



The Howard School

Pupil Premium Statement

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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	1502 (1249 excluding Sixth Form)
Proportion (%) of pupil premium eligible pupils	16.7% of pre-sixth form cohort
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 -2025/2026
Date this statement was published	December 2022 <i>Reviewed November 2023</i> <i>Reviewed Nov 2024</i>
Date on which it will be reviewed again	November 2025
Statement authorised by	Barry Symons, Assistant Director of Education
Pupil premium lead	Jai Deakin
Governor / Trustee lead	Joanna Matthews

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£254,100
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£254,100

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

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

What are the key principles of your strategy plan?

The key aims of the PP strategy are to strive for the best possible outcomes for all our students including post sixteen destination and beyond. A focus of this is also to improve learner engagement and attendance and reduce exclusions for the small number of PP learners thus enhancing the life chances for them and maximising their educational achievement.

How does your current pupil premium strategy plan work towards achieving those objectives?

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 Associate Deputy Head for Behaviour and Attitudes; it has created two IEU facilities, as an alternative to Exclusion and appointed two senior Heads of Year to support student needs. It has added a Base which is staffed by two specialist HLTAs and this is accessed by some PP students to support their wellbeing and academic progress.

The new behaviour policy and high expectations to support staff in meeting pupil needs is now embedded. 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 2022/23, 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 Assistant Principal. [This has led to improvements made by non-disadvantaged students which has inadvertently created a bigger gap of persistent absentees for pupil premium students.](#)

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>Attendance has been adversely impacted by COVID and even in the subsequent years, nationally attendance is still lower than we would expect. We have identified that we have lower attendance rates for PP learners.</p>
2	<p>Attainment Gaps</p> <p>The school have worked on improving attainment at all levels. The school has had no gap between disadvantaged and non-disad and the Progress 8 score is 0.24. This however, fluctuates yearly based on the individual pupil contexts for each cohort. In school monitoring shows that disadvantaged pupils are a group which can underachieve. We want to focus on ensuring that these pupils are identified as early as possible and do so by tracking pupils holistically through: Assistant Principal, HOY, LORIC reports, attendance, attainment and behaviour. Parents are invited in to discuss this in addition to parents evenings, where discussions about motivation, engagement and barriers occur.</p>
3	<p>Behaviour</p> <p>While behaviour at the school is positive, the lack of engagement and motivation in the classroom has been identified in some disadvantaged children. This is reflected in internal exclusion figures and poorer academic progress than non PP learners.</p>
4	<p>Behaviour</p> <p>Likewise, which the exclusion and suspension rates are low for the school, internal monitoring has identified there are a higher number of suspensions and internal exclusions for PP learners.</p>
5	<p>Curriculum</p> <p>While the progress for the school is high, we have identified that the PP learners who are High Prior Attainers achieve less well than those who are Low Prior Attainers.</p>

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
<p>1. Increase the attendance of learners who receive Pupil Premium.</p>	<ul style="list-style-type: none"> a. Overall attendance is at least 95% b. PP students is inline with N-PPG. c. Persistent absence is below 15%
<p>2. Continue to maintain high standards of engagement which leads to high outcomes.</p>	<ul style="list-style-type: none"> a. Learning Walks show that teachers are using effective feedback for all learners. b. Monitoring shows staff are able to identify PP learners and their specific needs within their classrooms. c. Planning shows learners needs identified, both in terms of lesson planning and seating plans. d. Outcomes for PPG are in line others.
<p>3. Low attainment of HAP is identified quickly.</p>	<ul style="list-style-type: none"> a. Raising Standards meetings shows HPA PP learners are a high priority for staff b. Clear impact of interventions for HPA PP pupils. c. Data drops and LW shows underperforming target group make rapid and sustained progress; d. Monitoring shows evidence of stretch and challenge for HPA.
<p>4. To improve the behaviour for learning of targeted PP pupils.</p>	<ul style="list-style-type: none"> a. Monitoring shows staff manage low level behaviour effective within the whole school system. b. Pupils are identified and support in place, including external agencies, is successful in improving behaviour for learning. This is done via tiering and tracking of students involving parental meetings and regular reviews with the HOY and AHT. c. Data shows the Key targeted pupils number of sanctions reduces as a result of their improved behaviour for learning.

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: **£41,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ▪ Continue the CPD programme focusing on curriculum pedagogy which incorporates the elements of HQIT. ▪ CPD on further developing whole class feedback and live feedback and the impact of this from teachers on their planning and delivery. 	<p>High Quality teaching is a clear factor in developing progress of children. The SLT , Middle leaders and focused CPD are key in supporting teachers to achieve this.</p> <p>EEF High Quality Teaching Pupil premium Guidance EEF Teaching & Learning Toolkit</p> <p>The impact is clear for developing children as learners and being responsible for their actions.</p> <p>Metacognition and self-regulation EEF Teaching & Learning Toolkit The link between pupil health and wellbeing and attainment Improving educational outcomes for learners with specific learning difficulties</p>	2 3 5
<ul style="list-style-type: none"> ▪ Learning conversations to support staff in effective early intervention for behaviour. 		3 4
<ul style="list-style-type: none"> ▪ Ensure that targets are set, and following Raising Standards (RS) meetings, are reviewed. ▪ Continue to allow departments to meet to focus curriculum. ▪ Progress meetings are established, and a programme of mentoring put in place for students at risk of underachievement. 		2 3 5
<ul style="list-style-type: none"> ▪ All teaching staff clearly indicate PP learners on lesson and seating plans and use appropriate strategies. 		1 2 3 4 5

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

Budgeted cost: **£119,900**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ▪ 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) 	<p>Children being in school is the biggest factor in attainment.</p> <p>Research into How Attendance can impact Attainment</p> <p>Research into How Attendance can impact Attainment</p> <p>Breakfast clubs work their magic in disadvantaged English schools</p> <p>Linked with the High-Quality teaching, the impact of TAs can be high when used effectively.</p> <p>EEF High Quality Teaching Pupil premium Guidance</p> <p>EEF Making Best Use of Teaching Assistants</p> <p>EEF Teaching & Learning Toolkit</p> <p>FFT Small Group Tuition</p>	<p>1 2 3 5</p>
<ul style="list-style-type: none"> ▪ Targeted reading programme for pupil whom are falling behind in reading. ▪ Catch up Tutor in place to work with targeted pupils. ▪ Purchase additional reading programme. ▪ Additional HLTA to support reading 	<p>The vocabulary teaching and Reading mileage are key. There is a clear gap in this for children who are disadvantaged.</p> <p>EEF Blog: Five evidence-based strategies to support high-quality teaching for pupils with SEND</p> <p>The Matthew Effect – why literacy is so important</p> <p>EEF Phonics Readingwise</p> <p>Accelerated Reader</p>	<p>2 5</p>
<ul style="list-style-type: none"> ▪ Continue with IEU provision and The Base. ▪ Highlight PP students at priority intervention meetings, in particular for those who are higher tiered (more concerns). ▪ Continue to use the behaviour system to ensure high expectations of all students. This expects the very best from all students. ▪ Students receive regular lesson checks by senior staff who are on Learning Walks. 	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties:</p> <p>Cognitive Behavioural Therapy - Youth Endowment Fund</p> <p>EIF’s report on adolescent mental health found good evidence that CBT interventions support young people’s social and emotional skills and can reduce symptoms of anxiety and depression:</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions</p>	<p>2 3 4 5</p>

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

Budgeted cost: **£93,100**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ▪ Release time for DHT for Behaviour and Attitudes ▪ Release time for AHT with a focus on PPG. 	<p>Working with parents has always been key for the school. Through upskilling parents and supplying them with materials to support at home</p> <p>EEF Parental Engagement EEF Teaching & Learning Toolkit Review of Best Practice in Parental Engagement Do parental involvement interventions increase attainment? Ofsted's judgement of parental engagement: A justification of its place in leadership and management</p>	1 2 3 4 5
<ul style="list-style-type: none"> ▪ Attendance Team to focus on the pupils. 		1 2 5
<ul style="list-style-type: none"> ▪ PPG Lead and the pastoral team to continue to work with Parents of PP learners in receipt of PPG. 		1 2 3 4 5
<ul style="list-style-type: none"> ▪ PP is a fixed focus for meetings and a priority for Whole School Development plan: Diminish the Difference. 		1 2 3 4 5
<ul style="list-style-type: none"> ▪ Contingency fund for acute issues. 		1 2 3 4 5

Total budgeted cost: **£265,788**

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.

2023-24 Review

The outcomes from 2022-2023 results are extremely positive. The Progress-8 score for the whole school were 0.24. Even though this year group faced disruption due to COVID 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 schools outcomes show a no difference between the pupils who received PPG and none. THS continues to maintain outcomes well above the national average for boys whilst working towards further improvements.

Although overall attendance in 2022/23 was lower than in the preceding non-covid year at 89%, this was higher than the national average. The attendance Gap PP and rest of cohort was 6.1% point. Overall attendance is up from the previous year. Persistent absence is still 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 have declined. This is representative of a decline of PP students who are being suspended. Suspensions of pupils show that 55% of pupils are PP, less than the previous year. There were no Permanent Exclusions for PPG in the previous year or in 2021-22. 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.

2024-25 Review

The outcomes for 2023-24 have dipped. The P8 score whole school was 0.24. The national average data has not been released for PP comparisons at the time of writing. Two members of staff have been appointed for specific academic support at KS4 in the core for intervention.

Persistent absence is still higher amongst PP students than non. We have improved tracking of our parental engagement events and are actively seeking communication with those parents who are hard to reach. All PP parents are invited to an in school meeting to look at support annually. Students are all targeted through positive reports and rewards to encourage their attendance but illness continues to appear to disproportionately impact their attendance.

Behaviour continues to need strategic development for PP students. A minority of complex students disproportionately impact overall data. The SLT track and monitor these students through lesson drop ins (BFL), every lesson, to identify any patterns or specific areas for change.

Externally provided programmes

Programme	Provider
None	