



## Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our 3-year pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
School name	Howley Grange Primary School
Number of pupils in school	414
Proportion (%) of pupil premium eligible pupils	15% (61 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024/2025 to 2027/28
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Miss A Lewis (Head Teacher)
Pupil premium lead	Miss Emily Williams (Assistant Head)
Governor lead	J Griffiths

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<b>£103,200</b>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	<b>£0</b>
<b>Total budget for this academic year</b>	<b>£103,200</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker or are receiving support through 'Early Help.' The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust, diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Provide high quality first teaching for all pupils
- Ensure disadvantaged pupils are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Aim to improve the attendance of disadvantaged pupils

### Challenges

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

Challenge number	Detail of challenge
1	<u>Speech and Language</u>

1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	<u>English</u> Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and limits writing attainment.
3	<u>Mathematics</u> Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
4	<u>Wellbeing and Mental Health</u> Limited 'life experiences' for PP pupils which results in limited vocabulary when writing.
5	<u>Attendance</u> Our attendance data over the last 5 years indicates that attendance among disadvantaged pupils has been consistently lower than for non-disadvantaged pupils. This has a direct link to the achievement of disadvantaged pupils across the core subject areas.

## 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
1. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2. Improved reading and writing attainment among disadvantaged pupils.	KS2 reading and writing outcomes in 2027/28 show that disadvantaged pupils met the expected standard in line with non-PP pupils.
3. Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2027/28 show that disadvantaged pupils met the expected standard in line with non-PP pupils.

4. To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2027/28 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
5. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Improved attendance of disadvantaged pupils to bring in line with non-PP pupils.</li> </ul>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching

Budgeted cost: **£35,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments for KS2 in the form of STARS Reading and Maths.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly and that information is used to inform teaching.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and areas for development for each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p>	2 and 3
<p>Additional Phonics Bug resources purchased to expand books available.</p> <p>Embed use of Accelerated Reader to increase reading.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2

<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>Purchase of Magma Maths and devices on which children can access individualised instruction and receive timely, tailored feedback.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p> <p>Individualised instruction involves providing different tasks for each learner and support at the individual level. <a href="#">EEF Individualised instruction</a></p> <p>Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback can be effective during learning. <a href="#">EEF Effective Feedback</a></p>	<p>3</p>
<p>Use the 'Thinking Differently' resources and the EEF Metacognition guidance report as a basis for bespoke professional learning for staff in order to improve task design and quality first teaching for disadvantaged children.</p>	<p><a href="#">Professional Learning Programme – Challenging Education</a></p> <p>There is a strong body of research from psychology and education demonstrating the importance of metacognition and self-regulation to effective pupil learning.  <a href="#">Metacognition and Self-Regulated Learning   EEF</a></p>	<p>2 and 3</p>

## Targeted academic support

Budgeted cost: **£45, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellcomm intervention across school.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: <a href="https://educationendowmentfoundation.org.uk/oral-language-interventions/">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	1
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="https://educationendowmentfoundation.org.uk/phonics-toolkit-strand/">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Purchase of 'GL Assessment Dyslexia Screener,' to help identify children with dyslexic tendencies and recommend intervention strategies, helping pupils achieve their potential.	Individualised instruction involves providing different tasks for each learner and support at the individual level. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction/">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a>	2
Development of an inhouse base provision staffed by three members of staff to improve the quality of social and emotional (SEL) learning.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="https://educationendowmentfoundation.org.uk/improving-social-and-emotional-learning-in-primary-schools/">Improving Social and Emotional Learning in Primary Schools   EEF</a>	4

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Due to our low number of disadvantaged children and diverse needs we will continue to adopt our individual program of offering support. This will include offering financial support to parents by subsidising trips, after school clubs and uniform as well as paying for external opportunities. Where needs are identified, we will also use SEND resources, external agencies (e.g. Ed Psychology), social groups and / or counselling.</p> <p>All disadvantaged children will be tracked by the PP lead to ensure support for all. Class teachers will monitor using provision maps and will share these with the PP Lead on a termly basis.</p>	<p>Based on previous experience we have recognised the benefit of closely tracking our PP pupils to offer individual support when needed.</p> <p>Individualised instruction involves providing different tasks for each learner and support at the individual level.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</a></p>	All
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5
<p>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.</p> <p>Attendance and punctuality concerns to be shared promptly with parents.</p> <p>Contact and home visits will be used to ensure improvement in attendance.</p> <p>Use of CPOMS to track pastoral concerns / attendance of disadvantaged children.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	5

Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
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### **Wider strategies**

Budgeted cost: **£23,200**

**Total budgeted cost: £103,200**



## Part B: Review of outcomes in the previous academic year

### Outcomes for disadvantaged pupils

#### Teaching and Targeted Academic Support

As a result of our 24-25 strategy, including a focus on the use of Stars assessment for reading and maths, a thorough review of reading policy and enrichment teaching in maths, attainment at the expected standard in KS 2 for reading, writing and maths combined was close to average showing a narrowing of the gap between school disadvantaged and national non disadvantaged when compared to previous years. Attainment at the expected standard in reading and maths are close to average with narrowing gaps. However, it remains below national average in writing and EGPS.

The mean average score multiplication check for disadvantaged children is 19.4 which is inline with the national score for disadvantaged children.

85% of disadvantaged children in year one achieved the phonics check pass mark of 32 or above.

67% of disadvantaged children in EYFS achieved a good level of development.

#### Wider Strategies

Whole school attendance in 2024/25 was 95.4%. Whilst FSM6 attendance was close to national average, it was lower than whole school attendance at 91.2%.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were benefitted by pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We continue to build on that approach with the activities detailed in this plan.

### Externally provided programmes

Programme	Provider
WellComm	GLS
Magma Maths	Radish Education