

## Howe Dell Pupil premium strategy statement: 2022-2025

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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  | Howe Dell Primary School (with Nursery)  |
| Number of pupils in school   | 454  |
| Proportion (%) of pupil premium eligible pupils  | 17%  |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | September 2022 to July 2025  |
| Date this statement was published  | December 2022  |
| Date on which it will be reviewed  | March 2023 and July 2023   |
| Statement authorised by  | Miss Prickett  |
| Pupil premium leads  | Miss Prickett (Executive Head Teacher)<br>Mrs McQuade (AHT and PPG Championer) |
| Governor lead  | Mrs Nicola Winch   |

### Funding overview

| Detail   | Amount         |
|--|----------------|
| Pupil premium funding allocation this academic year                                    | £86 879        |
| Recovery premium funding allocation this academic year                                 | £4 351         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0            |
| <b>Total budget for this academic year</b>   | <b>£91 264</b> |

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the barriers they face, make good progress and achieve high attainment across the curriculum. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress and provision for those who are already achieving curriculum expectations. We also consider the challenges faced by pupils who are experiencing other vulnerabilities, such as those who have a social worker and young carers. The activities we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.

Howe Dell is committed to 'great' learning and teaching for all pupils however we are acutely aware of the importance of targeting bespoke support to disadvantaged pupils so firstly they are 'ready to learn' which enables us to support them to build great learning behaviours and provide the support to accelerate progress. This approach is proven to have the greatest impact on closing the disadvantage attainment gap. Concurrently, our non-disadvantaged pupils will also benefit.

Our approach will be responsive to common barriers and individual needs which are identified through diagnostic assessment and pastoral identification. The strategy written by the previous Head Teacher was reviewed in Spring Term 2022 and concluded in July 2022. Based on this review, the Strategy uses a range of approaches that complement each other to enable learners to excel.

To ensure the approaches are effective we will:

- Have a dedicated 'pupil premium' championer as part of the SLT to act as a 'critical friend' and regularly review the provision for individual pupils
- Act early to intervene at the point where additional support is identified
- Implement a new Curriculum model to provide disadvantaged learners with the knowledge, skills and vocabulary to enable them to achieve in line with their peers
- Ensure the team has the knowledge and skills to deliver the new curriculum model
- Ensure expectations for disadvantaged pupils is high and the work set has appropriate challenge
- Ensure the whole school team take responsibility for the outcomes of disadvantage pupils

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Learners with multiple barriers to learning in particular those with SEND and those with Speech and Language difficulties and delay. This includes under-developed oral language skills amongst many disadvantaged learners from Nursery through to Key Stage 2  |
| 2                | The impact of SEMH needs, low self-esteem and learner resilience which impacts upon the attainment of our disadvantaged pupils. Purposeful parental partnership to enable parents to value learning and have raised aspirations for their children.  |
| 3                | Early Reading (phonics) to continue to be a focus for our disadvantaged learners to reduce the attainment gap and to develop them as fluent readers. For those readers in Year 3+, our data shows that disadvantaged learners attain lower than their peers. These learners need to secure Early Reading knowledge to enable them to develop fluency and comprehension skills. |
| 4                | High mobility of pupils within the context of our school (University town with parents who are UH students / employees)  |
| 5                | The legacy impact of COVID19 and lockdown on attainment of disadvantaged pupils  |
| 6                | Internal and external moderation assessments indicate that Writing attainment amongst disadvantaged pupils is significantly below that of non-disadvantaged pupils   |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2025**, and how we will measure whether they have been achieved.

| Intended outcome   | Success criteria   |
|--|--|
| Improved oral and language skills and vocabulary among disadvantaged learners                                      | Assessments (formative, summative and specific assessments eg WellComm) and end of year outcomes indicates significantly improved oral language amongst disadvantaged learners.<br><b>Evidence:</b> participation in lessons, pupil book studies and work scrutiny.  |
| Provide specialist provision to support pupils with SEMH enabling them to achieve and sustain improved well-being. | Provision for individuals / groups of learners will enable learners to manage their anxieties and express themselves through their emotional literacy skills. Learners 'ready to learn'. Inclusion Hub to deliver individual and group programmes. Learners effectively engaging with Curriculum through adaptive teaching.<br>Increase in participation in extra-curricular / enrichment activities through targeted approach.<br><b>Evidence:</b> Reduction of difficult behaviour in class incidents , Leuvin and Boxhall profile data, book studies, pupil voice, termly club participation analysis |

|  |   |
|--|---|
| <p>Improved reading attainment among disadvantaged pupils.</p>   | <p>End of KS2 Reading outcomes in 2024/2025 at least in line with National outcomes. Over the years, improved outcomes in Communication and Reading for disadvantaged learners at the end of Reception, Phonics screening and end of KS1.<br/><b>Evidence:</b> end of year outcomes data, phonics assessments</p>   |
| <p>Disadvantaged learners make strong progress through quality first teaching and high quality targeted support.</p>                             | <p>Curriculum model fully implemented and disadvantaged learners making accelerated progress. Gap in attainment narrowed. Teaching team demonstrate 'expert' knowledge and able to identify and plug gaps in knowledge, skills and vocabulary for learners joining the school as in-year admissions. High quality 'in the moment' feedback.<br/>CPD programme providing staff with skills and knowledge to adapt teaching.<br/><b>Evidence:</b> POMs, termly PD overview, PD evaluations, 'intervention' impact reports</p> |
| <p>To provide high quality TA targeted support including dialogue time with teachers to support disadvantaged learners make strong progress.</p> | <p>Targeted support provision in place to meet bespoke needs. Provision is precise and based upon formative and summative assessments. Disadvantaged learners making year on year accelerated progress. Attainment gap narrowed.<br/><b>Evidence:</b> Leuven, Boxhall, WellComm, Learning Walks, book studies, POMs, end of year attainment outcomes</p>  |
| <p>Improved writing attainment for disadvantaged pupils at the end of KS2.</p>   | <p>Writing outcomes at end of KS2 in 2024/2025 show that more than 60% of disadvantaged pupils met the expected standard.<br/>New Curriculum model (full implementation in September 2022) has vocabulary at the core and transfer of skills into writing.<br/>Bespoke small group intervention programme delivered by teachers and trained support staff.<br/><br/>Evidence: end of year outcomes, book studies, moderation, monitoring</p>  |

## Activity in this academic year (2022-2023)

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 28 587

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Leadership of standards and pupil premium (Pupil Premium Championer)<br/>20% of FTE</p>                 | <p>Evidence from high-performing primary schools, regardless of socio-economic context, have prioritised:</p> <ul style="list-style-type: none"> <li>• Strong and visionary school leadership</li> <li>• Shared sense of purpose</li> <li>• Engaging parents and carers</li> <li>• High quality teaching</li> </ul>  | <p>1,2,3,4,5,6</p>            |
| <p>Continued professional development for teachers and support staff</p>                                   | <p>School leaders should focus on a smaller number of priorities that will have the biggest impact. Leaders need to focus upon the implementation and evaluate the impact.</p> <p>A tiered approach needs to be adopted with a focus on improving teaching which is achieved by ongoing high-quality professional development. All staff are responsible for disadvantaged pupils. High quality CPD improves quality first teaching</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a> Updated April 2022</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/teacher-professional-development</a></p> |                               |
| <p>Purchase of Curriculum resources including SSP linked resources</p>                                     | <p>Curriculum resources that explicitly teach vocabulary has a strong evidence base that indicates a positive impact on communication and reading. Phonics approaches (with fidelity to the SSP) indicates a positive impact on the accuracy of word reading.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>  | <p>1,2,3,4,5,6</p>            |
| <p>Recruitment, retention and CPD for qualified teachers and support team for Nursery learners. (EYPP)</p> | <p>It is well evidenced that high quality interactions where adults talk with learners enable children to develop language acquisition. Adults within early years play a vital role in modelling effective language and communication.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years</a></p>  | <p>1,2,3,5</p>                |

|  |   |           |
|--|---|-----------|
| <p>Improve the quality of social and emotional learning.</p> <p>Therapeutic approaches embedded into practice that includes regular PD opportunities for staff</p> | <p>There is extensive evidence that disadvantaged learners have weaker SEL skills at all ages than their peers. Effective SEL can lead to 4 months of learning gains over an academic year.</p> <p>Therapeutic approaches modelled by leaders and Inclusion Hub team</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> | 1,2,4,5,6 |
|--|---|-----------|

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

Budgeted cost: £ 53 526

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p><b>Speech, language &amp; communication TA</b></p> <p>Provision of targeted support for children in Reception and KS1 with speech barriers. Bespoke programmes in place for KS2 learners.</p> | <p>Speech, language and communication interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impact on attainment</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>  | 1,3,5                         |
| <p><b>'Keep up' provision</b> for targeted children in KS1 and KS2</p>   | <p>Small group intervention has an average impact of four months' additional progress over a year. Using qualified teachers and providing training to the staff that deliver small group intervention is likely to increase impact</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>   | 2,4,5,6                       |
| <p><b>Delivery of phonics based interventions</b> enabling teacher-led and TA led targeted small groups across EYs, KS1 and as appropriate in KS2</p>  | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged learners. Following the implementation of Little Wandle (SSP) in Autumn 2021, priorities for 2022-2023 are around whole school CPD, dedicated reading practice sessions and 'catch up' interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> | 3,4,6                         |

|   |   |             |
|---|---|-------------|
| <b>Targeted teaching assistant support &amp; PD</b> – to deliver high quality individual and small group targeted support | <p>This use of teaching assistants shows a consistent impact on attainment of approximately three to four additional months' progress. Pupil outcome meetings have driven the focus for the vulnerable learners.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> | 1,2,3,4,5,6 |
|---|---|-------------|

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

Budgeted cost: £ 33 455

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <b>Partnerships and community manager and Family Support Worker Service</b><br>Parent support worker who provides a wide range of support to vulnerable families; DDSL, attendance and family engagement | <p>The average impact of the parental engagement approaches is about an additional four month' progress over the course of the year. There are also higher impacts for pupils with low prior attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>   | 2,5                           |
| <b>Pastoral work</b><br>Bespoke support led by TA within Inclusion Hub   | <p>High quality therapeutic intervention targeted at children with emotional, behavioural or learning difficulties</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>  | 1,2,5                         |
| <b>Inclusion support (Deputy INCo)</b><br>Additional professional and administrative support to Inclusion lead in relation to disadvantaged pupils with SEND and inclusion needs                         | <p>Recommendations are made that SEND learners make the greatest progress when schools:</p> <ul style="list-style-type: none"> <li>• Create a positive and supportive environment for all pupils without exception</li> <li>• Build an ongoing, holistic understanding of pupils and their needs</li> <li>• Understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review'</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send-EEF-March-2020">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send-EEF-March-2020</a></p> | 1,2,4,5                       |
| <b>Curriculum entitlement enrichment</b><br><br>Allocated funds to enable disadvantaged learners to access curriculum enrichment and extra-curricular activities   | <p>Participating in the Arts facilities three months progress. Such programmes needs to be effectively implemented.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>  | 1,2,3,4,5,6                   |

**Total budgeted cost: £ 115 568**

## 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.

In 2021-2022, PPG and vulnerable learners have been at the forefront of monitoring and discussions with class teachers, support staff and external professionals with the focus on pupil outcomes. Raising the individual profiles of disadvantaged learners meant that provision aligns with need.

In Early Years, 63% achieved a Good Level of Development (40% in 2019). 100% of disadvantaged learners met end of year expectations in Communication and Language. For those that did not achieve GLD, a bespoke handover occurred to enable targeted support in Year 1.

Little Wandle SSP was implemented in November 2021. 74% of all learners met the phonics screening expected standard with 50% of the disadvantaged learners meeting the standard. Targeted support packages had impact, however further packages are required to meet more complex needs. Strategy spend for the 2022-2025 strategy will continue to focus on Communication and Early Reading.

At the end of KS1, Reading outcomes for disadvantaged learners was in line with National. The detrimental impact of school closures due to COVID19 meant that despite the quality first teaching and targeted support the learners were not working at end of year expectations in Writing and Maths. From the internal 2020-2021 data, reading was the biggest barrier to achievement for disadvantaged learners and through the phonics programme and implementation of a sequential English Curriculum strong progress was made in this area. This new learning is being applied across the curriculum.

In KS2, many of our vulnerable learners had multiple barriers to learning and the actual impact on mental health and well-being linked to pandemic issues was evident. In 2021-2022, expectations for all learners were raised and gaps in learning, skills and knowledge were plugged through first quality teaching and targeted support. From September 2022, a new curriculum model has been fully implemented which is deep-rooted in language acquisition. With the learning of skills, knowledge and vocabulary building over the year and years. This model enables disadvantaged learners to be effectively 'scaffolded' to access the curriculum and apply knowledge, skills and vocabulary across the subjects.

Benefiting from the wider strategies available, disadvantaged learners are becoming more resilient and are 'ready to learn'. As part of the provision, the school is investing in the Family Support Worker Service to enable the school to focus on learning and teaching and the wider family support to be met through this service.

| Chosen approach  | Evaluated impact  | Lessons learned | Impact RAG |
|--|---|-----------------|------------|
| <b>Leadership of standards and PP</b><br>AHT PP Championer from January 2021 | Profile of most vulnerable children raised across the school with strategic leadership. <ul style="list-style-type: none"><li>Improving high quality first teaching, learning and assessment for disadvantaged through robust performance appraisal</li></ul> | Maintain        | G          |

|  |  |  |   |
|--|--|--|---|
|  | <ul style="list-style-type: none"> <li>• Securing targeted and specialist support for disadvantaged learners with complex vulnerabilities e.g. attendance, child protection, family support</li> <li>• Reviewing provision, mapping provision to meet need and monitoring impact of implementation</li> <li>• Detailed tracking of outcomes of disadvantaged learners, including through pupil outcome meetings</li> </ul>   |  |   |
| <b>Tuition opportunities / targeted academic support</b> for targeted children in EYs, KS1, KS2 (from September 2021)  | <p>Pupil outcome meetings (December 2021) enabled impact of Autumn term provision to be evaluated and provision reviewed to ensure the gaps in components are swiftly addressed.</p> <p>Impact of provision reviewed termly at POMs ensuring that disadvantaged learners received targeted academic support.</p> <p>0.2 teacher provided bespoke 1:1 and small group support during the school day</p> <p>TAs (2 hours per week) delivering programmes bespoke to need. This included 'Catch up' phonics. Data evidence shows that disadvantaged learners benefited from this bespoke support.</p> | Maintain and increase area for new strategy  | G |
| <b>Inclusion support</b> (Deputy INCo)<br>Additional professional and administrative support to Inclusion lead in relation to disadvantaged pupils with SEND and inclusion needs | Development of: <ul style="list-style-type: none"> <li>• EHCP applications</li> <li>• Single Service Requests</li> <li>• Medical needs plans</li> <li>• Behaviour support</li> </ul>   | Maintain<br><br>Review % allocation for new strategy   | G |
| <b>Extended schools &amp; Community</b> (FSW / parental liaison / DDSL)<br><br>(Currently 60% of role – to be reviewed).   | Priority focus: <ul style="list-style-type: none"> <li>• 'Team around the family meetings'</li> <li>• Analysis of vulnerable children data</li> <li>• Child Protection conferences / core group meetings</li> <li>• CIN meetings</li> <li>• Extended day / play scheme opportunities</li> <li>• Lead co-ordinator for S17 / S47 requests</li> <li>• Parental liaison (FSW) providing additional resources for vulnerable families</li> </ul>   | Review Re caseload 2021-2022<br><br>School to purchase FSW service from Sept 2022 to access PD for parents | A |
| <b>Enrichment and Inclusion</b>  | <p>All disadvantaged learners had full curriculum entitlement (swimming, school journeys, First Access (Music) in 2021-2022.</p> <p>With implementation of new curriculum model in September 2022, enrichment activities to be purposeful and enhance learning opportunities</p>   | Review<br><br>Purposeful learning curriculum   | A |

|  |   |  |   |
|--|---|--|---|
|  | Reading / home learning diaries fully funded for Year 4-6   | enrichment opportunities<br><br>Review re Google Classroom |   |
| <b>Nurture</b><br><i>(renamed pastoral well-being)</i> | TA SEND pastoral support included bespoke packages for groups and individuals, work within classrooms and playgrounds to support emotional regulation and resilience.<br><br>Behaviour incidents reduced and planned 'movement' breaks implemented. Use of Inclusion room reduced as learners supported within classes with reasonable adjustments as required. | Maintain   | G |
| <b>Speech, language and communication therapy</b>      | Well comm screening analysis (2021-2022) evidences impact of provision for children in Reception and KS1 with speech and language barriers.<br><br>Increased number of learners achieving expected outcomes at the end of EYs in 2022.  | Maintain   | G |

## 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        |          |

## Further information (optional)

2021-2022 was the third year of Howe Dell's PPG strategy. A new Head Teacher for September 2021. The PPG strategy was reviewed by the new Head Teacher and Deputy Head teacher in September 2021.

The financial spending forecast for 2021-2022 (financial year) was outlined and reviewed by the new Head Teacher. Findings from this review were discussed with the Senior Leadership Team and Governing Board. Based on vulnerable learner priorities, PPG funding was diverted towards targeted academic support. The SENCo (appointed in January 2021), role was reviewed to Inclusion lead and this included the role of 'pupil premium championer'. A review of vulnerable learner provision was undertaken which identified the Teacher and Teaching Assistant led programmes in place for Autumn 2021 for vulnerable learners.

Provision for phonics was a priority focus for 2021-2022. The English leader selected an SSP that met the needs of our children and a complete CPD and implementation roll out occurred in October 2021. Phonics provision was added to the 2021-2022 PPG strategy and Early reading has been prioritised along with Communication and Language in the 2022-2025 Strategy.

The impact of the previous strategy was reviewed in March 2022 (separate document). The outcome of the review outlined priorities, which included the implementation of a new curriculum model to deliver effectively the whole curriculum.

From the review, it was clear that the pastoral and well-being support had had a positive impact on the most vulnerable learners over time. These learners are now 'ready to learn' so the strategy will prioritise teaching, CPD and wider academic support.

The school is aware that all vulnerable learners have bespoke needs so common challenges and individual needs are into account when writing the 2022-2025 strategy.