# Pupil Premium Strategy Statement 2022 - 2025

## This statement details Howard Primary School’s use of pupil premium (and recovery premium for the 2024 to 2025 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

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| Detail | Data |
| School name | Howard Primary School |
| Number of pupils in school | 409 |
| Proportion (%) of pupil premium eligible pupils | 31% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | Sep 2022 to Sep 2025 |
| Date this statement was published | December 2022  (Reviewed December 2024) |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Governing Body |
| Pupil premium leads | Jackie De Saulles  Jayshree Pillay |
| Governor / Trustee lead | Andy Marlow |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £189,440 |
| 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 | £189,440 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| * 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.

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| 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) and limited subject knowledge lead to a deficit in cultural capital. |
| 3 | Underachievement - lack of aspirations and motivation of some 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.

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| 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 children will be at least in line with national. * Children develop a love of reading and engage in daily reading and use these skills to access the wider curriculum. |
| 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.  To ensure children who have fallen behind receive targeted high-quality intervention monitored by subject leaders. | * End of summer 2025 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. |
| Increase the % of PP children achieving greater depth by the end of KS2 in the combined reading, writing and maths (RWM)  assessment. | * % of pupil premium achieving Greater Depth (GDS) in line with 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 |
| Children from vulnerable groups better represented in school trips, enrichment visits and extra-curricular activities | * 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) * Monitor representation of vulnerable groups in after school clubs |
| To ensure emotional and wellbeing needs are met, reducing barriers to learning and thereby enabling pupils to realise their full potential.  For all children to have the ability to self-regulate. | * 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 * Trained Emotional Learning Support   Assistant in place   * CPD identified by Mental Health First Aider * Yoga offered for staff and pupils * Drama therapy 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: £60,000

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| 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 their delivery of phonics and early reading. | Phonics Research shows (EEF) that systematic teaching of phonics is effective in supporting younger readers to master 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> | 1 and 2 |
| 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: £ 100,000

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| 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 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.  30 struggling readers from across the school have been selected to follow the Lexia reading programme. This follows 16 Year 2 pupils being selected for the UK Literacy for All EEF research project (Sep 23 – July 24) | <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’  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition>  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.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition> | 1,2 and 3 |
| Release time for National College for the Excellence in Teaching Maths (NCETM) Maths Hub training for Subject Lead and Y6 teacher. |  | 2 and 3 |
| Reading Comprehension training  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://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully> | 1,2 and 3 |

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

Budgeted cost: £ 29,440

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| 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.  Each year group to plan enriching experiences and activities, after school club funding for pupil premium children (3 clubs per year)  All pupils in years 3 and 5 learn to play a musical instrument. Pupils taught by teachers from CMA. | To provide relevant experiences to all pupils to deepen and extend their understanding of the learned curriculum.  [www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully](http://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully) | 4 and 5 |
| SENCo/Head teacher/Deputy Head teacher identify and support families and children and work to alleviate barriers to learning. | 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.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 3, 4 and 5 |
| 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 | EEF research shows that ‘On average, mentoring appears to have a small positive impact on academic outcomes.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring>  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 | 5 |
| Increased Educational Welfare Officer time to identify barriers to attendance and address any persistent absence. | Previous experience has shown this to be effective. | 5 |

**Total budgeted cost: £ 189,440**

## 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*

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| Programme | Provider |
| Read, Write Inc | Ruth Miskin |
| Nuffield Early Language Intervention (NELI) | Nuffield Foundation |
| Lexia | Lexia UK |
| PiXL therapies | PIXL |
| Talk Boost | Speech and Language UK |