



## Pupil premium strategy statement

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

Detail	Data
School name	Howley Grange Primary School
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	11.7% (49 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	(Updated) November 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Miss A Lewis (Head Teacher)
Pupil premium lead	Mrs Trueman-Brown (Deputy Head Teacher)
Governor / Trustee lead	J Griffiths

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£73,975</b>
Recovery premium funding allocation this academic year	<b>Total: £4241.25</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£78,216.25</b>

# 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 or receiving support through 'Early Help.' 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:

- Providing high quality first teaching for all pupils.
- 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
- To improve the attendance of disadvantaged pupils

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate under-developed oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and

	in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external (where available) assessments indicate that math's attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	Limited 'life experiences' for PP pupils which result in limited vocabulary when writing.
5	Our attendance data for 2021-2022 indicates that attendance among disadvantaged pupils has been around 3% lower than for non-disadvantaged pupils.

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that disadvantaged pupils met the expected standard in line with non-PP pupils.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that disadvantaged pupils met the expected standard in line with non-PP pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Improve attendance of disadvantaged pupils to bring in line with non-PP pupils.</li> </ul>

## 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

Budgeted cost: **£29, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments for KS2 in the form of STARS Reading and Maths.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2 and 3
<p>We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1 and 2
<p>A review of reading policy and practice will provide a more robust whole school procedure within reading. This ensures books available are phonetically decodable.</p> <p>Additional resources purchased to expand books available.</p> <p>Embed use of Accelerated Reader to increase reading for pleasure. Now Extended to KS1.</p>	<p>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:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2
<p>Enhancement of our maths teaching and curriculum</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the</p>	3

<p>planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>	<p>Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://publishing.service.gov.uk">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	
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## Targeted academic support

Budgeted cost: **£37, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish timely maths interventions for pupils falling behind age-related expectations by releasing staff for training on 'Success@Arithmetic'. Purchase of additional 'Power of 1 / Plus 2' resources.</p> <p>Support quality first teaching through the balanced delivery of fluency using White Rose and other resources.</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	3
<p>Purchase of NELI, a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>Wellcomm expanded across school.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p><a href="https://educationendowmentfoundation.org.uk">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1
<p>Additional phonics sessions targeted at disadvantaged pupils</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged</p>	2

who require further phonics support.	backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
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## Wider strategies

Budgeted cost: **£12, 216.25**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Due to our low number of disadvantaged children and diverse needs we will continue to adopt our individual program of offering support. This will include offering financial support to parents by subsidising trips, after school clubs, drinks and uniform as well as paying for external opportunities. Where needs are identified we will also use SEND staff, external agencies (e.g. Ed Psych), social groups and / or counselling.</p> <p>All disadvantaged children will be tracked by the PP lead to ensure support for all. Class teachers will monitor using progressions maps and will share these with the PP Lead.</p>	<p>Based on previous experience we have recognised the benefit of closely tracking our PP pupils to offer individual support when needed.</p> <p>Individualised instruction involves providing different tasks for each learner and support at the individual level.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	All
<p>Embedding principles of good practice set out in the DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Increasing the attendance of pupils eligible for Pupil Premium by closely monitoring the attendance of these children regularly by both the school attendance officer and PP lead. Attendance and punctuality concerns to be shared with parents promptly. Contact and home visits will be used to ensure improvement in attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5

Use of CPOMS to track pastoral concerns / attendance of disadvantaged children.		
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

## 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.

Pupil Premium Assessment Data		
	Numbers	Pupil Premium
<b>Year 1 Phonics Data</b>	6 children (3 also SEN)	3/6 passed
<b>Year 2 Reading</b>	8 children (3 also SEN)	3/8 expected 1/8 greater depth
<b>Year 2 Writing</b>		3/8 expected 1/8 greater depth
<b>Year 2 Maths</b>		3/8 expected 1/8 greater depth
<b>Year 6 Reading</b>	7 children (2 children)	2/7 expected
<b>Year 6 Writing</b>		2/7 expected
<b>Year 6 Maths</b>		2/7 expected

Attainment in reading, writing and maths is lower for pupil premium children than their peers. Accelerated progress is required for pupil premium in these years for academic year 2022-2023.

Overall whole school attendance in 2021/22 was 93.24%. For FSM and PP it was 90.01%. These gaps are why attendance is a focus of our current plan.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were benefitted by pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

### Externally provided programmes

Programme	Provider
NELI	School staff
WellComm	School staff
Success@arithmetic	School staff