

Pupil premium strategy statement

School overview

Metric	Data
School name	Howard Community Primary School
Pupils in school	150
Proportion of disadvantaged pupils	36% (54 pupil premium, 3 post LAC)
Pupil premium allocation this academic year	£79,665
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	January 2021
Statement authorised by	Alison Weir
Pupil premium lead	Alison Weir
Governor lead	Prue Rayner

Disadvantaged pupil performance overview for last academic year (2018-2019 as no data available for 2019-2020)

Measure	Score
Meeting expected standard at KS2	3 (16.7%)
Achieving high standard at KS2	1 (5.6%)

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Quality First Teaching. Ensure all staff are providing high quality first teaching for all learners through appropriate differentiation to ensure the needs of all learners are met.
Priority 2	Reading. Develop an effective and cohesive learning to read, reading to learn strategy which ensures a focus on building and developing the effective use of vocabulary. Focus on supporting parental engagement in reading.
Barriers to learning these priorities address	Parental engagement with reading, fluency in reading, knowledge of words and fluency in their use.

Projected spending	<p>The Hooked on Books training for key members of staff to develop approaches to the teaching of reading. (Spring or summer term)</p> <p>School Improvement Advisor and Director of Primary Education support to develop high quality teaching and learning £31125</p>
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Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	All children to make good progress against key performance indicators in reading. Teachers will have an accurate understanding of pupil progress data in reading.	July 2021
Progress in Writing	All children to make good progress against key performance indicators in writing. Teachers will have an accurate understanding of pupil progress data in writing.	July 2021
Progress in Mathematics	All children to make good progress against key performance indicators in maths. Teachers will have an accurate understanding of pupil progress data in maths.	July 2021
Phonics	All children to make good progress against Early Learning Goals and EYFS key areas. Teachers will have an accurate understanding of pupil progress data in EYFS.	July 2021
Other	Improved attendance of disadvantaged pupils.	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Reading. Develop an effective and cohesive learning to read, reading to learn strategy which ensures a focus on reading for understanding which will improve engagement with wider curriculum.
Priority 2	The Write Stuff online training for staff to develop approaches to the teaching of writing
Priority 3	Speech and language and communication. Early identification and ensuring children access targeted support for identified needs.
Priority 4	CPD for teachers.

	To ensure teachers have a good understanding of what children need to improve and make progress.
Barriers to learning these priorities address	Encouraging improved use of language and wider reading across school as part of school culture rather than as an additional extra.
Projected spending	Language link training and Teaching Assistant time to complete initial screening and identification of children. £200 Speech and language intervention. £200 Bespoke CPD for teachers e.g. Training on differentiation. £1250 The Write Stuff online training £1600 Replenishment of age appropriate dictionaries and thesauruses £750 Refurbishment of books (high quality texts) £1000 Maths and spelling shed subscription £350 English and Maths advisor support Costs TBC

Wider strategies for current academic year

Measure	Activity
Priority 1	Develop and embed a robust PHSE curriculum to enable learners to learn how to manage their emotions and behaviours. Targeted PHSE workshops.
Priority 2	Develop a deeper understanding of attachment and the impact on readiness to learn for learners. Thrive school training.
Priority 3	Develop a bespoke nurture provision to provide targeted support for children who struggle to access mainstream classes to manage their emotions and develop readiness to learn.
Barriers to learning these priorities address	Attachment issues, experienced trauma, lack of vocabulary to fully express a range of emotions, emotional poverty.
Projected spending	ELSA training £650 Thrive school training for SLT £630 Thrive online subscription and training for licensed practitioner £1919 Budget for educational visits £15000 Cambridgeshire PHSE curriculum £650 PHSE training for PHSE Lead £60 PHSE workshops to support SEMH and safeguarding £350

	Attachment or ACE training for all staff cost £744 National Schools Breakfast programme £2000 Employ Nurture Lead practitioner £27000
	Total spending: £85,478 + Advisor support

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure SLT time is ring-fenced for development work in classrooms. Ensuring enough time given to staff for professional development in reading.	Development work is part of monitoring and evaluation schedule.
Targeted support	Ensure adequate time for training and professional development in staff meetings.	Focus on reading is part of school development plan.
Wider strategies	Encouraging children to recognise their own emotions and use key strategies.	New PHSE scheme with a focus on managing emotions, Thrive approach to be implemented, initially in Nurture.

Review: last year's aims and outcomes (2018-2019)

Aim	Outcome
Progress in Reading and Writing.	KS2 results (combined) as above. KS1 55.6% of pupil premium children achieved working at in reading. KS1 55.6% of pupil premium children achieved working at in writing.
Progress in Mathematics	KS2 results as above. KS1 44.4% of pupil premium children achieved working at in maths.
Phonics	Year 1 phonics check- 62.5% of pupil premium children passed compared with 75% of all children in the cohort.