

Pupil premium strategy statement

This statement details Howard Primary School's use of pupil premium (and recovery premium for the 2022 to 2023 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	Howard Primary School
Number of pupils in school – (Oct 22)	409
Proportion (%) of pupil premium eligible pupils	33.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2023 to 2024 - 2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jackie De Saulles
Pupil premium leads	Jackie De Saulles/Jo Handley
Governor / Trustee lead	Andy Marlow

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£182,820
Recovery premium funding allocation this academic year	£19,140
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£201,960

Part A: Pupil premium strategy plan

Statement of intent

- At Howard Primary School, we have high aspirations and ambitions for all our children and we believe that with good quality teaching and learning, all learners can reach their full potential.
- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to succeed.
- Our pupils in receipt of the Pupil Premium Funding face specific barriers to reaching their full potential, and, at Howard Primary, we are determined to provide the support and guidance they need to help them overcome these barriers.
- In addition to this, we aim to provide all pupils including Pupil Premium with access to a variety of exciting opportunities and a rich and varied curriculum.

Challenges

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

Challenge number	Detail of challenge
1	Speech and Language baseline assessment – assessment and observations have indicated that speech and language delay remains a key challenge for teaching and learning.
2	Gaps in prior learning (increased due to lost learning during the pandemic for certain age groups) and limited subject knowledge lead to a deficit in cultural capital.
3	Underachievement - lack of aspirations and motivation of higher ability pupils
4	Pupils have limited experiences beyond their home life and immediate community.
5	Social & economic challenges experienced by families. Challenges include finance, family literacy and children and parental mental health and in some instances limited parental skills.

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
Improved oral language and early reading skills for pupil premium (PP) children.	❖ End of EYFS, year 1 phonics and end of KS1 reading outcomes for PP

	<p>children will be at least in line with national.</p> <ul style="list-style-type: none"> ❖ Children develop a love of reading and engage in daily reading and use these skills to access the wider curriculum.
<p>Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing and Maths) and previous key stage; those who have 'fallen behind' make accelerated progress and 'catch up' or exceed prior attainment standards.</p> <p>To ensure children who have fallen behind receive targeted high-quality intervention monitored by subject leaders.</p>	<ul style="list-style-type: none"> ❖ End of summer 2023 and 2024 data will show that 95 – 100% of disadvantaged children have made expected progress from the previous summer. ❖ End of summer data will also show that 10 – 20% of disadvantaged children will have made accelerated progress. ❖ Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and have helped in accelerating their progress.
<p>Increase the % of PP children achieving greater depth by the end of KS2 in the combined reading, writing and maths (RWM) assessment.</p>	<ul style="list-style-type: none"> ❖ % of pupil premium achieving Greater Depth (GDS) in line with or exceeding national standard in RWM. ❖ High expectations of all PP children to identify and recognise potential in all subjects. ❖ Challenging targets set, monitored through pupil progress meetings between class teacher and SLT ❖ Teaching and learning provision for high attaining children reviewed and improved by SLT ❖ Appropriate CPD identified and given to staff including TAs ❖ Targeted children to receive intervention to ensure they meet their individual targets
<p>Children from vulnerable groups better represented in school trips, enrichment visits and extra-curricular activities</p>	<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 ❖ Identify the needs of individual families and respond accordingly ❖ Tap into community projects to support enrichment including annual Panathlon competition. ❖ Audit of children's physical opportunities outside school. Personal invites to children to participate in sports competitions run by the Croydon Schools Sports Partnership (CSSP)

	<ul style="list-style-type: none"> ❖ Monitor representation of vulnerable groups in after school clubs
<p>To ensure emotional and wellbeing needs are met, reducing barriers to learning and thereby enabling pupils to realise their full potential.</p> <p>For all children to have the ability to self-regulate.</p>	<ul style="list-style-type: none"> ❖ Interventions and support in place to allow children to engage in all areas of their learning ❖ Children able to regulate and focus in class so they are in a better position to learn and to access the curriculum to make progress. ❖ Mental Health Lead ❖ 2 x Mental Health First Aiders ❖ Appropriate training for staff to support mental health of children via staff meetings/INSET/1:1 support ❖ 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 ❖ CPD identified by Mental Health First Aider ❖ Yoga offered for staff and pupils ❖ Therapy dog sessions

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: £70,686

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Head Teacher to run a whole school coaching programme for Teachers and Teaching assistants	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1 and 2
Read, Write Inc (RWI) Lead released to coach and support RWI teachers to further develop	Phonics Research shows (EEF) that systematic teaching of phonics is effective in supporting younger readers to master	1 and 2

their delivery of phonics and early reading.	the basics of reading, with an average impact of 4 months progress. https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored. Allocation of funds for reading, writing and maths initiatives, subscriptions and high-quality texts for EYFS, KS1 and KS2.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully	1 and 2
PiXL purchased to help support subject leaders with CPD and new approaches to teaching all subjects.		1 , 2 and 3

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

Budgeted cost: £ 90,882

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted 1:1 and small group structured interventions to children across whole school using catch up funding and pupil premium funding. Interventions to be monitored and evaluated by deputy head and subject leaders. Interventions to be carried out by experienced teachers and Teaching Assistants within school. PiXL purchased to help support subject leaders to identify children, create interventions, and assess progress.	https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully EEF research indicates that 'on average, one to one tuition is very effective at improving pupil outcomes. Research shows that short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial'	1,2 and 3

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>EEF research indicates ‘Small group tuition has an average impact of four months’ additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils’ specific needs. Diagnostic assessment can be used to assess the best way to target support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
Release time for National College for the Excellence in Teaching Maths (NCETM) intervention training for TAs and new staff to the school and for the delivery of interventions.		2 and 3
<p>Reading Comprehension training</p> <p>Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored.</p> <p>Allocation of funds for reading, writing and maths initiatives, subscriptions and high-quality texts for EYFS, KS1 and KS2.</p>	<p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	1,2 and 3

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

Budgeted cost: £ 40,392

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences.	To provide relevant experiences to all pupils to deepen and extend their understanding of the learned curriculum.	4 and 5

<p>Each year group to plan enriching experiences and activities, after school club funding for pupil premium children (3 clubs per year)</p> <p>All pupils in years 3 and 5 learn to play a musical instrument. Pupils taught by teachers from CMA.</p>	<p>www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	
<p>SENCo/Head Teacher/Deputy Head Teacher and Assistant Head Teachers identify and support families and children and work to alleviate barriers to learning.</p>	<p>Previous experience has shown that the development of trusting relationships between school staff and parents is key to improving pupil attendance and engagement with school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>3, 4 and 5</p>
<p>Regular mentoring sessions for pupils with mental health needs to develop strategies to manage their behaviour delivered by the schools trained mental health first aiders</p>	<p>EEF research shows that ‘On average, mentoring appears to have a small positive impact on academic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>Zones of Regulation (ZOR) promoted by Ed Psych service & Croydon SEND team. Raises self-awareness about emotional health. Improves relationships and transition between activities. Promotes independence</p>	<p>5</p>
<p>Increased Educational Welfare Officer time to identify barriers to attendance and address any persistent absence.</p>	<p>Previous experience has shown this to be effective.</p>	<p>5</p>

Total budgeted cost: £ 178,470

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 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 1 and 2 performance data, phonics screening results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, although we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read, Write Inc	Ruth Miskin
Nuffield Early Language Intervention (NELI)	Nuffield Foundation