

Pupil premium strategy statement:

Howden le Wear Primary 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
School Name	Howden le Wear Primary School
Number of pupils in school	167
Proportion (%) of pupil premium eligible pupils	25.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023; 2023-2024; 2024 - 2025
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Christopher Baines, Headteacher
Pupil premium lead	Christopher Baines, Headteacher
Governor / Trustee lead	Dr Patrick Morton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,555
Recovery premium funding allocation this academic year	£6,815
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 academic year</i>	£66,370

Part A: Pupil premium strategy plan

Statement of intent

Howden le Wear Primary School is committed to improving academic and social outcomes for every single disadvantaged child.

The main barriers that hinder the academic achievement of pupils in receipt of pupil premium funding are as follows;

- poor communication, literacy and numeracy skills.
- attendance.
- social and emotional barriers to learning.
- support from home that may impact on low academic aspirations.
- limited access to wider enrichment opportunities, possibly due to financial constraints.
- financial support to disadvantaged families so that all children can access wider curricular opportunities.

These factors drive our pupil premium strategy to ensure that our pupils are able to achieve their full potential. Pupil Premium funding has been used in a variety of ways with the direct and explicit aim of narrowing the attainment gap between the highest and lowest achievers. This may include investment in both academic and pastoral initiatives to provide enrichment or enhancement for individual pupils.

Attainment of Pupil Premium pupils is monitored via pupil progress meetings and through whole school data analysis led by SLT.

Challenges

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

Challenge number	Detail of challenge
1	Literacy – Targeted pupil premium programme to raise levels of communication within the curriculum. Internal assessment and data analysis during the academic year enables us to assess the literacy and numeracy skills of our pupils across all year groups. This data informs the allocation of our strategies for pupils who require additional speech, language and communication support, additional phonics practise, prioritise pupils for NTP, small group interventions and reading /writing interventions.
2	Attendance – Tackling absenteeism in pupil premium pupils who fail to attend regularly, are late or who are persistent absentees. Data over the last two academic years evidences a difference between pupil premium pupils and non-pupil premium pupils' attendance statistics. For persistent absenteeism for example, 57% of pupils who fell into this category for 2021/22 were pupil premium pupils. Although our historic overall

	attendance statistics have been above national averages, the gap between these pupils remains.
3	Engagement – The emotional and/or social development of many pupil premium pupils can often be below that of their peers, and often poses a significant barrier to learning. Internal data and evidence shows that pupil premium pupils are not as emotionally and socially resilient as their peers. They may demonstrate anxieties around attending school or find behaviours for learning challenging, which impacts on learning engagement and ultimately attainment. Pupil premium pupils during teacher input and class discussions are less likely to contribute and less able to clearly explain the purpose of their work and/or what they are learning.
4	Resourcing – Ensuring that pupil premium pupils are fully resourced and have access to all our curriculum has to offer including educational visits, uniform, PE kit and technology. Our internal data in regard to pupil resources evidence that pupil premium pupils often do not have access to the above resources due to financial constraints within families. This can in turn, make them more reluctant to attend school (Challenge 2) and may cause disengagement within lessons, ultimately becoming a barrier to academic and pastoral progress.

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 communication skills and fluency of reading in pupil premium pupils.	Targeted intervention programme to allow pupil premium pupils access to staff and resources in order raise attainment of those working below age related expectation. Pupils have access to a wider range of vocabulary from which to communicate with increasing fluency and articulation. Pupils complete the school synthetic phonics programme in line with age related expectations. Pupils are more confident in their reading ability and are able to access age related texts. Pupils are able to access the full curriculum offer in EYFS, Key Stage 1 and Key Stage 2.

	Reading opportunities are planned and delivered throughout the curriculum. NTP programme and existing intervention programmes used successfully in order to improve pupil attainment.
Pupil premium pupils to access the necessary support in order to increase their attendance, punctuality and a reduction of pupils classed as persistent absentees.	Improved attendance across all year groups and targeted attendance students. Pupils to be punctual at the start of the school day in order to actively engage in the planned curriculum activities. Overall attendance for pupil premium pupils to be above national average. Parents of pupil premium pupils demonstrate a greater commitment to ensuring pupils attend school every day and on time.
Pupil premium pupils to access the necessary support in order to increase their emotional and social resilience and engagement with school.	Pupil voice to show pupil premium pupils enjoy their time at Howden le Wear Primary School and can speak fluently and enthusiasm about their experiences. Range of mental health support including 1:1 support such as through Mental Health Support Team (MHST), EWEL team, One Point Early Help, counselling on offer for targeted students either face to face or through Mable Therapy remotely. Social skills interventions and nurture support interventions promote greater engagement in learning and reduced school related anxiety for targeted pupil premium pupils. Improved attainment for pupil premium pupils, narrowing the gap between them and their peers. Improved home / school engagement and parental surveys evidence positive parental feedback. Internal tracking to show increased engagement in extra curricula activities expanding pupils access to sport, the arts and cultural horizons.

All pupil premium pupils to have access to key resources such as uniform, PE kits, curriculum enrichment opportunities and technology in order to be able engage successfully in lessons, be they face to face or remotely delivered.	All pupil premium pupils to have access to free and clean uniform and PE kits, (including swimming kits) as required which promote a pride in appearance and ensure inclusivity with peers. Pupils to have access to technology devices in and out of school to extend and consolidate their learning where required. Removing barriers to pupils in accessing the wider curriculum enrichment opportunities through free / subsidised educational visits and residential visits . Improved engagement in homework activities.
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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: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Higher Level Teaching Assistant to assist support pupils in lessons and withdraw PP pupils as required for literacy / phonic interventions.	EEF: Improving Literacy in Key Stage 1 EEF: Improving Literacy in Key Stage 2 EEF: Preparing for Literacy Toolkit – 1 to 1 tuition & small group tuition	Challenge 1
Purchase additional resources to enhance our Little Wandle DfE validated Systematic Synthetic Phonics programme. This will secure stronger phonics teaching for all pupils including new decodable reading scheme at KS1 to support this. Introducing targeted intervention across KS2 (Y3/4) linked to the new phonics approach. Introduce this new reading approach and extend this to support reading in Key Stage 2.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: In line with DfE guidance we have moved to a SPP to support and further develop our phonic outcomes in school. EEF: Teaching and Learning Toolkit - Phonics	Challenge 1
High quality teaching pedagogy in all classes using the latest research to inform practice to ensure teachers are using the best strategies to ensure pupil premium pupils make progress. Subscription to the Great Teaching Toolkit and allocated time for all staff to access this within their directed time.	EEF Guide to Pupil Premium ‘Ensuring an effective teacher is at the front of every class.’ EEF: Teaching and Learning Toolkit EEF: Great Teaching Toolkit	Challenge 1 Challenge 3
Purchase of standardised diagnostic assessments NFER,	• Standardised tests will provide reliable insights into the specific strengths and weaknesses of each pupil.	Challenge 1

CAT and PASS to support wellbeing identifying academic potential and underperformance swiftly. Training for staff to ensure assessments are interpreted and administered correctly enabling them to quickly identify children for additional support	• Ensure disadvantaged receive the correct additional support through interventions or teacher instruction: • These tests will be carried out termly and a gap and strength analysis compiled with clear action planning at an individual child level to ensure sustained progress. • Gap and strength analysis will be shared with parents at parents evenings to support parental understanding of their child's strengths and areas for development supporting parental engagement for our disadvantaged children. Pupil Premium menu evidence brief.pdf.pdf (d2tic4wvo1iusb.cloudfront.net)	
Subsidised music lesson offer for all PP pupils to expand cultural horizons.	EEF Guide to Pupil Premium	Challenge 3 Challenge 4
Improving levels of communication, including reading, to allow targeted pupil premium pupils' access to the curriculum and promote a love of reading	EEF: Preparing for Literacy Toolkit EEF: Improving Literacy in Key Stage 1 EEF: Improving Literacy in Key Stage 2 Little Wandle Phonics Programme	Challenge 1
SATs preparation guides for Year 6 PP pupils	EEF Guide to Pupil Premium	Challenge 3 Challenge 4
Staff Professional Development	EEF Great Teaching Toolkit Little Wandle Phonics Programme	Challenge 1 Challenge 3

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant support is identified to allow the provision of streamed phonic groups in KS1 and targeted interventions including 1:1/small group reading in KS2, HFW together with a range of social skills and physical interventions for	Targeted academic support via: • Daily streamed phonic groups (Y1/2/3) • TA support in all classes daily – interventions built around this both small group and 1:1 • Small Group Tuition provided by NTP Academic Mentor 1:3 daily - 3 x days per week Social / Emotional support for pupils Year 6 Booster sessions weekly (Spring 23 onwards)	Challenge 1 Challenge 3

targeted children linked to a review of gap and strength analysis and those who are both disadvantaged and SEND.	• Phonics catch up daily Rec/Y1/Y2 • 1:1 readers x 3 sessions per week for identified children • Phonics booster KS2 identified children weekly. EEF: Phonics Toolkit EEF:	
Targeted Catch-Up phonic support for KS2 children who have not developed phonic fluency to complete the SPP. Increase reading ages and enhance access to the curriculum	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of time. Phonics EEF (educationendowmentfoundation.org.uk)	Challenge 1
Weekly speech and Language Technician support	Speech and language Communicating clearly and making themselves heard is a real challenge for lots of Northgate pupils due to a lack of modelled language outside of school. Speech and language has proven to improve confidence and vocabulary in pupils.	Challenge 1
NELI intervention for early years	Nationally approved programme that impacts positively on language acquisition and development for young children	Challenge1
Subscriptions to online learning platforms extended to support pre teaching, interventions and homework particularly in the core skills of English and maths: • Lexia Reading • Accelerated Reader • TTRS • Seesaw • Spelling Shed • Maths Shed • Literacy Shed	Technology is used to supplement other teaching, rather than replace more traditional approaches. It is used to support pre teaching for our disadvantaged children, homework and consolidation of in class teaching across all year groups EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net) Pupil Premium menu evidence brief.pdf (d2tic4wvo1iusb.cloudfront.net)	Challenge 1 Challenge 3 Challenge 4

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

Budgeted cost: £ £13,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing an attendance/support officer to improve attendance and work with parents. Persistent absence to be supported through free breakfast club / after school club places, where applicable, to encourage attendance daily and support improved monitoring.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. • Attendance Officer monitoring and fortnightly check-ins with most vulnerable attenders. • Support for identified families in place and the impact of this support is tracked and monitored e.g, free breakfast club access. • Attendance meeting with SLT weekly and an overview together with next steps for individual families discussed. EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net) Pupil Premium menu evidence brief.pdf.pdf (d2tic4wvo1iusb.cloudfront.net)	Challenge 2
Ensuring all children have a readiness for learning at the start of the school day.	To provide all children with free breakfast or snack in school to support readiness to learn – utilise NSBP resources for this. Provide free access to breakfast club where there is an identified need for this eg. Pupils live outside of the village and rely on public transport to get to school. Provide pre-teach opportunities for identified children who benefit from structures / routines at the start of the school day. Pupil Premium menu evidence brief.pdf.pdf (d2tic4wvo1iusb.cloudfront.net) EEF statement: re-publication of the evaluation of school... EEF (educationendowmentfoundation.org.uk)	Challenge 2
Ensure our disadvantaged children are able to explore and extend their interests	After school clubs provided free of charge to pupils. These change half termly to reflect pupil interests and give them opportunities to explore	Challenge 2

through after school provision, visits and visitors.	opportunities they may not have access to outside of school. Provide free access to after school 'teatime' club for pupils where there is an identified need for this eg. Pupils live outside of the village and rely on public transport to get home from school. Signpost pupils to local clubs / organisations and bring these into school to provide taster sessions. Pupil Premium menu evidence brief.pdf.pdf (d2tic4wvo1iusb.cloudfront.net)	
Weekly on site MHST team to help targeted pupil premium students and their engagement in school	Weekly 1:1/ small group/ whole class sessions delivered by MHST staff to promote wellbeing, mindfulness and pupil engagement. EEF: Healthy Minds EEF: Improving Behaviour in Schools	Challenge 2 Challenge 4
Support for pupil premium pupils via an school counsellor to support wellbeing of PP pupils suffering from social anxiety and mental health issues affecting their attendance and engagement at school.	Weekly school counselling sessions for identified pupils over 10 week period aimed at reducing school anxiety, providing opportunities for pupils to speak confidentially and promote engagement with school.	Challenges 1-4
Support for Pupil Premium pupils via introduction of school wellbeing dog and targeted support for those pupils with school anxiety and mental health issues that affect their attendance and engagement at school.	Wellbeing dog impacts positively on morale / atmosphere in school and pupil / staff mental health for those who access. "Well-Being" Dogs Should Be Present in All Schools UK Pets	Challenges 1-4
Time allocated to Y6 teacher and Y6 support staff to support for transition work from KS2 to KS3 to ensure PP pupils needs are identified	Work closely with secondary transition partner schools to ensure PP pupils needs are known and enhance transition facilitated as required. EEF Blog: Getting transition right (part 1 of 2) – four... EEF (educationendowmentfoundation.org.uk)	Challenges 1 - 4
Resources including school uniform, PE kit, lesson resources, technology to be issued to pupils as required	Pupils have access to resources that promote their engagement and attendance at school. Pupil Premium menu evidence brief.pdf.pdf (d2tic4wvo1iusb.cloudfront.net)	Challenge 2 Challenge 4

Total budgeted cost: £ 66,370 (including Recovery Premium)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our assessments from 2021/2022 are as follows:

2022 - EYFS

The percentage of pupils achieving a good level of development (GLD) is 71%. The percentage achieving the standard has decreased by 1%. The percentage of boys achieving a good level of development is 78% and girls is 63%, so therefore there is an achievement gap of 15%. The national average for the GLD in 2022 was 65% giving a positive achievement gap of 6%.

Over the last three years 75% of pupils (47/63) have achieved a good level of development (GLD). National average during this period has been 72%.

2022 EYFS School Disadvantaged V National 'Other' (Not Disadvantaged)

18% of pupils are disadvantaged – 3 pupils (2 boys and 1 girl) 33% of disadvantaged pupils achieved the GLD.

2022 – Y1 Phonic Screening

27% of pupils are Disadvantaged - 7 pupils (2 boys and 5 girls).

57% of Disadvantaged pupils achieved the standard compared to 84% of 'Other' pupils Nationally. Therefore, there is an achievement gap of 27%. National Disadvantaged is 71%.

Over the last three years 71% of disadvantaged pupils (12/17) have achieved the expected standard.

2022 – Key Stage 1 (Year 2)

Reading - 5% of pupils are disadvantaged - 1 pupils (0 boys and 1 girls). 0% of Disadvantaged pupils achieved the expected standard. Over the last three years 86% of disadvantaged pupils (6/7) have achieved the expected standard or above

Writing - 5% of pupils are disadvantaged - 1 pupils (0 boys and 1 girls). 0% of Disadvantaged pupils achieved the expected standard. Over the last three years 86% of disadvantaged pupils (6/7) have achieved the expected standard or above.

Maths - 5% of pupils are disadvantaged - 1 pupils (0 boys and 1 girls). 0% of Disadvantaged pupils achieved the expected standard. Over the last three years 86% of disadvantaged pupils (6/7) have achieved the expected standard or above.

2022 – Y4 Multiplications Check

10 pupils are disadvantaged. The average score of disadvantaged pupils who took the Year Four Multiplication Tables Test is 17.7 (out of 25).

2022 – Key Stage 2 (Year 6)

Reading - 33% of pupils are Disadvantaged - 6 pupils (3 boys and 3 girls). 83% of Disadvantaged pupils achieved the expected standard. National Disadvantaged is 62%. Over the last three years 95% of disadvantaged pupils (19/20) have achieved the expected standard or above.

Writing - 33% of pupils are Disadvantaged - 6 pupils (3 boys and 3 girls). 67% of Disadvantaged pupils achieved the expected standard. National Disadvantaged is 68%. Over the last three years 70% of disadvantaged pupils (14/20) have achieved the expected standard or above.

SPAG - 33% of pupils are Disadvantaged - 6 pupils (3 boys and 3 girls). 50% of Disadvantaged pupils achieved the expected standard. National Disadvantaged is 51%. Over the last three years 65% of disadvantaged pupils (13/20) have achieved the expected standard or above.

Maths - 33% of pupils are Disadvantaged - 6 pupils (3 boys and 3 girls). 67% of Disadvantaged pupils achieved the expected standard. National Disadvantaged is 67%. Over the last three years 75% of disadvantaged pupils (15/20) have achieved the expected standard or above.

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
Accelerated Reader	REN Learn
Lexia	Lexia Learning Systems
TT Rock Stars	Maths Circle Ltd
Seesaw	Seesaw
Spelling Shed / Maths Shed	Literacy Shed
Mathletics	3P Learning
NTP - National Tutoring Programme	Teaching Personnel

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**

Three pupils were eligible for this funding in the last academic year. A similar provision to what is outlined throughout this report was offered.

The impact of that spending on service pupil premium eligible pupils

Pupils identified benefitted from this funding through SEMH and wellbeing opportunities.

Academic progress made and attendance above national averages.

