



**Pupil Premium Strategy Statement**  
**The Howard Primary School**

This statement details our 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**

<b>Detail</b>	<b>Data</b>
School name	The Howard Primary
Number of pupils in school	61
Proportion (%) of pupil premium eligible pupils	4.9% (3 children but funding for 2)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2023
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	CEO- Charlene Gethin
Pupil premium lead	Gemma Duffy
Governor / Trustee lead	M. Havelock-Crozier

**Funding overview**

<b>Detail</b>	<b>Amount</b>
Pupil premium funding allocation this academic year	£4,820
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£6,820

## Part A: Pupil premium strategy plan

### Statement of intent

*Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.*

*We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not*

*High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.*

*Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.*

*Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:*

- ensure disadvantaged pupils are challenged in the work that they're set*
- act early to intervene at the point need is identified*
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.*

*Please see our Pupil Premium Policy for more details.*

### Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<b>Attainment in Reading</b>
2	<b>Attainment in Mathematics</b>
3	<b>Attainment in Writing</b>
4	<b>Phonics</b>
5	<b>Spelling</b>
6	<b>Metacognition including Retrieval Practice</b>
7	<b>Outdoor learning</b>

8	<b>IT support and software</b>
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**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
To ensure our PP children are working at the ARE for reading	All target children to be heard and read on a daily basis. Reading Initiative launched ensuring reading for pleasure is embedded. Whole Class and reading sessions and targeted interventions accelerate progress from individual starting points. Reciprocal Reading intervention in KS2
To ensure our PP children are working at the ARE for mathematics	Quality, mastery questions are embedded in whole class teaching. CPD for teachers and support staff throughout the year ensures that all staff can teach using the mastery approach. High quality resources (WhiteRose) are purchased and used effectively, including workbooks. The gap between PP children and non-PP children is narrowed through regular intervention and support from Teaching Assistants and teachers. Maths homework and pre teaching helps children with anxiety
To ensure our PP children are working at the ARE for writing	Writing intervention throughout the week including additional TA support in English Rich texts and quality resources support our writing curriculum. Children write for a purpose and audience. Age appropriate GPS is used effectively and independently. Regular MAT and local school cluster moderation validates teacher judgement.
To embed synthetic phonics schemes (Monster Phonics) to ensure we achieve the national average expected standard.	All relevant staff (including new staff and TAs) have training to deliver the new phonics scheme completing Level 1 and Level 2 assessments. Monster phonics strategies and resources are used across the whole school. Monster Phonics books supplement the scheme. Interventions address gaps 100% of children who failed the phonics test Y1 pass in Y2.
To ensure all children have quality teaching of spelling and spelling rules.	All teaching staff have training to deliver quality teaching of spelling. The MAT Spelling Bee to encourage children to practise spelling and retain spellings for application in writing. Spelling books for all KS 1 children linked to Monster Phonics. Interventions to address gaps for children struggling with retaining spellings or rules for spelling.
To ensure all our children understand the basic principle of metacognition and can plan, do review across all areas of the curriculum. They know what a good learner looks like and retrieve knowledge.	All teaching staff receive CPD in metacognition through INSETs and staff meetings. All children are taught what a good learner looks like. All children are exposed to retrieval practice to embed prior learning and ensure knowledge remains long term Displays reflect metacognition across the whole school. Resources enhance metacognition and retrieval
To promote positive mental health and wellbeing through the use of outdoor learning and Forest School	All children will have regular opportunities to learn outdoors. Children will have opportunities to experience being taught in the outdoor classroom to encourage team building and self esteem. CPD opportunities for teaching staff to deliver quality lessons.
To ensure all KS2 (Y3/4)	All children in Key Stage 2 have access to technology for home and school

children have access to technology for learning both in school and at home.	learning. To ensure all children have equal opportunities and equipment to narrow the gap.
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### 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: £ 1515

Activity	Evidence that supports this approach	Challenge number(s) addressed
Metacognition whole school approach to teaching, retrieval and self regulated learning.	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. The potential impact of these approaches is very high, particularly for disadvantaged pupils. <a href="#">Metacognition and Self-regulated Learning</a>	6

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

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of highly skilled and trained TA's to provide interventions. Reciprocal Reading WRM interventions Monster Phonics interventions FFT training - Reciprocal reading intervention WRM CPD for all TAs	<a href="#">Making Best Use of Teaching Assistants   EEF</a> If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others. Breaking away from a model of deployment where TAs are assigned to specific pupils for long periods requires more strategic approaches to classroom organisation. Instead, school leaders should develop effective teams of teachers and TAs, who understand their complementary roles in the classroom. Schools should use structured interventions with reliable evidence of effectiveness. Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress.	1,2,3,4,5,6,7,8
Whole MAT IT strategy to support learning - purchase of Chromebooks for Pupil Premium Children	Technology should have a place in the classroom, but how technology can most effectively be integrated in ways which achieve improved outcomes for young people. <a href="#">New EEF guidance report published: 'Using Digital Technology to Improve Learning'</a>	1,2, 3, 4,5,8
Phonic intervention and spelling strategy aligned to phonic teaching programme - Monster Phonics (£1000 in total - work out % for PP children)  Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics</a>	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics Toolkit EEF</a>	1,3,4,5

<a href="#">programme</a> to secure stronger phonics teaching for all pupils.		
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### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased access to Wellbeing and Nurture activities to promote positive mental and physical health. Develop outdoor learning and outdoor learning opportunities across the curriculum. Ensure all teaching staff are equipped to deliver quality teaching and experiences in the outdoors.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. <a href="#">Improving Social and Emotional Learning in Primary Schools</a>	7

**Total budgeted cost: £ 14,515**

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.

\*As the number of pupil premium pupils within school is so small, data analysis does not create a coherent picture.

The number of children also lends itself to pupils being easily identified. Rigorous school data analysis on individual pupils are within our internal tracking system.

Aim	Outcome
To ensure our PP children are working at the ARE for reading	All of our pupil premium children were heard to read on a daily basis. The implementation of whole class reading exposes all children to quality age appropriate texts. Nessy Reading and Spelling intervention programme has given children a step by step personalised reading programme to complete interventions and home access. Fidelity to Monster Phonics Scheme, ensured that reading interventions were consistent and built on prior knowledge. NTP was used to address the needs of PP pupils.
To ensure our PP children are working at the ARE for maths	Through high quality CPD and training linked to the school maths scheme (WRM), children had access to high quality first teaching and timely and focused interventions based on their individual needs. NTP was used to address the needs of PP pupils.
To ensure our PP children are working at the ARE for writing	TA support and interventions supported any gaps in writing. Rich texts were purchased and used for teaching reading and writing. Moderation across the MAT validated teacher judgements NTP was used to address the needs of PP pupils.
To embed new synthetic phonics scheme to ensure we achieve national average expected standard in PSC for all our pupils	Schools show fidelity to the Monster Phonics scheme. All staff are trained and early reading books are now aligned to the scheme.
Improved scores to come through the above priorities and the effective use of the	National Tutoring Programme as well as TA intervention provided 1-2-1 and small group tutoring in reading, writing, spelling and maths.

additional support staff across school.	
Raise self-esteem and confidence, through weekly 1:1 and group nurture sessions, additional sporting, music and performing arts tasks where possible.	Regular Nurture and Forest School sessions improved children's resilience, problem solving and team building. It improved self confidence, self esteem and improved mental health and well being. This was particularly successful enabling these children to participate in class.

### 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
NA	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	The allocation for the service child was used towards providing regular nurture and outdoor learning provision.
What was the impact of that spending on service pupil premium eligible pupils?	Teachers observed improvements in wellbeing amongst service children..