

## Pupil premium strategy statement

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	The Howard School
Number of pupils in school	1289
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022
Date this statement was published	October 2022
Date on which it will be reviewed	November 2022
Statement authorised by	Cathy Reid, Director of Education
Pupil premium lead	Julie Parish
Governor / Trustee lead	Mark Sayer

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£215,365
Recovery premium funding allocation this academic year	£31,139
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£246,504

## Part A: Pupil premium strategy plan

### Statement of intent

Our priorities are underpinned by the drive to make a positive difference to the lives of the young people in our community.

The key aims of the PP strategy are to improve learner engagement and attendance and reduce exclusions for PP learners thus enhancing the life chances of our young people by maximising their educational achievement.

There has been huge progress made at The Howard School for PP learners, but they are still disproportionately represented in terms of sanctions.

THS had appointed an Inclusions Manager to support progress in our Inclusions facility and this role has developed into an Associate AHT for Behaviour and Attitudes; it has created two IEU facilities, as an alternative to Exclusion. It has added a Base which is staffed by two specialist TA's and this is accessed by some PP students to support their wellbeing and academic progress.

A new behaviour policy and high expectations supports staff in meeting pupil needs. Learners vulnerable to underachievement will continue to be identified and strategies/interventions put in place.

The PP review of July 2019 indicated that there needed to be an even sharper focus on the PP learner in the classroom. Research findings by the Education Endowment Foundation, incorporating the work of the Sutton Trust, show that access to high quality teachers and curriculum are vital. There is a focus on high quality teaching in CPD for the year 2021/22, including incorporating the use of live and group feedback. The curriculum continues to be reviewed.

Persistent absence for PP learners is a sharp focus and there is a regular analysis of data and earlier interventions, building on the previous year's work by the attendance officer and DHT.

## Challenges

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

Challenge number	Detail of challenge
1	Lack of engagement and motivation in the classroom; this is reflected in internal exclusion figures and poorer academic progress than non-PP learners.
2	PP learners who are High Prior Attainers achieve less well than those who are Low Prior Attainers
3	Lower attendance rates for PP learners.
4	Higher exclusion rates for PP learners.

## 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
PP learners will be the focus of Learning Walks and CPD; all staff will be able to identify PP learners and their specific needs within their classrooms. Planning for these learners will clearly indicate this, both in terms of lesson planning and seating plans.	Underperforming target group make rapid and sustained progress; evidence of difference diminishing in data drops and LW.
HPA PP learners will be identified on lesson plans by all staff. There will be evidence of stretch and	Underperforming target group make rapid and sustained progress; evidence of difference diminishing in data drops and LW.

challenge during LW and work scrutinise.	
Sharp, regular and focused data regarding PP attendance to DHT/SENCO. Earlier referral to AAS, parental/carer engagement at earlier stage.	Weekly data regarding PA in PP learner group shows improved attendance.

## 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: **See final total**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue the CPD programme focusing on curriculum pedagogy. All departments map curriculum, focusing on 'building blocks'. CPD work on long term memory, as well as gauging whole class feedback and live feedback.</p> <p>Ensure that targets are set, and following Raising Standards (RS) meetings, are reviewed. Progress meetings are established, and a programme of mentoring put in place for students at risk of underachievement.</p> <p>All teaching staff clearly indicate PP learners on lesson and seating plans and use appropriate strategies.</p>	<p>Access to high quality teaching is the driver for success for all students, both PP and non-PP.</p> <p>There is significant evidence to show that Quality First Teaching will improve the outcomes and progress for students.</p> <p>By Leaders focussing on outcomes and progress for PP with middle leaders and teachers, this remains a priority in the classroom.</p>	1,2

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

Budgeted cost: **See final total**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>PP is a fixed focus for meetings and a priority for Whole School Development plan: Diminish the Difference.</p>	<p>Sharper focus and improved scrutiny and analysis of PP learner progress needed in order to inform interventions.</p>	1,2

Parents of PP learners in receipt of PPG are aware what it means, and what to expect from the school.	Parents of PP learners have not been fully engaged with the school in knowing how to access support. Parental engagement is essential in supporting the success of PP learners.	1,2,3
Regular and sharp focus via Attendance Officer of PP attendance. Provision of free breakfast club for all PP learners. Engagement of PP learner parents where attendance has been identified as a concern. Identification of PP PA in each year group; Assignment of Attendance Mentor (DHOY/HOY)	PP learners identified as having less than 95% attendance are likely to underachieve.	3,4
A second IEU provision in addition to the first IEU and The Base. Highlight PP students at priority intervention meetings. Embed new behaviour system to ensure high expectations of all students. This expects the very best from all students.	PP learners are represented disproportionately in figures relating to both internal and FTE. This impacts negatively on PP learner progress.	1,3,4

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

Budgeted cost: **See final total**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Associate AHT for Behaviour and Attitudes Extra TA's recruited	The work of The Difference. Evidence of what works in relation to Behaviour management.	4

	Observation and visits with other schools.	
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**Total budgeted cost: £215,365**

## 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.

The outcomes from 2020-2021 results are linked to COVID-19 barriers to learning. This has disrupted learning undertaken in all respective subjects. As evidenced in schools across the country, partial 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 that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources and lessons delivered on-line.

The Centre Assessed Grades of 20/21 suggested that the performance of disadvantaged pupils was only slightly lower than in the previous 2 years prior to Covid. There was -0.5% difference between PP and non-PP pupils, in terms of attainment and progress 8 score. In terms of in-year progress in year 7, 86% of PP students met or exceeded expected progress in maths. In year 8 the gap between PP and Non-PP in Maths was 5% (2018-19) and this has widened further to 11% (2020/21).

Although overall attendance in 2020/21 was lower than in the preceding 2 non-covid years at 96%, this was higher than the national average. The attendance Gap has widened between PP and rest of cohort to 2.92%. PP- 91.59% Non-PP- 94.51%. The gap from 2019/20 was only 1.84%. Overall attendance is 93.70% which is down 0.88% from previous year. Persistent absence is three times higher amongst PP pupils than among Non-PP pupils. These gaps are larger than in previous years, which is why attendance is a focus of our current plan and PP persistent absence remains a particular focus.

Suspensions and Permanent Exclusions have seen a significant decline in 20/21 and this is representative of a decline of PP students who are being suspended. Suspensions of pupils show that 60% of pupils are PP. In terms of Permanent Exclusions there was 1 PP pupils permanently excluded in 2020/21 which is 33.3% of the cohort. This is in a landscape where suspensions have significantly decreased by one third over three years. This shows the impact of the work completed with Inclusion and the increase of nurture facilities such as the Base and introducing a second IEU. This shows the excellent impact of significant investment in the pastoral structures and capacity at the school.

## Externally provided programmes

Programme	Provider
None	