguarding meetings</p> <p>Monitoring of attendance registers</p>
F	<ul style="list-style-type: none"> ○ All children to have equal access to learning and ensure that children are not held back by physical needs or access to resources 	<p>Need to increase % of PP involved in school learning opportunities. To enrich the learning experience of every pupil, especially PP children who missed</p>	<p>Identified pupils have attended after school clubs (monitored half termly by subject leaders)</p> <p>Individual children to be highlighted and prioritised by need.</p>	<p>Subject leaders to monitor attendance on trips in their subjects.</p>	<p>Monitored half termly</p>



	<ul style="list-style-type: none"> ○ Purchase remote learning devices and ensure existing hardware is fit for purpose ○ All children have access to blended learning approach. ○ Breakfast during SATS ○ Purchase school uniform and PE kit ○ School trips/enrichment activities subsidised ○ Promoted afterschool and lunchtime clubs ○ Run a gardening club for PP children. ○ All pupils in KS2 to learn a musical instrument 	<p>opportunities due to COVID</p>	<p>All students attend school trips</p> <p>Mini Strings and Sound Progress lessons provided by Croydon Music for Year 3 and Year 5 once a week throughout the year</p>	<p>Teachers to record register of attendance at OSHL and update PPF lead half termly.</p>	
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