

## Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Howden Junior School
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	17.9% (46)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2025
Date this statement was published	Originally Published December 2024
Date on which it will be reviewed next	December 2025
Statement authorised by	Lee Hill Executive Headteacher  Claire Isitt Head of School
Pupil premium lead	Gary Johnson
Governor / Trustee lead	Gillian Chatham

### Funding overview

Detail	Amount
[2]Pupil premium funding allocation this academic year	£64539
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b>	£64539

# Part A: Pupil premium strategy plan

## Statement of intent

**Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their full potential across all subject areas. The focus of our Pupil Premium Strategy is to support disadvantaged pupils to achieve that goal. We will consider the challenges faced by vulnerable pupils and this is at the heart of everything we do at the school. The activities set out in this document are intended to support the needs of all children, regardless of whether they are disadvantaged or not.**

**High quality teaching is at the heart of our approach, with a focus on areas which disadvantaged pupils require the most support. This is proven through evidence based research to have the greatest impact on closing the disadvantage attainment gap and at the same time raises attainment for all children in our school. As part of this approach, it is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.**

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our strategy responds to the common challenges and individual needs of the disadvantaged pupils in our school, whatever their starting points. It is based on thorough analysis and understanding of the challenges facing each pupil and evidence-based approaches to overcome them.

### Principles

- All staff take responsibility for the outcomes of disadvantaged pupils and raise expectations of what they can achieve.
- Where a need is identified, action is taken quickly.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding 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	Through observations, assessments and discussions, we have identified low starting points with the 2022 and 2023 year 3 cohort. There are significant gaps identified particularly in phonics, reading and writing. This impacts on the Year 3 curriculum meaning changes have to be made to ensure those gaps are closed. More adult support has been allocated to year 3 to allow blended maths learning and an increased number of phonics groups.
2	Our observations, assessments and discussions show that teaching is consistently good at our school. To improve further, our priority is the continued development of our teaching practice, working in collaboration with our multi-academy trust, TEAL.
3	Through observations and discussions with pupils and families, we have identified social, emotional and mental health issues for many pupils, particularly following the Covid-19 pandemic. These challenges often affect disadvantaged pupils. This is particularly evident in the Year 3 cohort who need additional support with behaviour and the high expectations at the school.
4	As part of our curriculum development, we continually assess the offer from our school in terms of experiences. Our current work around the curriculum highlights the often limited experiences and lack of opportunities at home, particularly for our disadvantaged pupils. This lack of real-life experience often leads to disadvantaged children not transferring learning into their long term memories. This results in children being less able to recall and embed knowledge. Research, CPD and observations have led us to place a greater emphasis on retrieval skills.
5	Attendance and punctuality are lower than for non-PP children, reducing opportunities for 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
Children move from Year 3 in a position to access maths content in Year 4 and beyond. Phonics understanding is embedded ensuring children can fully access the reading and writing curriculum.	Progress for all children in year 3 will enable them to successfully access the Year 4 curriculum.

All teachers and support staff have access to high quality and purposeful continual professional development. PQI	Working with the Multi-academy trust, teachers will take responsibility for their own professional development, ensuring continual improvement.
Children are able to concentrate and focus in the classroom. They have resilience when faced with issues that affect their learning.	.Our curriculum for resilience will support all members of the school community with their mental wellbeing.
Regardless of background, all children have access to a broad range of rich and varied experiences which will enhance their learning across the curriculum.	Our broad and balanced curriculum will provide all children access to enrichment opportunities both within and outside of school.
Attendance of disadvantaged children is at national average level and all children are in school on time to maximise opportunities for learning so that they make good progress.	Attendance of all children in school will be improved and in line or above national averages.

## Activity in this academic

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: £ 23135

Activity	Evidence that supports this approach	Challenge number(s) addressed
	Research by EEF shows that Accelerated Reader has a positive impact on the progress of all pupils and suggests that it is particularly beneficial for disadvantaged pupils.	1, 4[5]
Consolidation of Talk for Writing including staff CPD	A key feature of Talk for Writing is that children internalise the language structures needed to write through 'talking the text', as well as close reading. There is research evidence that encouraging children to talk and collaborate together during writing time improves final written outcomes.	1,4
Staff CPD, cognitive learning behaviours, instructional coaching	High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. All staff to lead effectively are released at least every half term.	1,4

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

Budgeted cost: £ 30703

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Read, Write, Inc for those children who failed phonic screening or are not on track. Will identify areas of need and offer supplementary interventions to close the gap.	Recommended by successful schools as a way of giving bespoke interventions to those children who have not reached the expected standards.	1,2
[6] Engaging with the additional Tutoring program to provide a kind of tuition, mentoring and peer tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of these pupils who receive this support will be disadvantaged.	EEF evidence shows tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups.	1, 3, 4[7]

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

Budgeted cost: £ 27251

Activity	Evidence that supports this approach	Challenge number(s) addressed
Good communications with parents via newsletters and social media. Timely contact by phone or Class Dojo at the end of the day about individual children where appropriate.	EEF guidance states that parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.	2,5

<p>Termly events in school e.g. bedtime reading, world book day.</p> <p>'Meet the teacher' day and flexibility with parents' evening appointments.</p>		
<p>Full time ELSA support</p>	<p>The EEF T &amp; L toolkit states that ELSA interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an overall impact of four months additional progress on attainment.</p>	<p>3</p>
<p>[8] Games Club plus playground activities provided by a play leader. Opportunity to attend Forest School.</p>	<p>Studies of adventure learning interventions consistently show positive benefits on academic learning. There is also evidence of an impact on noncognitive outcomes such as selfconfidence.</p>	<p>3</p>
<p>Support for attendance on day trips and residential visits.</p> <p>Support for attendance at extra-curricular events in school.</p> <p>Provision of equipment for learning at home, homework kits, PE kit and school uniform where appropriate</p>	<p>Cultural capital and cultural literacy are well-researched concepts within education (see the work of E.D Hirsch). Where pupils lack experience and capital they struggle to access all aspects of the curriculum as they lack understanding to contextualise and/or deepen their learning.</p> <p>There have been a number of reviews linking the benefits of participation in sport with academic benefits.</p> <p>Experience shows that, where children need to access remote learning, this is not possible unless they have the necessary equipment at home.</p>	<p>4</p>
<p>Admin team to monitor closely and contact home quickly in the case of absence. Action by 10am on the first and subsequent days[9]</p> <p>Class teachers record late arrivals and determine reason where</p>	<p>Our strategy has led to improvements in attendance of disadvantaged pupils and we aim to maintain this.</p> <p>Understanding of individual circumstances and patterns in attendance have led to successful improvements.</p>	<p>5</p>

<p>possible. SLT analyse data.</p> <p>ELSA liaison with parents and provision of appropriate support to get children into school where possible.</p>	<p>Internal data shows that ELSA involvement has played a key role in specific cases.</p>	
<p>Data analysis including attainment, behaviour and attendance.</p>	<p>Ongoing monitoring and analysis of data ensures that needs are identified and support is put in place quickly. It also allows for timely, evidence based changes to be made as required depending on impact.</p>	<p>1,2,3,4,5</p>

**Total budgeted cost: £ 64536**

## 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.

#### **Limited vocabulary and weak speech and language skills**

Aims:

**Increased % of PP pupils** will be on track to make expected progress in Reading and Writing. At the end of KS2, **increased %** of disadvantaged children will achieve the expected standard in Writing

#### **Poor parental engagement with school leading to limited pupil engagement**

Aims:

95% of PP parents will attend parents evening at least once in the year.  
90% of PP children will access home learning.  
Class records will show all PP children reading 3x per week. **60%** of PP parents will return a parent survey

Outcomes:

96% of PP parents have attended at least one meeting.  
93% reading 3x per week (43% doing it in school)  
25% of parents returned the Parent Survey – of these 80% were positive. Measures have been put in place to discuss support during parent consultations in future.

#### **Social, emotional and mental health issues meaning children lack resilience.**

Aims:

Boxall profile scores will increase after ELSA intervention. Reassessments will show progress in social and emotional areas.  
End of year assessments show 50% of PP on track in reading, writing and maths combined.

Outcomes:

Reassessment showed that Boxall profile scores had increased for all children in the group.  
15 children were supported.  
During the period of remote learning ELSA provided remote telephone support.

Forest school – 92% made one full levels progress in Social & emotional assessment.



**Limited experiences and lack of opportunities at home inhibit access to and engagement with the curriculum.**

**Aims:**

90% of all PP children attend all one day and residential visits.

90% of PP children attend at least one enrichment activity organised through school.

**Outcomes:**

All PP children attended at least one day visit in Summer term

Clubs only available in summer term – low uptake (14%) by PP chn.

Positive action has now been put in place to encourage attendance at clubs after school and make it easier for PP children to attend clubs if they wish. Flute lessons for a more able child.

**Attendance and punctuality are lower than for non-PP children, reducing opportunities for learning.**

**Aims:**

Attendance of disadvantaged children will be in line with non-PP children and national average levels.

Late arrival of PP children will be less than 1%

**Outcomes:**

PP attendance 94%

Non PP attendance 97.5%

**2023 – 2024 Outcomes**

Key Results - 2023-2024						
Assessment	Statistic	Cohort	School Result	National Comparison	National Result	School Percentile Rank
KS2 Reading, Writing & Maths combined	% of pupils achieving the expected standard	52	60%	Below	61%	47th
KS2 Reading, Writing & Maths combined	% of pupils achieving the higher standard	52	4%	Below	8%	41st
Multiplication Tables Check (MTC)	% of pupils scoring full marks (25/25)	59	14%	Below (significant)	34%	15th

Key Stage 2										
Subject	Statistic	2018-2019		2021-2022		2022-2023		2023-2024		
		School	National	School	National	School	National	Cohort	School	National
Reading, Writing & Maths combined	% of pupils achieving the expected standard	57%	65%	63%	59%	52%	60%	52	60%	61%
Reading, Writing & Maths combined	% of pupils achieving the higher standard	2%	11%	0%	7%	2%	8%	52	4%	8%
Reading	% of pupils achieving the expected standard	68%	73%	78%	74%	69%	73%	52	79%	74%
Reading	% of pupils achieving the higher standard	26%	27%	31%	28%	34%	29%	52	31%	28%
Reading	Average scaled score	104.0	104.0	105.0	105.0	104.0	105.0	52	105.4	105.0
Writing	% of pupils achieving the expected standard	64%	78%	69%	69%	72%	71%	52	67%	72%
Writing	% of pupils working at greater depth	6%	20%	0%	13%	2%	13%	52	8%	13%
Maths	% of pupils achieving the expected standard	74%	79%	78%	71%	63%	73%	52	67%	73%
Maths	% of pupils achieving the higher standard	28%	27%	17%	22%	9%	24%	52	15%	24%
Maths	Average scaled score	104.0	105.0	103.0	104.0	100.0	104.0	52	102.7	104.0
GPS	% of pupils achieving the expected standard	79%	78%	78%	72%	69%	72%	52	73%	72%
GPS	% of pupils achieving the higher standard	28%	36%	17%	28%	19%	30%	52	31%	32%
GPS	Average scaled score	104.0	106.0	104.0	105.0	102.0	105.0	52	104.0	105.0
Science	% of pupils achieving the expected standard	80%	83%	85%	79%	80%	80%	52	73%	81%

  

Multiplication Tables Check (MTC)										
Statistic	2018-2019		2021-2022		2022-2023		2023-2024			
	School	National	School	National	School	National	Cohort	School	National	
% of pupils scoring full marks (25/25)	-	0%	-	27%	8%	29%	59	14%	34%	
Average score (out of 25)	-	0.0	-	19.8	17.1	20.2	57	16.6	20.6	

## Externally provided programmes

Programme	Provider
Lexia	Lexia UK
Times Table Rockstars + Numbots	TT Rockstars
Accelerated Reader	Renaissance
Read Write Inc	Ruth Miskin Training
Class dojo	Classdojo