

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	Howard Community Academy
Number of pupils in school	146 (+9 nursery)
Proportion (%) of pupil premium eligible pupils	41.1% (38.7%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Alison Weir
Pupil premium lead	Alison Weir
Governor / Trustee lead	Prue Rayner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,525
Recovery premium funding allocation this academic year	£ 7830
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	£72,355

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, receive high quality teaching tailored to their needs, 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.

Many of our vulnerable pupils, such as those who have a social worker or who are young carers, face significant challenges. 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 strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to our cohort and individual needs. To ensure it is effective we will:

- adopt a whole school approach to ensure pupils receive high quality teaching
- act early to intervene at the point need is identified
- address wider support for pupils and their social and emotional learning (SEL) ensuring the best possible opportunity to enable readiness to learn

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 underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from our intake in Nursery and Reception through to KS2.

2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with literacy with lower levels of language. This negatively impacts their development as communicators, readers and writers. Many of our cohorts have significant speech and language gaps. 19% (30 children) have been identified as having a need for speech and language intervention according to our language link assessment tool.
3	Internal assessments indicate that maths attainment across the school is significantly lower than other subject areas. We have identified specific year groups, who have been specifically impacted by the pandemic closures.
4	Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in maths.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils and a lack of enrichment opportunities, also exacerbated during the school closures. Teacher referrals for support have markedly increased during the pandemic. 51 pupils (33% of our school) have been identified with special educational needs and currently require additional support, with a significant proportion identified with social and emotional needs. (15 C&L, 11 C&I, 21 SEMH and 4 Sensory/physical) We have a significant number of children supported through social care or Early Help.

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 for all pupils, including 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 for all pupils, including disadvantaged pupils.	Standardised assessment data shows that a significant number of pupils meet age related reading outcomes in 2021/22.
Improved maths attainment for all pupils, including disadvantaged pupils.	Standardised assessment data shows that an improved proportion of pupils meet age related maths outcomes in 2021/22.

<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Sustained higher levels of wellbeing are demonstrated by:</p> <ul style="list-style-type: none">• qualitative data from student voice, student and parent surveys and teacher observations• a significant increase in attendance data• a significant increase in participation in enrichment activities such as breakfast club, particularly among disadvantaged pupils• access to appropriate whole school Thrive approach, nurture provision and play therapy for those identified with specific need
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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: £7610 (More detail available in Pupil Premium plan)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding oracy activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase language link resources and fund ongoing teaching assistant support in class and to deliver specific targeted interventions.</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>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>Our Language Link data analysis 2020-2021 demonstrates children making good progress.</p>	1,2,4
<p>Purchase of English advisory team services to book band our library books to ensure children are accessing relevant reading age related texts.</p>	<p>There is a strong evidence base to indicate that access to phonically decodable and reading age-appropriate books, in addition to exposure to higher level texts, is key to developing reading skills. The importance of high quality reading environments is important.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p>	2

<p>Enhancement of our maths teaching and curriculum planning in line with DfE guidance.</p> <p>We will fund teacher release time to access Maths Hub resources and CPD (including Mastering Number training).</p> <p>Work with the maths advisor to support newly appointed maths subject leader and staff to embed high quality maths teaching across all year groups.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p>	<p>3, 4</p>
<p>Ensuring staff use evidence-based whole-class teaching interventions</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Effective use of Teaching Assistants guidance from EEF:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>4</p>
<p>Improve the quality of social and emotional (SEL) learning.</p> <p>SEL (Thrive) approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>We will purchase updated PHSE curriculum resources to support delivery of the PHSE and RSE curriculum.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>https://www.thriveapproach.com/</p>	<p>5</p>

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations</p> <p>Additional maths sessions targeted at pupils who require further maths support. This will be delivered in collaboration with school led tutoring scheme.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	<p>3, 4</p>
<p>Purchase of Language Link programme to identify speech and language needs and targeted intervention to improve listening, narrative and vocabulary skills for pupils who have relatively low spoken language skills.</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>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2 and 4</p>
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p>	<p>4</p>

those who are high attainers.	Small group tuition Toolkit Strand Education Endowment Foundation EEF See analysis of tuition data for further information.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £41,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding a Breakfast club to ensure readiness to learn	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Employ a nurture lead practitioner (Thrive trained) to support children with acute SEMH need	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Whole staff training on Thrive (SEL) approach with the aim of developing our SEL provision across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Provide access to nurture support and play therapy targeted intervention work for identified pupils.	Both targeted interventions and universal approaches can	

	<p>have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>Ensure access to educational learning opportunities for all children, regardless of their background.</p> <p>We will fund and subsidise educational visits to allow equity for all pupils to access rich opportunities to develop cultural capital.</p> <p>Instrumental tuition for Year 5.</p>	<p>https://educationendowmentfoundation.org.uk/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/implementation-in-education</p>	
<p>Contingency fund for acute issues.</p>	<p>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.</p>	<p>All</p>

Total budgeted cost: £75,010

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 standardised assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than their peers in key areas of the curriculum.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, 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 and targeted interventions to the degree we had intended. Although all pupils had access to the technology to access a remote high quality curriculum, aided by use of online resources such as those provided by Oak National Academy, many parents failed to engage fully with the learning provided.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily exacerbated by COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Members of staff were trained as Thrive practitioners and Emotional Literacy Support Assistants. We are building on that approach with the activities detailed in this plan.

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
Thrive programme	https://www.thriveapproach.com/

Service pupil premium funding (optional) N/A

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

Further information (optional)

One of our key values is community and a key feature of our school improvement journey is around engaging the community.

In addition to the above, as part of our Artsmark journey, we are actively building in opportunities to enrich and develop our children's cultural capital through visiting artists, links with the Royal Ballet school and providing rich educational visits. Forest school forms part of our outdoor provision.

For all of our children, we use our school minibus to transport our pupils to local venues and offer opportunities to engage with sporting events with other local schools.

Our other values- aspiration, experiences and nurturing- underpin our approach at Howard aimed at providing high quality learning experiences and teaching for our children. Our pupil premium spending aligns closely with this focus on quality first teaching and quality learning experiences.