

Howe Dell Pupil premium strategy statement

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 | 446 |
| Proportion (%) of pupil premium eligible pupils | 15% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | September 2019 to July 2022 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | March 2022 for implementation September 2022 |
| Statement authorised by | Miss Prickett |
| Pupil premium leads | Miss Prickett (Executive Head Teacher) Mr Mason (Deputy Head Teacher) Mrs McQuade (Inclusion Lead and PPG Championer) |
| Governor / Trustee lead | Mrs Sam Brown Co-Chair of Governors |

Funding overview

| Detail | Amount |
|--|----------------|
| Pupil premium funding allocation this academic year | £84 735 |
| Recovery premium funding allocation this academic year | £8 556 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |
| Total budget for this academic year | £93 291 |

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. This is the third year of our Pupil Premium Strategy, which was written by the previous Head Teacher. This strategy will be reviewed in the Spring Term 2022 to ensure the approaches adopted 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
- 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 |
| 2 | The impact of SEMH needs, low self-esteem and learner resilience which impacts upon the attainment of our disadvantaged pupils |
| 3 | Low parental engagement and aspiration for our disadvantaged pupils |
| 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 | Curriculum entitlement and enrichment to enable pupils access to the curriculum and provide them with deepening learning opportunities |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2022**, and how we will measure whether they have been achieved. This information has been sourced from the Howe Dell PPG Strategy 2021-2022 (*full document available on the website*):

| Intended outcome | Success criteria |
|--|---|
| Provide specialist provision to support pupils with SEMH enabling them to maximise their efforts on learning in the classroom | Provision for individuals / groups of learners will support trigger anxiety points (transition) and enable pupils to be 'ready to learn'. Flight Path inclusion team to deliver individual and group programmes. Evidence: Reduction of behaviour incidents (through termly behaviour reports), Leuvin and Boxhall profile data |
| Quality first teaching and high expectations for all PPG pupils including additional tuition for Y6 as appropriate. | CPD for team linked to QFT and growth mindsets. Robust 'teaching over time' monitoring schedule in place to ensure consistency and high standards. Focus on writing CPD. Evidence: Termly Champion learners, impact of class interventions |
| To provide high quality TA support including dialogue time with teachers to support individuals make strong progress. | Interventions in place with data collected and reviewed. CPD for staff re mental health to be cascaded to school team. Evidence: Leuven, Boxhall, WellComm, Time to talk impact analysis, Learning Walk |
| To raise attainment outcomes in English and Maths for pupils in upper KS2 (July 2021) | Bespoke 1:1 / small group intervention programme delivered by teachers. Identified pupils made strong progress to end of 2020-2021 Academic year. Yr 6 pupils regularly engaging in online purchased resources Evidence: AM7 progress data, pupil voice (self-esteem), monitoring of intervention programme, monitoring of Mathsletics / TTRS) |
| Provide opportunities and experiences to 'diminish the difference' for pupils to widen their horizons and impact positively on life experiences that can be used in learning | Opportunities and experiences provide aspiration for pupils and enable these to be drawn upon with learning. Opportunities have a positive impact upon confidence, self-esteem and self-belief. Evidence: Parental feedback, pupil voice |

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: £ 12 641

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Leadership of standards and pupil premium (Pupil Premium Championer) 20% of FTE | 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. A tiered approach needs to be adopted with a focus on improving teaching which is achieved by ongoing high-quality professional development. | 1,2,3,4,5,6 |
| Continued professional development for teachers and support staff | All staff to be responsible for disadvantaged pupils. High quality CPD improves quality first teaching https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium Autumn 2021 | |

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

Budgeted cost: £ 53 079

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Speech, language & communication TA Provision of targeted support for children in Reception and KS1 with speech barriers. Bespoke programmes in place for KS2 learners. | 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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions | 1 |

| | | |
|--|---|------------------|
| <p>Booster groups for targeted children in EYs, KS1 and KS2</p> | <p>1:1 and 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> | <p>3,4,5,6</p> |
| <p>Delivery of phonics based interventions enabling teacher-led and TA led targeted small groups across EYs and KS1</p> | <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged learners. In October 2021, Little Wandle (SSP) implemented across KS1 and EYs (fully resourced and CPD)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> | <p>3,4,5</p> |
| <p>Targeted teaching assistant support & training – to deliver high quality one-to-one and small group support using structured interventions</p> | <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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p> | <p>1,2,3,4,5</p> |

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

Budgeted cost: £ 58 565

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Inclusion support provision of targeted support to meet social, emotional and mental health needs</p> | <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (eg improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel EEF 2021</p> | <p>1,2,5</p> |
| <p>Partnerships and community manager Parent support worker who provides a wide range of support to vulnerable families; DDSL, attendance and family engagement</p> | <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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents EEF 2020</p> | <p>3,4,5</p> |

| | | |
|--|--|--------------------|
| <p>Pastoral work Bespoke support led by TA within Inclusion Hub</p> | <p>High quality therapeutic intervention targeted at children with emotional, behavioural or learning difficulties https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel EEF 2021</p> | <p>2</p> |
| <p>Inclusion support (Deputy INCo) Additional professional and administrative support to Inclusion lead in relation to disadvantaged pupils with SEND and inclusion needs</p> | <p>Recommendations are made that SEND learners make the greatest progress when schools:</p> <ul style="list-style-type: none"> • Create a positive and supportive environment for all pupils without exception • Build an ongoing, holistic understanding of pupils and their needs • Understand individual pupil’s learning needs using the graduated approach of the ‘assess, plan, do, review’ <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send EEF March 2020</p> | <p>1,2</p> |
| <p>Curriculum entitlement enrichment</p> | <p>Participating in the Arts facilities three months progress. Such programmes needs to be effectively implemented. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> | <p>1,2,3,4,5,6</p> |

Total budgeted cost: £ 124 285

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 2020 to 2021 academic year.

Our internal assessments and information gathered during 2020/2021 suggested that the performance of disadvantaged pupils was lower than in the previous years in key areas of the curriculum. PPG children have been monitored in previous years as a distinct group of disadvantaged children. This has shown that the attainment gap was narrowing in the majority of year groups over time. This year, PPG and vulnerable children have been at the forefront of discussions with class teachers around pupil outcomes.

Our assessment of the reasons for these outcomes points primarily to the impact of COVID19, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching, targeted interventions and curriculum entitlement / enrichment. The school looked to mitigate this impact by providing a rich and immersive curriculum which, included periods of partial closure. This provision included the implementation of a high quality remote learning offer. During periods of lockdown, we prioritised the most vulnerable learners to receive on-site provision. PPG families who were not attending during these periods, were contacted to determine whether they would benefit from having a laptop provided for home use; a number of families took up this offer. This is an initiative we have embarked upon again in Autumn term 2. Throughout this period, there was variable engagement from our most disadvantaged learners.

Our observations indicated that pupil wellbeing and mental health had been significantly impacted last year, primarily due to COVID19 related issues. This impact was particularly acute for disadvantaged pupils. Pupil Premium funding was used to provide well-being support for all pupils and targeted support where required. We reached out in the summer of 2020 and again towards the end of lockdown 3 in spring 2021 through pupil readiness questionnaires, which were completed by parents. Approximately 250 parents responded to the survey in the Spring term.

| Chosen approach | Evaluated impact | Lessons learned | Impact RAG |
|--|--|---|------------|
| Leadership of standards and PP DHT (to December 20) PP Championer (from January 2021) | Profile of most vulnerable children raised across the school with strategic leadership. Vulnerable pupils provision mapped to need and interventions implemented. Change in leadership from January 2021. | Maintain | G |
| Tuition opportunities for targeted children in KS2 (and from | School Readiness surveys (March 2021) provided information to target support. Pupil outcome meetings (December 2021) enabled impact of Autumn term provision to be evaluated and | Maintain and increase area for new strategy | G |

| | | | |
|---|---|---|---|
| September 2021 in EYs and KS1) | <p>provision reviewed to ensure the gaps in components are swiftly addressed.</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.</p> <p>COVID closure impacted upon these programmes however telephone conversations for support were held.</p> | | |
| <p>Inclusion support (Deputy INCo)</p> <p>Additional professional and administrative support to Inclusion lead in relation to disadvantaged pupils with SEND and inclusion needs</p> | <p>Development of:</p> <ul style="list-style-type: none"> • EHCP applications • Single Service Requests • Medical needs plans | Maintain | G |
| <p>Extended schools & Community (FSW / parental liaison / DDSL)</p> | <p>Priority focus:</p> <ul style="list-style-type: none"> • 'Team around the family meetings' • Analysis of vulnerable children data • Child Protection conferences / core group meetings • CIN meetings • Extended day / play scheme opportunities • Lead co-ordinator for S17 / S47 requests • Parental liaison (FSW) providing additional resources for vulnerable families | Maintain | G |
| <p>Enrichment and Inclusion</p> | <p>Theme weeks / wonder days funded. All PPG learners have full curriculum entitlement (swimming, school journeys, First Access (Music).</p> <p>Transport assistance so children are able to attend school daily.</p> <p>Reading / home learning diaries fully funded for Year 4-6</p> | <p>Maintain</p> <p>(review charging for residential for 2022)</p> | G |
| <p>Nurture</p> | <p>TA SEND pastoral support included bespoke packages (Time to Talk) and nurture sessions.</p> | <p>Provision to be reviewed to meet needs</p> | A |
| <p>Speech, language and communication therapy</p> | <p>Well comm screening analysis (2020-2021) evidences impact of provision for children in Reception and KS1 with speech and language barriers.</p> | 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 is the third year of Howe Dell's PPG strategy. The school appointed 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 was 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 will continue to be prioritised in the next strategy.

The Head teacher, in partnership with the Deputy Head, Inclusion lead and the recently formed Quality of Education Leadership team (November 2021), will review the impact of the current strategy in February / March 2022 with a new three-year strategy implemented for September 2022.

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 PPG and vulnerable learners have bespoke needs and when writing the new strategy, common challenges and individual needs will be taken into account.