



Pupil premium strategy statement

School overview

Metric	Data
School name	Howley Grange Primary School
Pupils in school	418
Proportion of disadvantaged pupils	8.8% (37 pupils)
Pupil premium allocation this academic year	£53,685
Academic year or years covered by statement	2020-21, 2021-2022 and 2022 - 2023
Publish date	September 2020
Review date	September 2021
Statement authorised by	Miss A Lewis (Head Teacher)
Pupil premium lead	Mrs Trueman-Brown (Deputy Head Teacher)
Governor lead	Mrs R Donowski

Disadvantaged pupil progress scores for last academic year (2019-2020)

Measure	Score
Reading	No data due to COVID-19 school closure to all but key worker / vulnerable children.
Writing	No data due to COVID-19 school closure to all but key worker / vulnerable children.
Maths	No data due to COVID-19 school closure to all but key worker / vulnerable children.

Disadvantaged pupil performance overview for last academic year (2019-2020)

Measure	Score
Meeting expected standard at KS2	No data due to COVID-19 school closure to all but key worker / vulnerable children.
Achieving high standard at KS2	No data due to COVID-19 school closure to all but key worker / vulnerable children.

Strategy aims for disadvantaged pupils (2020-2021)

Measure	Activity
Priority 1-Quality first teaching enabling children to meet or exceed expectations.	Baseline assessments and QLAs conducted to identify any gaps in learning. Quality first teaching - ensuring staff use evidence based whole-class teaching interventions /AfL. See below for further details regarding targeted academic support.
Priority 2-Provide timely targeted intervention	To provide timely targeted intervention. The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behaviour issues can be effective, especially for older pupils. This will be overseen by the Pupil Premium (PP) Lead, ensuring children who require the support are identified and targeted fairly and transparently. Teaching Assistants will be up-skilled in particular areas to maximise the impact of their skill set and to ensure that there is consistency of approach and that intervention is high quality.
Barriers to learning these priorities address	Pupil Premium pupils are more likely to have been adversely affected by the COVID-19 lockdown and school closure. They are less likely to have engaged with home learning or returned to school in June when eligible.
Projected spending	£30,000

Teaching priorities for current academic year (2020-2021)

Aim	Target	Target date
Progress in Reading	Achieve national average or above progress scores in KS2 Reading (0)	July 2021
Progress in Writing	Achieve national average or above progress scores in KS2 Writing (0)	July 2021
Progress in Mathematics	Achieve national average or above progress score in KS2 Maths(0)	July 2021
Phonics	Achieve national average expected standard in PSC	July 2021
Other	Improve attendance of disadvantaged pupils to bring in line with non-PP pupils.	July 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year (2020-2021)

Measure	Activity
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<p>Priority 1: Reading/writing</p>	<p>A review of reading policy and practice will provide a more robust whole school procedure within reading. Embed use of Accelerated Reader across all year groups to increase reading for pleasure and develop comprehension.</p> <p>Additional resources, Bug Club Online (Key Stage 1 and SEND) and banded books, purchased to expand reading material available.</p> <p>Teachers to use STARS reading assessment data to plan quality first teaching and reading intervention.</p> <p>Use of project X to engage reluctant readers.</p> <p>Provide whole school phonics teaching professional development for all teaching and learning support staff.</p> <p>Children will also have a daily period of reading where disadvantaged pupils will be targeted.</p> <p>Expand Kinetic letters knowledge to new members of staff to enable pupils to have the necessary physical and core strength and knowledge to correctly form letters and fluidly join their writing.</p>
<p>Priority 2: Maths</p>	<p>Use of bespoke whole school assessments and associated QLAs to ascertain pupils' starting points and any gaps in learning.</p> <p>Teachers will make effective use of instructional planning reports following the completion of maths STARS assessments.</p> <p>Support quality first teaching through the balanced delivery of fluency/problem solving and reasoning using White Rose, Classroom secrets and other resources.</p> <p>Establish timely maths interventions for pupils falling behind age-related expectations. Purchase of additional 'Power of 1 / Plus 2' resources.</p>
<p>Barriers to learning these priorities address</p>	<p>Encouraging wider reading at home and providing catch-up in mathematics – typically an area of weakness.</p>
<p>Projected spending</p>	<p>£15,730</p>

Wider strategies for current academic year (2020-2021)

Measure	Activity
<p>Priority 1: individualised program to identify needs</p>	<p>Due to our low number of disadvantaged children and diverse needs we will continue to adopt our individual program. All disadvantaged children will be tracked by the PP lead to ensure support for all. Class teachers will monitor using progressions maps and will share these with the PP Lead.</p> <p>To offer financial support to children and parents. This will include, use of SEND staff, involvement</p>

	from external agencies, social groups, counselling, subsidising trips, drinks and uniform as well as paying for extracurricular opportunities (when possible due to COVID-19 restrictions).
Priority 2: Increasing attendance	Increasing the attendance of pupils eligible for Pupil Premium by closely monitoring the attendance of these children regularly by both the school attendance officer and PP lead. Attendance and punctuality concerns to be shared with parents promptly. Contact and home visits will be used to ensure improvement in attendance. Rewards to be given out each term for high attenders. Use of CPOMS to track pastoral concerns / attendance of disadvantaged children.
Priority 3: Provision for PP children who must self-isolate.	Questionnaire undertaken to gauge whether Pupil Premium children have access to technology at home. Regular contact with teacher through Microsoft Teams, if they are not accessing/are unable to access, phone calls will be made home and support offered. Some packs of appropriately matched work may also be delivered if necessary.
Barriers to learning these priorities address	Improving attendance, punctuality and readiness to learn for the most disadvantaged pupils. These all may have been adversely affected by parental anxieties about returning to school following the COVID-19 period where schools were open to only a small number of pupils.
Projected spending	£12,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring teaching is targeted and takes into account starting points for individual pupils as well as 'lost learning' due to COVID-19 pandemic. Ensuring enough time is given over to allow for staff professional development.	Use of assessments completed across school for Maths, Writing and Phonics. Amending Topic teaching to allow for application of skills, in particular reading across the curriculum. Use of INSET days and additional cover being provided. Teachers have laptops to enable access to staff meetings and online CPD.
Targeted support	All staff need to be able to easily identify the disadvantaged children in their class. Staff need to be able to accurately monitor the	Termly provision maps will include current levels and progress and will indicate the specific support for all disadvantaged pupils.

	progress and attainment of their disadvantaged children.	Class teachers to identify children who would benefit from targeted support and arrange specific timely intervention. This could be 1:1 or in a small group from the same class bubble with the class or intervention TA.
Wider strategies	Engaging the families facing most challenges.	Attendance of pupil premium children will be closely monitored. PP Lead will work closely with the LA, Halesowen Family Centre (if appropriate) and other stakeholders to offer support and ensure disadvantaged children's needs are met both academically and socially.

Review: last year's aims and outcomes (2019-2020)

See evaluation on previous pupil premium strategy, 2019-2020.