

Pupil premium strategy 2021

1. Summary information

School	The Howard School				
Academic year	2020/21	Pupil Premium Grant (PPG) received per pupil	£995	Indicative PPG as advised in School Budget Statement	£215,365
Total number of pupils	1289	Number of pupils eligible for PPG	226	Actual PPG budget	£215,365

2. Summary of the PPG

The Pupil Premium is a grant provided to schools and academies for pupils aged 11 to 16 who are on Free School Meals, have been on Free School Meals at some point in the last 6 years, for Looked After Children and for Services Children.

The Howard School receives Pupil Premium funding from the Government in order to raise the attainment of disadvantaged learners and reduce the gap between these learners and their peers. It may be used in a number of ways, such as appointing specialist staff and providing revision resources.

The Pupil Premium is allocated to schools via the Local Authority funding systems and is clearly identifiable within the school budget. It is for schools to decide how the Pupil premium is spent, since they are best placed to assess what additional provision should be made for the individual learners within their responsibility.

Pupil Premium funding is provided for learners in the following categories:

- Those currently registered for Free School Meals (FSM);
- Those who have been registered for FSM in the last 6 years (FSM Ever 6);
- Those who are children of service personnel;
- Those who have been looked after continuously by the local authority for more than 6 months (LAC);
- Those who have been adopted from care under a Special Guardianship or Child Arrangements Order

3. Key priorities

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 of 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.

4. Barriers to future attainment (for pupils eligible for PPG)

Academic barriers (such as poor oral language skills)

A

Lack of engagement and motivation in the classroom; this is reflected in internal exclusion figures and poorer academic progress than non-PP learners.

B	PP learners who are High Prior Attainers achieve less well than those who are Low Prior Attainers
Additional barriers (including issues which also require action outside the school such as low attendance rates)	
D	Lower attendance rates for PP learners.
E	Higher exclusion rates for PP learners.

5. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
<p>What will you implement as a result of this plan that was not in place before? You could discuss your targeted additional support strategies and what will result from them. E.g. 'All students in the target group who are currently underperforming because of the impact of their disadvantaged background will make rapid and sustained progress, leading to diminishing differences between their attainment and that of all pupils nationally'.</p> <p>It is not essential to identify four desired outcomes – focussing on fewer aims in more depth may be better.</p>		
A	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.

B	HPA PP learners will be identified on lesson plans by all staff. There will be evidence of stretch and challenge during LW and work scrutinies.	Underperforming target group make rapid and sustained progress; evidence of difference diminishing in data drops and LW.
C	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.

6. Planned expenditure

Academic year	2021/2011	Demonstrate how you will use PPG to improve classroom pedagogy, provide targeted support and support whole-school strategies.			
Quality of teaching for all					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?	Actual outcome:
<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>The difference between PP and non PP learners' academic achievement will diminish in terms of both in school and national figures.</p> <p>HOD are trained in the use of 4Matrix and ALPS as an analysis tool to drive intervention, which is tailored to pupil needs.</p> <p>Gap between PP learners, including HPA is diminished.</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>	<p>AHT Teaching and Learning.</p> <p>DHT - Raising Standards</p> <p>AHT – Curriculum</p> <p>SENCO/AHT lead on PP</p> <p>Middle Leaders</p> <p>T&L team</p>	<p>Term 2,4 & 6</p> <p>Term 2,4 & 6</p> <p>Term 2,4 & 6</p>	<p>PP students attainment gap with non-PP students is reduced.</p>

Anticipated expenditure	£ See final total				
Targeted support					
Action	Intended outcome(s)	What is the evidence and rationale for this choice?	Staff lead	When will you review implementation?	Actual outcome:
PP is a fixed focus for meetings and a priority for Whole School Development plan: Diminish the Difference.	LAB report 3x yearly from PP lead. PP learners are a fixed focus for all whole school, department and year team meetings	Sharper focus and improved scrutiny and analysis of PP learner progress needed in order to inform interventions.	SLT AHT PP lead – Mrs Parish MLT Named Governor Kerri Edge	Term 2,4 & 6	PP is a focus for leaders. Clear evidence of PP students' attainment and progress improving and a decrease in their external and internal sanctions.
Parents of PP learners in receipt of PPG are aware what it means, and what to expect from the school.	Communication to all PP learner parents. Development of e-communication. Funding of specific items for PP learners including, but not limited to, items of uniform, transport costs, revision resources and visits.	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.	SLT AHT PP lead – Mrs Parish	Term 2,4 & 6	In term 1, all PP learners' parents received a letter detailing what to expect from the PPG.

<p>Regular and sharp focus via Attendance Officer of PP attendance.</p> <p>Provision of free breakfast club for all PP learners.</p> <p>Engagement of PP learner parents where attendance has been identified as a concern.</p> <p>Identification of PP PA in each year group; Assignment of Attendance Mentor (DHOY/HOY)</p>	<p>Interventions at an earlier stage, including parental meetings, referral to AAS, mentoring, Kick Start meeting individual targets. Interventions informed by PA data.</p> <p>Links between home and school are strengthened. Students are closely monitored.</p>	<p>PP learners identified as having less than 95% attendance are likely to underachieve.</p>	<p>AHT PP lead Mrs Parish Attendance officer Student Services Manager</p>	<p>Attendance data to DHT Attendance from Term 1</p>	<p>A large proportion of PP pupils access the provision and this impacts positively on attendance.</p>
<p>A second IEU provision in addition to the first IEU and The Base.</p> <p>Highlight PP students at priority intervention meetings.</p> <p>Embed new behaviour system to ensure high expectations of all students. This expects the very best from all students.</p>	<p>Inclusion Manager/AAHT for B&A will be able to focus on learners in Inclusion.</p> <p>Focus of PI meetings responsive to trends of PP learner sanctions. Interventions informed by meetings.</p> <p>Clarity and consistency in staff use of behaviour system.</p>	<p>PP learners are represented disproportionately in figures relating to both internal and FTE. This impacts negatively on PP learner progress.</p>	<p>AHT PP lead DHT Behaviour lead AENCO/SENCO Inclusion Manager Student services Manager</p>	<p>Second IEU established September 2021</p> <p>Clear focus each week of either attendance or exclusions.</p> <p>New Behaviour expectations July 21 and embedding from September 21.</p>	<p>The number of PP students who were excluded significantly reduced in 20/21. In 21/22 this number of students continues to reduce again. The second IEU ensures that there is less need to for exclusion.</p>

Anticipated expenditure

£215,365

– please note that this will be reviewed given current circumstances.

7. Additional detail

