

# Pupil premium strategy statement 2021/2022

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	Howletch Lane Primary School
Number of pupils in school	394
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 2022/2023 2023/2024
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Helen Beattie Helen Adair Amanda Walker (SBM)
Pupil premium lead	Helen Beattie
Governor / Trustee lead	Aly Evans

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£147 945
Recovery premium funding allocation this academic year	£12 730
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£160 675</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Howletch Lane Primary we are committed to ensuring that our Pupil Premium Grant provides our disadvantaged pupils with the highest quality of education enabling them to flourish, achieve highly and become socially responsible citizens of the future.

When making decisions about how we use our Pupil Premium funding it is important that we consider the context of our school and the subsequent challenges faced. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. The challenges facing disadvantaged learners vary greatly. Common barriers to learning for disadvantaged children include:

- Weak language and communication skills
- Less or limited support from home
- Poor attendance and punctuality
- Increased behaviour difficulties
- Complex family situations

### **School Context**

Howletch Lane Primary is a larger than average primary school located in Peterlee, County Durham. Peterlee can be found in North East England located between Sunderland, Hartlepool and Durham. Built in 1948, under the New Towns Act 1946, it was built to provide modern housing and amenities for the mining and rural communities of East Durham.

The PAN for reception to year 6 is 57 with an additional 78 places in our 3-year-old nursery provision. Due to a fall in the birth rate and demographic changes there has been a decline in pupil numbers entering the school in recent years, this currently affects reception to year 3. The school also has a 12 place Enhanced Mainstream Provision for pupils with physical disabilities.

Since 2015 there has been a significant increase in the level of deprivation. The latest report indicated 67% of our pupils live within the highest 10% of deprivation in the UK. This is a of 25% since 2015.

The map below displays the 'Lower Super Output Areas' (LSOAs) which surround Howletch Lane Primary. LSOAs are small areas designed to be of a similar population size, with an average of approximately 1,500 residents or 650 households. There are 32,844 Lower-layer Super Output Areas (LSOAs) in England.



All teaching staff are involved in the analysis of data and identification of pupils, so they are fully aware of the areas of strength and areas for development across the school.

We work together to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within internal school data and nationally.
- For all disadvantaged pupils in school to reach and exceed age related expectations at the end of year 6 and ultimately achieve their GCSE's in English and Maths.
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Experience a wide range of opportunities to develop their knowledge and understanding of the world.
- Ensure all vulnerable pupils are identified and appropriate provision is provided. For example, children with social care involvement or identified as a young carer but may not qualify for pupil premium.

## Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills. In early years our pupils enter with below age-related expectations in communication and language. Ongoing assessments and observations through school to year 6 also indicate below expected levels of language and vocabulary skills.
2	Poor attendance and punctuality. Low attendance rates and poor punctuality impacts on pupils' ability to access learning.
3	Increased behaviour difficulties In early years and KS1 there is an increase in behavioural incidents and children finding difficulty adapting to daily routines and managing their emotions.
4	Complex family situations and social care involvement Often these pupils lack resilience and struggle to maintain focus on academic activities.

5	<p>Less or limited support from home</p> <p>Not all pupils are supported or encouraged to read or complete learning tasks at home. For some parents they also lack confidence in their own knowledge and understanding to support their children.</p> <p>Reduced household incomes also limits the experiences our children have outside of school.</p>
6	Emotional and mental health concerns

## 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
Attainment and progress in reading	Achieve above national progress and attainment at KS2
Attainment and progress in writing	Achieve above national progress and attainment at KS2
Attainment and progress in maths	Achieve above national progress and attainment at KS2
Attainment in Phonics	Achieve above national average of expected standard in Phonics screening check
Improved attendance and punctuality	<p>Attendance of all learners is at or greater than national (96% in 2019)</p> <p>% of pupils identified as Persistent Absentees is below 15%</p>
To achieve and sustain improved wellbeing and mental health for all pupils in our school, particularly our disadvantaged pupils.	<p>High levels of wellbeing demonstrated through pupil voice, surveys and teacher feedback</p> <p>A significant reduction in behaviour incidents across school.</p> <p>An increase in participation in enrichment activities.</p>

## 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: £ 80, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure our teaching of reading and writing is in line with DfE and EEF guidance.</p> <p>English lead released to embed key recommendations of guidance report, access quality CPD to enhance teaching across school.</p> <p>Purchase of resources to support teaching of reading across KS2.</p>	<p>EEF guidance of improving literacy, specific interest in teaching writing composition strategies through modelling and supported practice.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p> <p>EEF guidance for effective reading comprehension strategies. The approaches are woven into KS1 and KS2 daily lessons. Impact of 6+ months progress when implemented effectively.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	<p>1</p>
<p>Ensure all Early Career Teachers are supported to develop their knowledge and skills across all key stages.</p> <p>Ensure all Early Career Teachers mentors are provided with recommended release time to support ECT teachers.</p>	<p>EEF guidance supports the Early Career framework and the importance of supporting effective professional development to improve classroom practise and pupil outcomes.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</a></p>	<p>1, 3</p>

<p>Ensure ongoing development of the foundation subject curriculum. All teachers receive high quality CPD for their curriculum areas.</p>	<p>The EEF recommends that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf</a></p>	<p>1</p>
<p>Employment of an additional teacher, to reduce class size, in Year 6 for English and Maths to support 'catch-up' of key curriculum areas following the COVID-19 pandemic.</p>	<p>A reduction in class size for all year 6 pupils enables teachers to have a high quality interaction with pupils eg modelling approaches closely with pupils. It also provides additional opportunities for feedback.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	<p>1, 2, 3, 5, 6</p>
<p>Ongoing development of the synthetic phonics scheme 'Bug Club' ensuring all staff across school are trained.</p> <p>Employment of TA's in all Reception and KS1 classes to support in the teaching of small group phonics.</p>	<p>Based on EEF research and evidence Phonics has a positive impact overall (+5 months) and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	<p>1, 2, 5</p>

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

Budgeted cost: £ 40, 300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of 2 academic mentors to provide 1:1 and small group teaching to those pupils whose education has been most impacted by the pandemic.	<p>Additional support to pupils with specific needs and gaps identified in their learning knowledge can be an effective method to support low attaining pupils or those falling behind. This can be one-to-one:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>or in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2, 3, 5
Purchase of TT Rock Stars for KS1 and KS2 to support the learning of multiplication and division facts.	<p>TT Rock stars motivates and develops confidence in children to learn their times table facts. Recognised by The Queens Awards for Enterprise Innovation it successfully gamifies times tables in order to equip young people with secure numeracy and arithmetic skills and engender a confidence in maths that transfers from basic times tables recall to wider maths.</p> <p><a href="http://mathscircle.com/">http://mathscircle.com/</a></p>	2, 5
Purchase of Reading Plus to support pupils in Year 6	<p>Following a drop in achievement for Year pupils in 2019 Reading Plus was purchase for Year 6 to improve fluency, comprehension, vocabulary, stamina, and motivation.</p> <p>Despite school disruptions there was a clear improvement in reading during academic year 19/20. This programme will continue to be supported for Year 6 pupils.</p> <p><a href="https://www.readingplus.com/success-stories/">https://www.readingplus.com/success-stories/</a></p>	2, 5
Purchase of Letterjoin to improve handwriting skills across school.	<p>It is important for children to develop fluency in handwriting and for these skills to become automated. If children have to spend time focusing on the accuracy of their transcription they are less able to concentrate on the content.</p> <p>EEF guidance of improving literacy:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</a></p>	1, 5



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

Budgeted cost: £ 40 375

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Release time provided for in school 'Connecting with Children' counsellors to support pupils with emotional and bereavement support</p> <p>School counsellor employed to work with pupils identified as needing</p>	<p>It is important for schools to provide mental health and wellbeing support for all identified pupils.</p> <p>Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools leads to improved pupil emotional health and wellbeing which can help readiness to learn.</p> <p><a href="https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges">https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges</a></p>	<p>3, 4, 6</p>
<p>Employment of Attendance officer 1 day per week to work with families to improve attendance and punctuality.</p>	<p>Embedding principles of good practice set put in the DfE's 'Improving School Attendance' advice</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	<p>2</p>
<p>Employment of Parent Support Advisor through cluster schools.</p>	<p>Parent support advisers work with schools, pupils and families to help resolve issues they may be having at home. These may not always be school related but often problems within the family home can impact of the emotional well-being of the child as well as their ability to learn. A PSA can therefore support parents through their difficulties resulting in a positive outcome for all.</p> <p><a href="https://www.waterford.org/education/how-parent-involvement-leads-to-student-success/">https://www.waterford.org/education/how-parent-involvement-leads-to-student-success/</a></p>	<p>2, 4, 5, 6</p>

<p>To provide opportunities for all children to experience the wider aspects of school life, including:</p> <ul style="list-style-type: none"> <li>- High quality music teaching.</li> <li>- Opportunity to learn a musical instrument</li> <li>- After school sporting clubs</li> <li>- Visitors to school linked to key curriculum areas.</li> <li>- Excursions to broaden the experiences of our children.</li> </ul>	<p>Not all children are able to experience the same opportunities outside of school as their peers. It is therefore important that our curriculum is enriched with experiences to add context to their learning, broaden their knowledge and enrich their vocabulary. These opportunities and experiences also motivate children to learn and develop their aspirations for later life.</p> <p><a href="https://www.gov.uk/government/publications/extended-services-in-practice-summary-of-evaluation-evidence-for-headteachers">https://www.gov.uk/government/publications/extended-services-in-practice-summary-of-evaluation-evidence-for-headteachers</a></p>	<p>1, 4, 6</p>
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**Total budgeted cost: £ 160 675**

*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. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was lower than in the previous 3 years in reading, writing and maths. Despite improved outcomes for disadvantaged pupils in 2018/19, the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were therefore not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial school closure.

Priorities for CPD were focussed on the delivery of remote learning and adaptations to our curriculum, to ensure all teachers implemented high quality lessons virtually. Staff training in the use of online platforms supported the quality of remote education to ensure that pupils continued to access the wider curriculum during partial school closure. Programmes of CPD allowed for collaboration between staff and the sharing of good practice.

From January to March 2021 during the period of home learning our highest engagement was seen with the older pupils in school. Our lowest levels of engagement were in Early years and KS1. This was evident when the pupils returned to school not only through their attainment levels but also through their ability to adjust to school routines, interact with peers and maintain concentration for extended periods of time.

Our ECT teachers continued to access their early career teacher programme as well as gain valuable support from their in school mentors.

Strategies to improve attendance were continued throughout the year and proved effective. During Autumn term 2020 the rate of overall absence was 3.3% and persistent absence was 7.4% which was in the lowest 20% of all schools with a similar level of deprivation. Improving attendance and punctuality will remain a focus.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. In particular, we have found the support offered by our school counsellor, Connecting with Children counsellors and bereavement support particularly effective for individual pupils and will continue this as part of this plan.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*