



The Howard Primary

Pupil premium strategy statement-2021-2022

School overview

Metric	Data
School name	The Howard Primary
Pupils in school	60 pupils
Proportion of disadvantaged pupils	6.7%
Pupil premium allocation this academic year	£6345
Academic year or years covered by statement	2021-2022
Publish date	July 2021
Review date	July 2022
Statement authorised by	CEO TSSMAT
Pupil premium lead	Rachel Mills
Governor lead	Melanie Havelock-Crozier

Disadvantaged pupil progress scores for last academic year (2 pupils)

Measure	
Reading	100%
GPS	50%
Maths	100%

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	100%
Achieving high standard at KS2	50%

Strategy aims for disadvantaged pupils

Measure	Activity
Attainment in maths	<p>Work with the maths hub and purchase CPA resources and workbooks to embed Teaching for Mastery across all year groups.</p> <p>Ensure all relevant staff (including new staff) have received training to deliver maths scheme effectively.</p>
Attainment in Phonics and reading	Ensure all relevant staff (including new staff) have received training to deliver the phonics scheme effectively
An increase in self belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being.	<p>Regular Forest school and outdoor learning provision.</p> <p>Learning is set in a different context for children where they can undertake a range of practical activities and carry out small achievable tasks.</p>
Barriers to learning these priorities address	Ensuring all staff deliver quality teaching on a daily basis and interventions are embedded on a daily basis. Time allocated to staff is awarded to ensure meaningful interventions take place eg Forest school, Nurture and Maths Booster
Projected spending	£ 5,000.

Teaching priorities for current academic year

Aim	Target	Target start date
Attainment in Reading	To ensure our PP children are working at the ARE for writing	Sept 21
Attainment in Mathematics	To ensure our PP children are working at the ARE for writing	Sept 21
Attainment in Writing	To ensure our PP children are working at the ARE for writing	Sept 21
Phonics	To embed new synthetic phonics scheme to ensure we achieve national average expected standard in PSC for all our pupils	Sept 21

	Exceed national average progress scores in KS2 Mathematics	Sept 21
Other	Improve standardised score for disadvantaged pupils to national average (SS100) in maths	Sept 21
Other	To ensure our children are well-rounded and their social and emotional needs are met.	Sept 21

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure quality, mastery questions are embedded in whole class teaching. CPD for teachers and support staff throughout the year. High quality resources (WhiteRose) to be purchased and used effectively. Teacher/TA intervention throughout each week based on needs. Maths homework is set each week with follow up intervention in place.
Priority 2	All target children to be heard read on a daily basis alongside a whole class reading scheme. Nessy IT resource to be used alongside follow up intervention. Morning registration reading and comprehension sessions with a teacher. Reading support to be linked to phonics across school.
Priority 3	Regular writing intervention throughout the week including additional TA support in English lessons. Additional teacher intervention sessions for writing. Development of rich text resources to support our writing curriculum. Regular MAT and local school cluster moderation.
Priority 4	Raise self-esteem and confidence to encourage risk taking through Forest School provision, and access to additional sporting, music and performing arts provision.
Priority 5	Ensure all relevant staff (including new staff and TAs) have training to deliver the new phonics scheme. Additional CPD utilised throughout the academic year. To become a Monster Phonics lead school to ensure high quality delivery and resources are available. To develop Phonics lead to work across MAT. To ensure Monster phonics strategies and resources are used across the whole school including displays.
Barriers to learning these priorities address	Ensuring all staff deliver quality teaching on a daily basis and interventions are embedded on a daily basis. Time allocated to staff is awarded to ensure meaningful interventions take place. Resources are of a high quality

	for all lessons, interventions and nurture. These priorities will all support our children in becoming well-rounded, confident individuals and as such improve academically.
Projected spending	£5,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Implementing a collaborative approach to learning with children using peer support, problem solving techniques and resilience in line with school values and learning tools. This will ensure children can grow in confidence with their learning and develop independence.
Priority 2	Embed a high quality inter/intra school sports programme allowing all children to access the events. This will run across the school/MAT each week.
Barriers to learning these priorities address	<p>Priorities will allow children to grow in self confidence and independence as well as support physical, social and emotional well-being. Training staff and regular CPD will be an ongoing need.</p> <p>The aim is to build resilience, perseverance, self-esteem and problem-solving skills and continue to develop positive friendships.</p>
Projected spending	£3,000.

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Targeted children are given sufficient time for interventions and teachers supported with allocated time and CPD opportunities.	Additional cover being provided by senior leaders to allow for CPD for teaching staff
Targeted support	Ensuring the delivery of interventions do not impact upon teachers' normal workload	<p>SLT and maths lead to support teachers and allow maths lead to support and monitor small group interventions.</p> <p>SLT to support English lead to monitor small group interventions including phonics, reading and spelling</p>
Wider strategies	Engaging the families facing most challenges and actively engage them in their child's learning	Working closely with families and school outreach programmes so that children continue to thrive and

		close the gap between themselves and their peers.
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Review: last year's aims and outcomes

Aim	Outcome
To improve attainment of maths at the the end of KS2	<p>100% ARE 0% GDS</p> <p>Despite disruptions, 100% Of PP have made accelerated progress in maths and gone from WTS to EXS.</p> <p>Both pupils have closed the gap and are now working within ARE. The use of the National Tutoring Programme and focus on teaching gaps in learning, mainly linked to number, have improved both pupils' attitude and confidence in maths. This will continue to be a priority so that this progress is sustained.</p>
To provide social and emotional support for PP pupils	<p>Our children were supported with a range of nurture based approaches including our additional nurture sessions.</p> <p>During lockdown 1 our dedicated nurture TA was identified and trained in Well Being through Entrust and they also began Forest School training.</p> <p>Throughout the year, our PP children have has access to weekly Forest school which has helped the pupils to develop positive relationships, build self-esteem and resilience.</p> <p>They have coped well this year and Forest School will continue next year.</p>
Our whole school initiative is for all children to have daily access to a Chromebook to facilitate high quality learning. We will support our pupil premium children with this. This project has been delayed due to hardware work. It will continue into 2021-22. Our PP children were all allocated laptops/iPads or Chromebooks as needed during remote learning.	Our whole school initiative is for all children to have daily access to a Chromebook to facilitate high quality learning. We will support our pupil premium children with this. This project has been delayed due to hardware work. It will continue into 2021-22. Our PP children were all allocated laptops/iPads or Chromebooks as needed during remote learning.