The Howard Primary Pupil Premium Strategy Statement 2026-27

This statement details our school's use of pupil premium 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	The Howard
Number of pupils in school	68
Proportion (%) of pupil premium eligible pupils	5 children
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024-2027
Date this statement was published	December 2026
Date on which it will be reviewed	December 2026
Statement authorised by	J Wynn
Pupil premium lead	G Duffy
Governor / Trustee lead	L Bovington/Mel Havelock-Crozier

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,440
Recovery premium funding allocation this academic year	n/a
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	£10,440

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 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

Our strategies are based around the EEF Pupil Premium guidance:

- High quality teaching
- Targeted academic support
- Wider Strategies

https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium

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

Challenge number	Detail of challenge
1	Attainment in Reading
2	Attainment in Mathematics
3	Attainment in Writing
4	Oracy
5	Metacognition including Retrieval Practice
6	School Readiness (EYFS)
7	Nurture and wellbeing

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. Class Reading and independent reading is included every day ensuring reading for pleasure is embedded. Guided reading sessions and targeted interventions accelerate progress from individual starting points.
To ensure our PP children are working at the ARE for mathematics	Ensure quality, mastery questions are embedded in whole class teaching. CPD for teachers and support staff throughout the year. High quality resources, White Rose Maths (WRM) to be purchased and used effectively, including workbooks. Teacher/TA intervention throughout each day based on the needs of children to address misconceptions. To ensure the gap between PP children and non-PP children is narrowed through regular afternoon intervention support from Teaching Assistants and teachers. Maths homework is set each week and pre teaching is taught for children with anxiety
To ensure our PP children are working at the ARE for writing	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.
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.	Ensure 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 ensure extra curricular activities are open to all children to encourage team building, relationships and confidence.	Raise self-esteem and confidence, through weekly 1:1 and group nurture sessions, additional sporting, forest school, music and performing arts tasks where possible. Increase extra curricular activities for all PP children and non pupil premium children. Funded care club/after school places
School readiness	Pre-parent meetings for preschool and reception children focussing on family history and additional needs. Creation of personalised plans. Signpost and make early help referrals. Additional parent meetings Additional transitions and rapid early intervention for speech and

	language/socialisation. Attendance reviews and supporting intervention/rewards based programme on a bespoke needs basis.
Oracy	High quality CPD for all staff. Targeted intervention for pupil premium children (1:1 and small group) Staff trained in intervention programmes Additional extra-curricular oracy opportunities

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: £5000

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. Metacognition and Self-regulated Learning	,

Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: £ 4000

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 TA	Making Best Use of Teaching Assistants | EEF 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.	1,2,3,4,5,6,7

	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.	

Wider strategies (for example, related to attendance, behaviour, wellbeing)
Budgeted cost: 1440

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased access to Wellbeing and Nurture activities to promote positive mental and physical health.	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. Improving Social and Emotional Learning in Primary Schools	6,7

Total budgeted cost: £10,440

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 2023 to 2024 academic year.

Outcomes for disadvantaged pupils

Pupil Premium Strategy Review

Context:

The DfE has provided our school's 2024 performance data. It's crucial to note that due to the small size of our cohorts, direct comparisons with regional and national averages may not be entirely accurate. Therefore, we must focus on individual pupil progress and address specific needs and barriers.

Key Priorities and Achievements:

1. Attainment and Progress

- **Reading:** All data sets for reading were above the national average.
- **Mathematics:** All data sets for mathematics were above the national average. White Rose Maths mastery approach and CPD have been implemented.
- **Writing:** All data sets for writing were above the national average.
- **Phonics:** The synthetic phonics scheme (Monster Phonics) ensures we meet the national average expected standard.
- **Spelling:** High-quality interventions, tracking, and a structured scheme have been implemented to improve spelling skills.
- **Metacognition:** All children have been taught the basic principles of metacognition, including planning, doing, and reviewing. They understand the attributes of a good learner and can retrieve knowledge effectively.

2. Targeted Support

- **Individualised Support:** We will continue to closely monitor the progress of all Pupil Premium (PP) children, providing tailored support as needed.
- **Data Analysis:** While data comparisons may be limited, we will analyse individual pupil data to identify trends and inform targeted interventions.

3. Enrichment and Extra-curricular Activities

- **Technology Access:** All children have access to technology for learning, enhancing their educational experience.
- **Extra-Curricular Opportunities:** A variety of extracurricular activities have been planned and funded to promote team building, relationships, and confidence.
- **Wellbeing and Nurture:** Increased access to wellbeing and nurture activities has been provided to promote positive mental and physical health.

Areas for Development:

- **Standardised Scores:** Due to the school's profile, standardised score analysis may not be feasible for all year groups and subjects. We will explore alternative methods to assess progress and impact.
- **Data Analysis and Reporting:** We will refine our data analysis processes to identify specific areas for improvement and inform future planning.

Next Steps:

1. **Regular Monitoring:** Continue to monitor the progress of PP children through regular assessments and tracking.
2. **Targeted Interventions:** Implement targeted interventions for pupils who require additional support.
3. **Staff Training:** Provide ongoing professional development for staff to enhance their ability to support PP children.
4. **Parental Engagement:** Foster strong partnerships with parents to support children's learning at home.
5. **Data Analysis and Reporting:** Refine data analysis processes and reporting to inform decision-making and accountability.

By focusing on individual needs, providing high-quality teaching, and creating a supportive learning environment, we aim to maximise the potential of all Pupil Premium children.

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
N/A	

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A