

## Pupil premium strategy statement

This statement summarises 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	Ackworth Howard CE J&I School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers	2021 - 2025
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Michael Walker Headteacher
Pupil premium lead	Michael Walker Headteacher
Governor / Trustee lead	Lorna Malkin, Chair of Governors

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,105
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£25,105</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 strong gains in learning 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 and young carers. 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 strategy is also integral to wider school plans for education recovery, notably in its responsive intervention support and its targeted support to ensure emotional regulation and stability in readiness for academic learning including addressing an increase in mental health and wellbeing concerns as a result of the pandemic but also wider increasing pressures in the world around us.

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:

- 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

## Challenges

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

Challenge number	Detail of challenge
1	Our assessments (including wellbeing and attitude surveys), observations and discussions with stakeholders indicate that pupil's emotional regulation and stability in readiness for academic learning has been adversely affected by the pandemic. Referrals to the inclusion team for support have increased and there is a need to bolster support in this area to continue to provide effective early help at the point of need. This includes mental health and wellbeing support.
2	Gaps in experiences that are supportive of pupil's learning and wider development and a lack of enrichment opportunities have created challenges that particularly affect disadvantaged pupils, including their attainment.
3	School self-review indicates that leaders need to ensure rigor and a robust approach to developing, monitoring and supporting: <ul data-bbox="368 943 1388 1361" style="list-style-type: none"><li>• The embedding of a 'consistently' rigorous approach to the teaching of Phonics when pupils are learning to read.</li><li>• The continuation of improvements in writing in order to close the gap in relation to reading and mathematics.</li><li>• Higher ability pupils – progress matrices indicate that although the vast majority of pupils are back to or above pre-pandemic levels of attainment, the indication is that the HA children have been affected more significantly than their peers. HA children have made sustained progress during the last academic year however there needs to be a focus on a number of children to ensure some return to pre-pandemic attainment.</li></ul>
4	Attendance in relation to the national figure is positive considering the challenges posed by the world-wide pandemic. There does however need to be an impetus on ensuring attendance and persistence absence returns to pre-Covid levels as there is a gap between disadvantaged pupils and non-disadvantaged pupils in school.

## 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
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations and results of wellbeing and attitude surveys.</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> <li>• Evidence of effective systems in place for the early identification of issues connected to mental health and wellbeing.</li> <li>• Evidence of improvement in pupils physical and emotional health, wellbeing, approach to learning and enjoyment of school.</li> <li>• Pupils are emotionally healthy and understand how to maintain positive wellbeing.</li> </ul>
Improved writing skills amongst all pupils including disadvantaged pupils.	<p>Assessments and observations indicate significantly improved early writing skills ensuring the foundations of writing are embedded at an early age. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>Writing outcomes (2024/25) in Reception, Key Stage 1 and Key Stage 2 are in excess of the national average.</p>
Improved maths attainment for pupils including disadvantaged pupils.	<p>Maths outcomes (2024/25) in all areas of statutory assessment are in excess of the national average.</p>
Improved attendance of disadvantaged pupils.	<p>Absence rates and persistent absence continues to be better than the national average, above pre-pandemic levels and in line with peers.</p>

## 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: £7450

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment in relevant professional development for staff, including new to school and early career teachers. This includes Phonics training, Early Career Development Pathways, National College Training and training for specific skills and approaches in relation to the schools looked after children.</p>	<p>EEF Teaching and Learning Toolkit – +3 Individualised Instruction +5 Phonics</p> <p>Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/Effective-Professional-Development-EEF/">Effective Professional Development   EEF</a> <a href="https://www.educationendowmentfoundation.org.uk/">(educationendowmentfoundation.org.uk)</a></p>	<p>1, 3</p>
<p>Provide access to digital learning that develops key basic skills. Access driven by learning and teaching goals rather than a specific technology.</p>	<p>EEF Teaching and Learning Toolkit - +4 (Digital Technologies)</p>	<p>3</p>
<p>Employ the services of the Wakefield Wider Opportunities team in order to provide a progressive and enriched musical experience.</p>	<p>EEF Teaching and Learning Toolkit - +3 (Arts Participation)</p> <p>Arts Mark – The school has achieved gold and will be working further with partners through the platinum award framework.</p>	<p>1, 2, 4</p>

<p>Fund 100% cost of peripatetic lessons for PP pupils.</p> <p>Priority for enrichment activities and access to music including the arts to looked after children.</p>		
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8802.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Use of additional adults to facilitate learning and responsive interventions for phonics, reading, writing and maths.</p> <p>Bespoke provision tailored to children's individual strengths and weaknesses – regular reviews of progress – including looked after children.</p>	<p>EEF Teaching and Learning Toolkit - +5 (1:1 Tuition) +4 (Small Group Tuition) +4 (Teaching Assistant Interventions)</p> <p><a href="https://www.educationendowmentfoundation.org.uk/making-best-use-of-teaching-assistants">Making Best Use of Teaching Assistants   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 3</p>
<p>Subsidise the school-led tutoring funding for pupils who would benefit most from additional tuition outside of the school day.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>EEF Teaching and Learning Toolkit - +5 (1:1 Tuition) +4 (Small Group Tuition)</p>	<p>3</p>

	+4 (Teaching Assistant Interventions) +3 (Extending School Time).	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £9272

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of an SEMHW (Social, Emotional, Mental Health and Wellbeing) Advocate.</p> <p>Additional hours to be allocated for this academic year utilising the recovery premium to ensure those that would benefit from support are supported.</p> <p>Ensure joined up thinking through the Inclusion Team to ensure children including looked after children are helped to feel more secure, connected and that there are no gaps or duplications.</p>	<p>EEF Teaching and Learning Toolkit - +4 (Social and Emotional Learning) +4 (Parental Engagement)</p> <p>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):</p> <p><a href="https://www.educationendowmentfoundation.org.uk/EEF%20Teaching%20and%20Learning%20Toolkit/EEF%20Social%20and%20Emotional%20Learning.pdf">EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</a></p>	1, 2, 3, 4
<p>Provision of uniform for vulnerable children.</p>	<p>Our own school context suggests that pride in our uniform, a symbol of the Howard Family, forms part of a broader system of school improvement processes such as the ethos, vision, culture and behaviour.</p> <p>Due to the current cost in living crisis, this benefits a number of our families.</p>	1, 4

<p>Subsidise costs of visits/ in school activities where voluntary contributions are asked of children. PP funded 100% of visit cost.</p> <p>Subsidise costs of residential visits. PP funded 50% residential cost.</p>	<p>EEF Teaching and Learning Toolkit - +4 (Experiences / Outdoor Adventure Learning)</p>	<p>1, 2</p>
<p>Subsidised Breakfast Club for Families – Extending School Time.</p>	<p>EEF Teaching and Learning Toolkit - +2 (Extending School Time) +4 (Social and Emotional Learning) +5 (Peer Tutoring)</p>	<p>1, 3, 4</p>
<p>Ensure that activity clubs are accessible for all.</p> <p>Looked after children to have priority.</p>	<p>EEF Teaching and Learning Toolkit +2 (Sports/Arts Participation) +2 (Extending School Time)</p>	<p>1, 2, 4</p>
<p>Support transition for looked after children – costs associated with additional staffing during the summer term to work with pupils and ensure seamless transition.</p>	<p>Periods of transition can be particularly difficult for some children to handle so they need to be given extra preparation for this. Extra staff time may be needed to work with pupils and ensure they are clear of next steps so that any anxiety and worry is alleviated.</p>	<p>1</p>

**Total budgeted cost: £25,524.50**



## 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 2021 to 2022 academic year.

End of Key Stage 2 statutory assessments during 2021/22 demonstrate that those pupils categorised under the disadvantaged umbrella in school have outperformed their peers overall.

School data suggests that overall, disadvantaged pupils across the setting are making at least expected progress with a number making accelerated progress. The gap has widened slightly for a very small number of disadvantaged pupils who are receiving bespoke provision tailored to their individual strengths and weaknesses with regular reviews of progress.

Attendance in relation to the national figure is positive considering the challenges posed by the world-wide pandemic. There does however need to be an impetus on ensuring attendance and persistence absence returns to pre-Covid levels as there is a gap between disadvantaged pupils and non-disadvantaged pupils in school.

Our assessment of the reasons for these outcomes points primarily to developments in teaching, intervention and early help support which have been effective in addressing barriers to pupil success and ensuring catch up where required post pandemic:

- Improvements were made in the quality of the curriculum, teaching pedagogy and assessment approaches so that all pupils have a challenging and knowledge rich learning experience.
- Review and reorganisation of the Inclusion Team has ensured joined up thinking, helping children to feel more secure, connected and effectively avoid gaps or duplication.
- The newly introduced role of SEMHW advocate has ensured a more robust approach to providing early help at the point of need. This has ensured barriers to learning have been quickly removed.
- Investment in professional development such as early career pathways for teachers in the early stages of their development is contributing to staff retention and enabling teachers to have the skills and tools needed to make a difference. Providing staff time and opportunity to self-reflect in order to enable self-improvement, learning from their own experiences and research has developed a strong teacher profile.

- Use of additional adults to support on identified priorities enables pupils to keep up with peers as part of the school's mastery approach.
- Engagement in the NTP (White Rose Maths) demonstrated impact as evidenced in the entry and exit assessments.
- Cost of living support enabled pupils to access full curriculum entitlement and enrichment opportunities ensuring the establishment of cultural capital at the same level as peers e.g. subsidised breakfast club to support attendance concerns, school visit and experience costs, access to uniform, priority for enrichment activities and investment in and access to music and the arts
- Stakeholder questionnaires were overwhelmingly positive and reaffirmed leaders judgements.

## Externally provided programmes – 2021-2025

Programme	Provider
Shine Interventions	Rising Stars
Forest School Teaching	Scout.Ed
Wider Opportunities	Wakefield Music Services
Nessy Reading and Spelling	Nessy Learning
Learning by Questions	Learning by Questions
Spelling Shed	Ed Shed