

Pupil premium strategy statement

This statement summarises our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

You can find our full pupil premium strategy on our website:

https://www.ackworthhowardschool.co.uk/sites/default/files/uploads/media/files/pupil-premium-recovery-premium-2021-22_0.pdf

School overview

Detail	Data
School name	Ackworth Howard CE J&I School
Number of pupils in school	205
Proportion (%) of pupil premium eligible pupils	5.9%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Michael Walker Headteacher
Pupil premium lead	Michael Walker Headteacher
Governor / Trustee lead	Lucy O'Brien, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,105
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£19,105

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 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 also increased and there is therefore a need to bolster support in this area and restructure the early help offer the school can provide. 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 during school closures have created challenges that particularly affect disadvantaged pupils, including their attainment.
3	<p>Assessments, observations, and discussions with pupils indicate underdeveloped early writing skills amongst pupils. The impact of lockdowns on writing is evident from Reception through to KS2.</p> <p>Overall, Writing has seen the smallest gains in closing the gap to pre-pandemic levels of attainment in relation to pupils achieving in line and exceeding ARE. Early writing is a specific focus area.</p> <ul style="list-style-type: none"> • In Reception, some children knew their sounds but were unable to write them. Pencil control had been a limiting factor as a result of yet another lockdown. Some children entered Reception with less pencil control than previous years and were not able to hold a pencil in the expected manner. • Handwriting/letter formations have been affected by remote education. • As a result of the disruption, pupils have not had enough exposure to the application of phonic knowledge to spelling. • There have been limited opportunities to write freely/creatively. • Confidence and motivation have been adversely affected by lockdowns. There has been reduced teacher input at the point of writing.
4	Our assessments and observations indicate that the education of a small proportion of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to some pupils falling further behind age-related expectations in maths.

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"> • qualitative data from pupil voice, pupil and parent surveys and teacher

	<p>observations and results of wellbeing and attitude surveys.</p> <ul style="list-style-type: none"> • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • Evidence of effective systems in place for the early identification of issues connected to mental health and wellbeing. • Evidence of improvement in pupils physical and emotional health, wellbeing, approach to learning and enjoyment of school. • Pupils are emotionally healthy and understand how to maintain positive wellbeing.
<p>Improved writing skills amongst all pupils including disadvantaged pupils.</p>	<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>
<p>Improved maths attainment for pupils including disadvantaged pupils.</p>	<p>Maths outcomes (2024/25) in all areas of statutory assessment are in excess of the national average.</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: £2963

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investment in relevant professional development for staff, including new to school and early career teachers. This includes Maths Hub training, NPQs and Early Writing support.	EEF Teaching and Learning Toolkit - +3 (Individualised Instruction) Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. Effective Professional Development EEF (educationendowmentfoundation.org.uk)	1, 3, 4
Purchase of resources to support curriculum development as specified in the school development plan.	EEF Teaching and Learning Toolkit - +5 (Mastery Learning) +3 (Individualised Instruction) Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk) 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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3, 4
Provide access to digital learning that develops key basic skills. Access driven by learning and teaching goals	EEF Teaching and Learning Toolkit - +4 (Digital Technologies)	3, 4

rather than a specific technology.		
Employ the services of the Wakefield Wider Opportunities team in order to provide a progressive and enriched musical experience. Fund 100% cost of peripatetic lessons for PP pupils.	EEF Teaching and Learning Toolkit - +2 (Arts Participation)	1, 2

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

Budgeted cost: £8550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of additional adults to facilitate learning and responsive interventions for phonics, reading, writing and maths.	EEF Teaching and Learning Toolkit - +5 (1:1 Tuition) +4 (Small Group Tuition) +1 (Teaching Assistants) Making Best Use of Teaching Assistants EEF (educationendowmentfoundation.org.uk)	3, 4
Engaging with the National Tutoring Pro-programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.	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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

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

Budgeted cost: £7350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Appointment of an SEMHW (Social, Emotional, Mental Health and Wellbeing) Advocate.</p>	<p>EEF Teaching and Learning Toolkit - +4 (Social and Emotional Learning)</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>EEF Social and Emotional Learning.pdf (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4</p>
<p>Training for all relevant staff (including new to role staff) to ensure emotional regulation and stability in readiness for academic learning including mental health and wellbeing as a result of the pandemic.</p> <p>Investment in the Boxall Profile to assess, monitor and plan strategies for SEMH needs in vulnerable children.</p>	<p>EEF Teaching and Learning Toolkit - +4 (Social and Emotional Learning)</p>	<p>1, 3, 4</p>
<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>1</p>
<p>Extend work with families and their children before they begin attending Nursery.</p>	<p>EEF Teaching and Learning Toolkit - +3 (Parental Engagement) +4 (Social and Emotional Learning) +5 (Early Years Interventions)</p>	<p>1, 3, 4</p>

<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>EEF Teaching and Learning Toolkit +2 (Sports/Arts Participation) +2 (Extending School Time)</p>	<p>1, 2</p>

Total budgeted cost: £18863

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.

Our internal assessments during 2020/21 suggest that the pupils categorised under the disadvantaged umbrella in school have not been as adversely affected in school in comparison to the emerging national picture. Teaching, intervention and early help support needs to continue in order to remove barriers to pupil success and ensure catch up where required. The gap has widened slightly for a very small number of disadvantaged pupils who have fallen further behind than others and these are being targeted on an individual basis.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to some of our disadvantaged pupils. The impact was mitigated by our resolution to maintain a high quality, full curriculum, including during periods of partial closure, which was aided by use of the Google Classroom.

Remote education coincided with the implementation of the school's new curriculum and was adapted successfully to remote provision ensuring full curriculum coverage. This followed the school's approach to teaching pedagogy including the offering of remote interventions and whole school events. This ensured 'school belonging' remained strong and internal data demonstrates that where pupils/groups of pupils did fall behind, it was not as significant as their peers nationally.

Remote education engagement during school closure was extremely high with the vast majority accessing live lessons, regularly submitting work and engaging with the learning platforms. Where engagement was limited or irregular, systems were established which removed barriers to accessing online learning. Data analysis clearly demonstrated that where pupils engaged was strong, progress was in standardised test scores was higher.

Strategies employed enabled the school community to recover as realistically as possible from the impact of the pandemic and return to as normal a routine as possible. This included the development of a comprehensive catch up strategy to enable pupils to overcome additional barriers to learning.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. We used pupil premium funding to provide wellbeing support for all pupils, and targeted

interventions where required. We are building on that approach with the activities detailed in this plan.

Externally provided programmes

Programme	Provider
Shine Interventions	Rising Stars
Forest School Teaching	Scout.Ed
Wider Opportunities	Wakefield Music Services

Further information

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. Additional information can be found in the schools full pupil premium strategy: https://www.ackworthhowardschool.co.uk/sites/default/files/uploads/media/files/pupil-premium-recovery-premium-2021-22_0.pdf

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, monitoring and discussions conversations with stakeholders in order to identify the challenges faced by pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and researched schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation process in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.