

Pupil premium strategy statement – Howard Park Community School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	236
Proportion (%) of pupil premium eligible pupils	27.3%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	November 2023
Date on which it will be reviewed	August 2024
Statement authorised by	Jonathan Pickles (Headteacher)
Pupil premium lead	Samantha Mollett (Deputy Headteacher)
Governor / Trustee lead	Graham Thomson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 93120
Recovery premium funding allocation this academic year	£ 8845
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 101,965

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	Low entry to the Early Years Foundation Stage in all areas
2	Attendance and punctuality issues
3	Academic achievement in reading, writing and maths was typically lower for PP pupils across school in 2021-2022.

4	Phonics – Assessments and observations with pupils suggest disadvantaged pupils have greater difficulties with phonics than their peers. This impacts on their development as readers.
5	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.

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
Phonics	Pupil Premium pupils will achieve in line or better than their peers both in school and nationally
Progress and outcomes in reading	Outcomes and progress will be in line or better than their peers both in school and nationally
Progress and outcomes in writing	Pupil Premium pupils will achieve in line or better than their peers both in school and nationally
Progress and outcomes in maths	Outcomes and progress will be in line or better than their peers both in school and nationally
Attendance	Ensuring attendance of disadvantaged pupils is above 95%

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: £11,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD (£2000)	High quality staff CPD is essential to follow EEF principles. This is followed up during staff meetings and INSET	1,3,4,5

Releasing the Deputy Head (Designated Teacher) on a regular basis to check on progress of disadvantaged pupils, in particular pupil premium plus children. (£2000)	Providing time for the Designated Teacher to support staff to identify barriers to learning and possible intervention activities.	1,3,4,5,
Cover for class teachers so SLT can meet regularly with class teachers to discuss progress and attainment, identifying targets children and interventions to reduce differences. (£4000)	The DFE found that more successful schools use data to identify the learning needs of disadvantaged pupils at every opportunity, by reviewing progress regularly, analysing for underperformance and engaging staff with the data to improve teaching and learning.	1,3,4,5,
Teaching Assistants to attend a variety of training events after school to ensure they receive quality training. (£1000)	“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium. Skilled teachers and teaching assistants deployed effectively to challenge and support pupil premium children How Schools Are Spending the Premium	1,3,4,5,
Developing the resources and provision offered in EYFS (£2000)	Following an external review in to the provision offered through our EYFS, a number of areas for development were identified. Many of these areas related to the quality of resources that were available for pupils in the provision. Funding this is essential to maximising the progress pupils may make through EYFS. This is particularly important when a number of pupils come in to the unit below the expected level.	1,3,4

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

Budgeted cost: £24,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing additional 1-1 reading support. (£19,600) to support	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading.	3,4

early intervention and reading support	EEF Phonics	
Tutor to support small groups and individuals, focussing on English and Mathematics. (£5,000)	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, 1-1 and in small groups. EEF – Small group tuition.	3,4

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

Budgeted cost: £65,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employing a nurture lead to support a variety of pupils across school, particularly pupil premium and pupil premium plus pupils. This member of staff also takes the lead on mental health and wellbeing across school. (£31,000)	The DfE has published a variety of evidence to support the training and use of mental health leads in school. Promoting and supporting mental health and wellbeing in schools Learning Outcomes for Senior Mental Health Leads	2,3,4,5
Increasing parental involvement – releasing staff to run a variety of workshops to support parents and introducing coffee morning to encourage parents to come into school. (£2500)	Parental involvement is consistently associated with pupils' success at school including the active engagement of parents in supporting their children's learning at school. Teacher Guide: Parental Engagement and Narrowing the Gap in Attainment for Disadvantaged Children [Nfer] reported outcomes of increased parental engagement include: improved academic performance; improved relationships with parents, teachers and schools; and increased parental involvement in schools. It also found that interventions focusing on both academic outcomes and parenting skills are more effective than working on either aspect in isolation.	2,3,4,5,
Funding breakfast club and after-school club for	Research shows that hungry children do not perform well.	2.3.5

a variety of pupil premium children. (£4500)	Providing wrap-round care ensures that children are properly fed and have access to a variety of activities that they would not receive at home.	
Attendance manager to monitor the attendance of pupils in school. (£4000)	There is considerable research highlighting the importance of good attendance on performance and outcomes.	2.5
Family support worker to support families. (£23,500)	Historically our family support worker has shown to have a very positive impact on increasing parental engagement and supporting both parents and children, leading to a positive impact on outcomes in school.	2.3.5.

➤ **Total budgeted cost: £101,100**

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 Disadvantaged Pupil Attainment Scores for Last Academic Year (22/23)

Measure	Score
Meeting expected standard at KS2 RWM	50.0%
Reading	%
Writing	%
Maths	%
Achieving high standard at KS2 RWM	0.0%
Reading	%
Writing	.%
Maths	%

KS2 Disadvantaged Pupil Progress Scores for Last Academic Year (22/23)

Measure	Score
Reading	-3.2
Writing	-0.9
Maths	-1.7

KS2 Non SEN-Disadvantaged Pupil Attainment Scores for Last Academic Year (22/23)

Measure	Score
Meeting expected standard at KS2 RWM	%
Reading	%
Writing	%
Maths	%
Achieving high standard at KS2 RWM	%
Reading	%
Writing	%
Maths	%

KS2 Non-Disadvantaged Pupil Progress Scores for Last Academic Year (22/23)

Measure	Score
Reading	+
Writing	+
Maths	+

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
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NELI	FFT
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