

Pupil premium strategy statement

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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 Park Community School
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	28.97%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Jonathan Pickles Headteacher
Pupil premium lead	Samantha Mollett Deputy Headteacher
Governor / Trustee lead	Oliver Bryden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,700
Recovery premium funding allocation this academic year	£8,845
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£89,545

Part A: Pupil premium strategy plan

Statement of intent

At Howard Park Community School, our intention is that all pupils, irrespective of the challenges they face or their backgrounds, 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 their goals.

We will consider the challenges faced by vulnerable pupils, such as those who are socially disadvantaged or adopted from care. 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 at Howard Park Community School. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our approach will be responsive to common challenges and individual need. To ensure they are effective we will:

- Ensure that teaching and learning opportunities meet the needs of all our pupils.
- Ensure that appropriate provision is made for pupils who belong to vulnerable groups and that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- Recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils that school has legitimately identified as being socially disadvantaged.
- Pupil premium will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Challenges

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

Challenge number	Detail of challenge
1	Phonics – Assessments and observations with pupils suggest disadvantaged pupils have greater difficulties with phonics than their peers. This impacts on their development as readers.
2	Social and emotional experiences and mental health in the family home life impacts significantly on the education and wellbeing of some pupils. The impact of social and emotional experiences, in addition to the challenges

	through COVID, has seen more pupils experiencing emotional wellbeing needs.
3	Attendance can be a barrier for some disadvantaged pupils (% attendance for PP pupils to be monitored)
4	Academic achievement in reading, writing and maths was typically lower for PP pupils across school in 2020-2021, indicating these groups of pupils had been impacted significantly through the periods of lockdown.
5	Limited cultural experiences and expectations, impacting on children's ambitions and achievements.

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
The proportion of PP pupils that pass the phonics test increases.	The gaps between PP and non-PP children are narrowed or closed in the end of y1 phonics screening. The proportion of PP pupils needing to resit in Year 2 is decreased. The % of pupils that have passed the test by the end of KS1 has increased.
Improved reading attainment among disadvantaged pupils	Gaps between PP and non-PP children are narrowed or closed measured in end of KS2 SATs. Pupils read regularly; they have developed word reading skills so they can read age appropriate (or higher) texts fluently. Pupils have increased vocabulary so they can read age appropriate comprehension texts.
Pupils demonstrate greater ambitions and achievement across all subjects.	Subject Leads will develop the teaching and learning of their subject across the school and support teachers in ensuring that they deliver a high-quality curriculum resulting in improved outcomes for PP children.
To provide personalised, targeted pastoral support for identified disadvantaged children to support their emotional well-being in order for them to be happy, secure and fully engaged in school	Children will be identified based upon SEMH needs. Active school support using school staff and external agencies where appropriate for all identified children. Support will impact favourably on children's attendance, attainment and progress.
To ensure attendance for disadvantaged pupils is in line with others.	Attendance for disadvantaged children is in line with others.

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: £ 40,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
Preparation of phonics resources and CPD time implementing a new DfE validated Systematic Synthetic Phonics (ReadWrite Inc) programme to secure improved outcomes for all.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading. EEF Phonics	1,4
CPD for teachers focussing on high quality inclusive teaching for SEND and disadvantaged pupils.	EEF – Five evidence based strategies.	1,4
Providing additional 1-1 and small group support for disadvantaged pupils through the use of teaching assistants.	EEF- TA Interventions.	

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted additional phonics session for disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading. EEF Phonics	1,4
To use school-led tutoring for pupils.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils	1,4

	or those falling behind, 1-1 and in small groups. EEF – Small group tuition.	
Robust approach to assessment embedded throughout school ensuring teachers identify gaps in learning.	EEF - Assessment	1,4
SEMH support for disadvantaged pupils who may be showing additional impacts following two periods of National lockdown.	EEF – Impacts of positive SEMH	2

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

Budgeted cost: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure all children have an opportunity to a range of extra-curricular activities and experiences.	Wider curricular experiences are well-known for having a positive impact on children's SEMH and the subsequent benefits on academic outcomes.	5
Attendance manager to monitor attendance of pupils groups.	Good attendance and links to positive academic outcomes are well documented.	3
Family Support worker to support families.	Our family support worker has a very positive impact on increasing parental engagement and supporting both parents and children which then has a positive impact on outcomes in school.	2,3

Total budgeted cost: £ 89,545

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

Despite the disruption to education due to school closures, restricted attendance and group/individual isolation, teachers delivered high quality face-to face and remote learning to pupils. The staff worked collaboratively during the Spring lockdown to ensure the remote learning offer was relevant, engaging and as much as possible matched to the in- school provision. Pupil engagement was monitored daily and although it was generally high, not all pupils completed every lesson every day, so the risk of gaps in learning and pupils falling behind was increased.

Pastoral support throughout the year was a priority. We were in touch with all vulnerable pupils during lockdown- either through Tapestry (Early Years) or through the daily/weekly call

Pupils in school experienced a broad curriculum offer.