

# Pupil premium strategy statement- Howbridge CE Junior School

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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
Number of pupils in school	338
Proportion (%) of pupil premium eligible pupils	29% (97 pupils as of Nov 22)
Academic year/years that our current pupil premium strategy plan covers	2021- 2024
Date this statement was published	December 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Lisa Dale
Pupil premium lead	Lisa Dale and Lorna Rae-Shearing
Governor / Trustee lead	Mike Hope

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£136,066.00
Recovery premium funding allocation this academic year	£ 13,775.00
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>	£130,804.10
<b>Total budget for this academic year</b>	<b>£280,645.10</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our ultimate objective is to break the cycle of poverty through high quality teaching and learning, the curriculum and wider opportunities; by promoting aspiration by enabling all children to reach their individual potential.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Aspirations of pupils and their families
3	SEMH and mental health difficulties amongst pupils and their family members, particularly parents
4	SEND impacting on learning and SEMH
5	Speech and language and communication difficulties
6	Impact of the pandemic on teaching and learning

## 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
Attendance for PPG pupils has improved.	Attendance has improved slightly from last year. Increase attendance for PPG children from 90% (Nov 22) to 92% by the end of the academic year.
Pupils will be more aspirational.	Pupils will talk about wanting to succeed academically and within other areas, such as sport. They will refer to getting good results in SATs, secondary education and beyond. They will refer to professions that require a high level of study and see themselves as life-long learners. They will talk about being given the tools needed to succeed in the next phase of their education

	and beyond. Parents will be aware of and supportive of aspirations.
Barriers to achievement around SEMH and mental health difficulties will be minimised.	See above. Children access a full curriculum with gaps addressed. Interventions are effective in narrowing gaps. Children have their needs met by adoption of a range of strategies to support readiness to learn. Data shows an improvement in the attainment and progress of PPG pupils in reading, writing and maths. Parents will talk about being supported by school with their own mental health and with effective parenting.
Barriers to achievement for SEND/PPG pupils are reduced.	SEND/PPG pupils access a full curriculum with gaps addressed. Interventions are effective in narrowing gaps. Data shows an improvement in the attainment and progress of SEND/PPG pupils in reading, writing and maths.
Pupils with speech and language difficulties make progress in reading and writing from their relative starting points.	Data shows an improvement in the attainment and progress of SEND/PPG pupils in reading and writing.
The impact of the pandemic on teaching and learning will be minimised.	Interventions are effective in narrowing gaps whilst still retaining a full curriculum. Data shows an improvement in the attainment and progress of PPG pupils in reading, writing and maths.

## 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: £67,260

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD: <ul style="list-style-type: none"> <li>self-regulation</li> </ul>	Self-regulation approach training for staff fits into our wider school ethos and culture. We are increasing the ability of	1, 2, 3, 4, 5 and 6

<ul style="list-style-type: none"> <li>• Trauma Perceptive Practice</li> <li>• SENCo qualification</li> <li>• SEND</li> <li>• Curriculum subject knowledge and moderation</li> <li>• High quality teaching and learning (<i>meta-cognition, low-threat/high challenge, assessment &amp; feedback</i>)</li> <li>• Phonics</li> <li>• Oral language approach</li> <li>• Mental Health Lead Practitioner</li> <li>• RWI training</li> <li>• Specific Interventions (see below)</li> <li>• Speech and language (see below)</li> </ul>	<p>pupils to self-regulate in different contexts and to support learning and social effectiveness. <b>EEF impact +7months</b></p> <p>Trauma Perceptive Practice (TPP) is a whole school approach underpinning our ethos and culture and supports teaching of self-regulation and a better understanding of individual pupils and families and therefore, better able to meet their needs. It emphasises mental health and good social and emotional health resulting in greater readiness to learn.</p> <p>The SENCo Award/qualification supports retention of both the SENCo and other staff as it helps to ensure the vision for SEND at the school is clear and linked to the latest research. A large portion of our PPG children are also on the SEND register and have difficulties that impact learning and SEMH.</p> <p>Both the SENCo Award and other school improvement priorities will support training covering a wide range of SEND for teachers and LSAs. This includes whole school training in Autism Awareness, effective one-planning and high quality first teaching.</p> <p>Phonics training for teachers and LSAs. This supports effective teaching and learning and an individualised approach to the teaching of reading. <b>EEF impact +5 months</b></p> <p>Implementing RWI in-between periods of remote learning in 2020-21, demonstrated a positive impact on pupil progress. Those children who were part of this intervention, at least maintained their attainment in English when others did not. <b>EEF impact +4 months</b></p> <p>Our 'Take One Book', 'Talk for Writing' and knowledge organisers approaches, put an emphasis on oral language and support our PPG pupils who join us behind their peers in this area. EEF states that there's evidence to suggest that pupils from lower socio-economic</p>	
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	<p>backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills. Staff are receiving training in this area. <b>EEF impact +6 months</b></p> <p>Mental Health Lead training for staff will complement our whole school TPP approach and support readiness to learn. It will also support our parents and carers to better support children at home.</p>	
<p>Pupil progress monitoring for disadvantaged pupils. Termly meetings to analyse data and review effectiveness of targeted interventions.</p> <p>Half termly LAB meetings (Learning, Attendance, Behaviour).</p>	<p>Detailed monitoring of disadvantaged pupils enables us to ensure interventions are effective and where an intervention is not supporting pupil progress, timely changes can be made.</p> <p>Detailed meetings about wider aspects of education for a child are important to ensure they are able to fulfil their potential. The LAB meetings include seniors leaders and the Pastoral Lead and class teachers submit forms with detailed information to inform decision making.</p>	4,5,6

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

Budgeted cost: £142,776

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA delivering targeted interventions to individuals and small groups	LSA interventions targeted at pupils that require additional support helps previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. Our LSA structure means that these staff members are not assigned to a class but work across year groups to deliver interventions and other targeted support. <b>EEF impact +4 months</b>	5
Supporting needs of pupil with visual impairment. Purchasing books (online and	Meeting the needs of all children.	2 and 4

paper) and other resources as needed.		
Purchase and implementation of the evidence-based Nessy Program following trial period.	Provides individualised support for learning difficulties based on research.	4, 5 and 6
Tutoring (25 children for 22 sessions) provided by external tutors.	Small group tuition <b>EEF impact +4 months</b> Subsidising the Tutoring Funding from the Recovery Premium = One-to-one tuition <b>EEF +5 months.</b>	5
Booster groups and interventions before and after school.	Small group tuition <b>EEF impact +4 months</b>	2, 4, 5 and 6
Resources: Letter join	Resource to support development of fine-motor skills and handwriting.	4, 5 and 6
Homework club	Some pupils do not have a quiet space for home learning and/or adults that are able to support them. Providing a homework club enables us to provide this. <b>EEF impact +5 months.</b>	2 and 5

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

Budgeted cost: £57,761

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring, action planning, individual support	Poor attendance creates gaps in learning and can affect the ability to form effective relationships.	1
Library Service	EEF states that, on average, disadvantaged children are less likely to own a book of their own. The library service helps us to provide books tailored to individual interests and reading levels and get books into the home.	4, 5 and 6

Improving parental engagement through Marvellous Me	Parental engagement supports closing gaps, helps to create a dialogue for learning and positive interactions via personalised messages. This all supports our objective to raise aspirations and increase attendance for PPG pupils. <b>EEF impact +4 months.</b>	1 and 2
National Online Safety Platform	Part of our wider safeguarding strategy.	3
Pastoral Lead role (includes clinical supervision, counselling insurance). SEMH interventions, drop-in sessions and counselling. Parent training and ongoing support.	Social and emotional learning interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions. We are supporting pupils to engage in healthy relationships through small group sessions. <b>EEF impact +4 months. Mentoring EEF +2 months</b>	1, 2 and 3
Developing our 'learning how to learn culture'. SLT create a program of learning to learn (SOAR) linked to our school philosophy, ethos, values. This work is taking the behaviour hub and other tools to develop a program bespoke to our school and with a focus on perseverance and resilience.	Supporting children to become more effective learners in line with our wider behaviour culture, vision and values.	2, 3, 4 and 6
Sensory Garden	Improving mental health, mood and cognition. Designed to be both a calm space to relax with the flexibility for sections that promote interaction. Supporting self-regulation <b>EEF impact +7months</b>	3 and 4
Sensory Room	Improving mental health, mood and cognition. Supporting self-regulation strategies. <b>EEF impact +7months</b>	3 and 4
Wider opportunities/cultural capital	Ensuring all children have access to the same curriculum and cultural experience as their peers.	2

Healthy eating (snacks) and wrap-around (breakfast)	Ensuring all children have access to fruit at breaktimes and a breakfast if needed.	3
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**Total budgeted cost: £267,797**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Teaching**

Self-regulation strategies form part of our whole school behaviour culture and ethos. This remains a key part of our strategy to ensure disadvantaged pupils are ready to learn.

TPP training has continued and as a school, we have completed Element 4 of 9. This approach supports self-regulation and emphasises mental wealth and good social and emotional health supporting readiness to learn.

The SENCo Award/Qualification is underway and will be completed by the end of the academic year 22-23. Improvements in SEND provision, including for disadvantaged SEND children, have been noted by both Ofsted and other external reviewers (from County and the Vine Trust).

Phonics training has been completed by teachers and LSAs and there is a program in place to support disadvantaged pupils where they joined Year 3 without passing the phonics screening check. There is also a program of 'daily readers', targeting pupils below age-related expectation in reading.

We have employed a speech and language LSA to support children with communication difficulties across the school.

Covid-19 continued to cause significant disruption to attendance of both staff and pupils throughout 21-22.

#### **Targeted Academic Support**

A comprehensive program of intervention in English and Maths is becoming established. This ensures that children do not miss learning time but are able to catch up on missed learning from lockdowns and develop skills to reach age-related expectation.

Nessy has been purchased and is having an impact on pupil progress.

We used Tutoring Grant funding as directed and targeted disadvantaged pupils with this funding. However, the impact was minimal. Attendance was affected by Covid-19 which did not help address gaps for children but we also felt that the quality of the tutors was not of a high enough standard. We will not be using future funding in the same way.

#### **Wider Strategies**

Attendance has become a more pressing issue as families struggle with health but also

take more term-time holidays due to missing these during the pandemic. Our persistent absentee figure has increased in to the autumn of 2022 and we are taking steps to improve attendance across the school and all pupil groups.

Provision around SEMH has continued to develop and we are seeing fewer exclusions due to work in this area.

We decided, as part of our work within the Department for Education Behaviour Hub, we would change the way we run lunchtimes and nurture club ran until the end of summer 2022. We have not started it again in Sept 22 and have seen an improvement in the social interactions of children at lunchtime who would normally have accessed nurture.

### **Attendance**

At the start of 2022 (Autumn Term) attendance for PPG children was in line with the whole school figure. Attendance was down on previous figures due to an increase in holidays being taken and a wide range of illnesses.

PPG children as of November 2022 – 90% attendance,

## **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.*

<b>Programme</b>	<b>Provider</b>
Take One Book (Guided Reading)	Just Imagine
Letter Join (Handwriting)	Letter Join
White Rose Maths	White Rose
TTRS (Times Tables)	Maths Circle Ltd
Numbots (Maths)	Maths Circle Ltd
Twinkl (General)	Twinkl
Nessy (English intervention)	Nessy Learning
EdShed/Spelling Shed	Education Shed Ltd
Marvellous Me (Parent Partnership)	Marvellous Me