

Pupil Premium Strategy Statement – Howard Park Community School 2017-2019

Summary information (2017-2018 key contextual data)					
School	Howard Park Community School				
Academic Year	2017-2018	Total PP budget	£	Date of most recent PP Review	N/A
Total number of pupils	243	Number of pupils eligible for PP	59	Date for next internal review of this strategy	July 2019
Attainment (EYFS) in 2017-2018					
			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
% achieving GLD			71.4%	71.6%	
Attainment (Y1) in 2017-2018					
% achieving Phonics standards at Y1			75.0%	82.5%	
Attainment (Y2) in 2017-2018					
% achieving EXP in RWM / % achieving GDS in RWM			57.0% / 0.0%	65.3% / 11.7%	
% achieving EXP in reading / % achieving GDS in reading			71.0% / 0.0%	75.4% / 25.6%	
% Achieving EXP in writing / % achieving GDS in writing			57.0% / 0.0%	69.9% / 15.9%	
% Achieving EXP in maths / % achieving GDS in maths			71.0% / 0.0%	76.1% / 21.8%	
% achieving phonics standards at Y2 (retest)			33.0%	60.8%	
Attainment (Y6) in 2017-2018					
% achieving EXP in RWM / % achieving GDS in RWM			37.5% / 12.5%	64.4% / 9.9%	
% achieving EXP in reading / % achieving GDS in reading			88.0% / 38.0%	75.3% / 28.1%	
% Achieving EXP in writing / % achieving GDS in writing			38.0% / 13.0%	78.3% / 19.9%	
% Achieving EXP in maths / achieving GDS in maths			75.0% / 25.0%	75.6% / 23.6%	
% Achieving EXP in GPS / achieving GDS in GPS			63.0% / 25.0%	77.7% / 34.4%	

Barriers to future attainment (for pupils eligible for PP, including high ability) looking to 2018-2019		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Pupils arriving in KS1 and KS2 at HP with low PA, significant additional needs and queried KS1/ EY data.	
B.	Social – Home issues which are a barrier to learning and engagement with learning through role model.	
C.	Poor S&L which is under developed due to child experience, opportunity, referral and attendance at clinics	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Low attendance rates and PA of PP pupils which require significant family support to overcome barriers.	
Desired outcomes for 2018-2019		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	All pupils will gain at least 0.0 points in progress (national average)	Pupils data shows average progress at least
B.	The families of PP pupils will show positive engagement with education and professionals	Data shows that all PP families have shown positive engagement
C.	PP pupils transferring into HP in KS1 or KS2 achieve positive progress	Pupils data shows average progress at least
D.	PA rates, particularly of PP pupils will decline	Impact of intervention with PA pupils will show decrease in %

1. Planned expenditure for 2018-2019

Academic year

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Desired outcome: Targeted Support	Chosen action/ Approach / Cost	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils are secure in their knowledge and are able to progress with confidence	Mastery Learning £1200	https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/mastery-learning/ This is a new approach in Y5 and Y6, pupils are more conf. and can articulate ideas well.	National evidence, outstanding staff have great passion for this development, early indication are very promising	JP	Christmas 2016 Easter 2017
Pupils are offered a bespoke package which can fill gaps in knowledge and understanding	1:1 Tuition £12000	https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/one-to-one-tuition/ This impacted greatly in the 2015-16 academic year. Pupils made +v leaps in progress	1:1 and 1: group tuition is proven in school to be positive. Y6 progress was accelerated in 2015-2016 by considerable effort in this area	JP	Christmas 2016 Easter 2017
Pupils social learning is developed so that this is not a barrier to their learning	Social & Emotional Learning £14000	https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/social-and-emotional-learning/ Work that the school has started has been extended here using new tools.	Bear's cavern, Sulp and SEAL have proven record of good outcomes with challenging circumstances	JG	Christmas 2016 Easter 2017
Pupils development is aided so that any gaps in this are not barriers to their learning	Thrive £30000	Past experience and in-school evidence, The Thrive approach is established in school and supports families and their children well with a range of useful toolkits, plans and activities.	The school have invested heavily in this approach & continue to invest in the maintenance of this	JG	Christmas 2016 Easter 2017
Pupils have the support and knowledge of their parents to aid their in-school development	Parental Involvement £0	https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/parental-involvement/ Parents do not historically engage in such activity higher in school, in EY there is +v uptake	Staff belief, parents are very supportive, obvious next step	VF	Christmas 2016 Easter 2017
Pupils are developing skills away from the curriculum which support their self-confidence	Sports participation £5000	https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/sports-participation/ The school has offered successful sports participation for a number of years.	Pupils at HP are eager to participate in sport and experience success, pupils are competitive - this is an embedded area	DT/ JP/ TS/ LO	Christmas 2016 Easter 2017

Desired Outcome: Quality Teaching for all					
Higher levels of attainment and more productive follow-up, reduced misconceptions	Feedback £0	https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/feedback/ This is a whole school strategy tied into or marking policy. Early indications are very positive.	Policy, scrutiny, OFSTED requirement, staff belief	SLT and staff	Christmas 2016 Easter 2017
Greater confidence and increased self-esteem in having completed HW with peers	Homework support £2200	https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/homework-primary/#what-is-it Support teams, available at a lunchtime are very popular and productive.	Staff belief, evidence exists in school that this works	SLT and staff	Christmas 2016 Easter 2017
Desired Outcome: Other Approaches					
Pupils have a greater command of the spoken word/ have greater und.	Oral Lang. Interventions £6000	https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/oral-language-interventions/ The school has many pupils who require SALT/ OLI, previous success exists.	A team of staff in school have had extensive training in this (incl. ELKLAN) and have a great belief in the many benefits	SM	Christmas 2016 Easter 2017
Desired Outcome: Other Approaches					
Parents are very confident in HP's EYFS provision; they espouse positivity	Parental involvement in EYFS is very strong	Parents that are heavily involved in their child's education in the early stages are more likely to remain involved throughout school.	Commitment of staff, EYFS lead is now AHT with specific responsibility for marketing and parental involvement	SM	Christmas 2016 Easter 2017
Pupils have a broad education and are able to enjoy a range of experiences	The school support pupils by providing enriching experiences £5000	Pupils have the same chances as one another and of pupils across the country. Their experiences support their learning across the curriculum.	The school is committed to enhancing provision through a wide range of experience. The school now has a minibus which provides cost effective/ free transport, enabling free trips/ experiences for all.	JP	Christmas 2016 Easter 2017
Scrutiny, assessment models, teaching exemplification and KS2 leadership is strong	The DHT is non-teaching £High	The DHT is making a very strong contribution to the progress of the school and is essential in moving the school forward.	This is finance dependant, in the 2016-17 academic year this is seen as essential in moving the school forward. Future years may not be easily funded.	JP	Christmas 2016 Easter 2017

There is a clear SEN hierarchy, there are clear streams of SEN in school	The SEN team are restructured £2000	There is a clear line of progression within the team, there are 4 distinct areas with high levels of specific skills, admin is streamlined and effective.	The restructure is successful and will remain.	SM & Team	Christmas 2016 Easter 2017
Intervention is considered and effective through its short term evaluative approach	There is targeted intervention/ support in KS1 and KS2 £14000	Regularly evaluated, specific, precise and short term, effective interventions have high impact and ensure rapid progression in identified areas.	The school has a high level of specific talent which are capably providing productive support throughout school.	JN, CL, JP	Christmas 2016 Easter 2017
Focussed teaching is enabled	Streaming in UKS2 English and Mathematics	Regularly evaluated, effective streaming has high impact and ensures rapid progression in identified areas.	This is a cost effective and progress focussed initiative.	JP	Christmas 2016 Easter 2017
The pupils and families of the school have access to bespoke targeted support	The school is proactive in running the CC offer £15000	The school is at the forefront of the local school's Hub and is instrumental in making a difference to families in the local community.	The authority see the future of school/ child services organisation throughout Kirklees as being through Hubs. There is strong commitment to the Hub model within the current pyramid of 9 (primary) and 2 (high).	MN	Christmas 2016 Easter 2017
Total budgeted cost	£36000+ DHT costs				

2. Additional detail in respect of evaluation of 2017-2018 and plans for 2018-2019

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

3. Review of expenditure				
Previous Academic Year		2015-2016		
i. Quality of teaching for all				
Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. <small>Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.</small>	Lessons learned (and whether you will continue with this approach) <small>For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if, so, why? Lessons learned may be about impact or implementation.</small>	Extra Cost
Higher levels of attainment and more productive follow-up, reduced misconceptions	Developing improved marking systems	In part, not all staff were following the policy to the letter proving inconsistent advantage. Scrutiny showed that the application was inconsistent however the pupils who experienced less quality marking and feedback made least progress when evaluated at the end of the year.	Scrutiny essential, particularly of PP, disadvantaged pupils to identify early issues in application of policy. Intense work on behavioural programs hindered this in this academic year. Effective marking and feedback appears to have a very clear correlation on the achievement of pupils.	£0
Greater confidence and increased self-esteem in having completed HW with peers	Homework support	The impact of this was great. Pupils regularly attended the support sessions (each lunchtime) and with the very capable support given, pupils were able to keep up with expectations and match the work produced by their peers (advantaged peers).	Skilled and knowledgeable staff are essential in this, particular success is evident when the staff have been involved in the teaching of concepts in class.	£2000
ii. Targeted support				
Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. <small>Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.</small>	Lessons learned (and whether you will continue with this approach) <small>For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if, so, why? Lessons learned may be about impact or implementation.</small>	Extra Cost
Pupils social learning is developed so that this is not a barrier to their learning	Social & Emotional Learning	The use of SEAL and Sulp in school had a powerful effect on a number of groups of children positively affecting attitudes.	Continue but reinforce with QTS on regular allotted times. Evaluations on pre and post intervention, support from PG with new SEAL	£6000
Pupils are offered a bespoke package which can fill gaps in knowledge and understanding	1:1 Tuition	72% of all children were targeted in this, including 100% of all children eligible for pupil premium. The children benefitted from 12 weeks 1:1 in at least one session per week.	As this year, very successful	£11000
Pupils are developing skills away from the curriculum which support their self-confidence	Sports participation	The school had a very successful year in sports, all PP pupils were encouraged to engage in extracurricular sports.	As this year, very successful	£4500

iii. Other

Desired outcome	Chosen action/ approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.	Lessons learned (and whether you will continue with this approach) For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if, so, why? Lessons learned may be about impact or implementation.	Extra Cost
All pupils feel included, the school operates an inclusive environment	Trips and residential visits, wrap around care and holiday clubs are part funded	All pupils were included but to very high cost to the school, other methods should have been implemented (fund raising etc.). The money was spent under the previous HT in respect of trips, residential trips, wrap around care and holiday clubs)	This is not a productive use of money; PP monies should now be spent on activity which more closely relates to academic achievement. It is too difficult to measure the impact of such activity on achievement	£9000