

Pupil premium strategy statement

Howitt Primary Community School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment and show the provisions that are in place for our disadvantaged pupils.

It outlines our 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
Number of pupils in school	296 + Nursery & 2 yr olds
Proportion (%) of pupil premium eligible pupils	48% (143 R-6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026 -2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lynn Pilling
Pupil premium lead	Lynn Pilling
Governor / Trustee lead	Jane Bowley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218,825
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£218,825

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to provide an inspirational and inclusive teaching and learning environment enabling all disadvantaged pupils to play a full and successful part in the school community. Our ultimate objective is that no child is left behind socially or academically, irrespective of their background or the challenges they face. We strive to raise expectations, provide varied experiences, develop lifelong aspirations and focus on removing barriers to learning and achieving excellence.

Our Pupil Premium Strategy is dedicated to breaking down the key barriers faced by our children. We aim to achieve this through rigorous monitoring, developing a deep understanding of our children and their families, and prioritising high-quality teaching. Our approach includes meticulous planning, targeted support, attendance interventions and ensuring access to opportunities. This enables all children to thrive academically and succeed in life beyond school.

Our strategy is aligned to the Embark Trust's core values of Family, Integrity, Teamwork and Success. Disadvantaged pupils are entitled to and taught a rich curriculum, which is relevant to modern Britain, meets their needs and allows children to achieve success in their education. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. Research has proved that quality first teaching every day and timely interventions, which are closely evaluated for their impact, have the greatest effect on closing the disadvantage attainment gap and will at the same time, benefit all pupils in our school. Our school's strategy is rooted in an inclusive approach, where every pupil is cared for and given the support to be the best that they can be. We have high expectations of all our pupils and support them to make accelerated progress from their starting points.

Principles

- We promote an ethos that encompasses our core values regardless of disadvantage or need: **A**chieving their best, **C**aring for others, **E**njoying learning.
- We ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable. We will allocate the funding where the need is greatest.
- We provide high quality pastoral and nurture support to meet the wider needs of all pupils.

- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals.

Strategies

- Ensure that class teachers and teaching and learning assistants know which pupils are eligible for Pupil Premium funding and what their specific barriers to learning are.
- Thoroughly analyse where pupils are underachieving, particularly in English and mathematics, and why.
- Draw on research evidence (such as the Sutton Trust Toolkit or the EEF) and evidence from our own and other trust/cluster schools' experiences to allocate the funding to the activities that are most likely to have significant impact on improving achievement.
- Quality First Teaching is paramount, ensuring that all day-to-day teaching is of a high quality and meets the needs of each learner and is supported by any necessary interventions.
- Ensure interventions are always high quality and tailored to pupils' individual needs.
- Use achievement data frequently to check whether interventions or strategies are having a positive impact and make adjustments accordingly.
- Systematically focus on giving pupils clear, focused feedback about their work through live marking (AFL).
- Make sure that teaching and learning assistants are highly trained and understand their role in supporting pupils to achieve their potential.
- Ensure that the Senior Leadership Team, including the lead for the provision for the children in receipt of Pupil Premium funding, has a clear overview of how funding is being allocated and the difference it is making to the wellbeing and outcomes for pupils.
- Ensure that subject leaders know the proportion of pupils eligible for the Pupil Premium so that they can monitor progress and support class teachers.
- Provide well-targeted support to improve attendance, behaviour or links with families where these are the barriers to pupil's learning.
- Ensure that all disadvantaged children are challenged, in order to achieve their potential.
- Have a clear and robust appraisal system for all staff, and include discussions about pupils eligible for the Pupil Premium in pupil progress meetings.
- Involve governors in the monitoring and evaluation process.
- Attendance – staff, teachers, parents, carers and pupils understand the link between attendance and achievement. Attendance levels for all disadvantaged pupils are checked and concerns are acted upon promptly. Systems are in place to make early identification of issue and need. To be rigorous in challenging continued lateness and unauthorised absences – asking for reasons for lateness, use of letters and texts to inform parents of attendance data, use of panel attendance meetings.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment gaps Data shows attainment gaps in some cohorts between pupil premium and non-pupil premium learners.</p>
2	<p>Reading development Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics and comprehension than their peers. This negatively impacts their development as readers.</p>
3	<p>Poor communication and Language skills A significant number of pupils, including those eligible for Pupil Premium, enter the Early Years Foundation Stage (EYFS), particularly nursery, with communication and language skills well below the expected standard for their age. Baseline assessments highlight that these pupils lag significantly behind their peers in these areas.</p>
4	<p>Attendance and lateness Poor attendance negatively impacts attainment, further widening the gap between them and their peers. While not all disadvantaged pupils are affected, the majority experience challenges due to missed learning opportunities. Persistent lateness remains an issue for several families, further disrupting pupils' ability to fully engage with their education and start the school day effectively.</p>
5	<p>Social and emotional needs 75% of pupils who are on child protection, Child in Need or on Team Around the Families (TAFs) are disadvantaged. There has been a notable increase in families seeking support from the school, often due to financial struggles and related challenges e.g. housing, support with grant applications, food bank etc. Some children find family break ups, change in family circumstances difficult to adjust to. There can be attachment needs and significant needs that require nurture and support.</p>
6	<p>Home Learning Environment Challenges at home include inconsistent routines, such as inadequate sleep, poor nutrition, exposure to inappropriate content and limited online safety measures. Additionally, some families face split living arrangements, frequent mobility, and difficulties managing challenging behaviours. Parental support and engagement is an issue with some families of disadvantaged pupils with regard to supporting learning both in and out of school. Personal safety and behaviours of pupils beyond the school boundaries can be affected. Knowledge of the wider world is limited for some of our disadvantaged pupils. They have fewer enrichment opportunities and possibly less exposure to cultural experiences.</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
Improved oral and 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 such as engagement in lessons, book scrutiny and ongoing teacher assessment.
<p>Improve the emotional and mental well-being of identified pupils to enable them to access the full curriculum and ensure effective learning is taking place to raise standards in all areas of the curriculum.</p> <p>Improve mental health and wellbeing for identified pupils, enabling learning to take place. Pupils to achieve their potential in all areas of the curriculum.</p>	<p>Pupils are able to talk about their feelings, self-regulate their emotions, build relationships with their peers and be able to learn well through positive relationships.</p> <p>Qualitative data from parent surveys, pupil voice and teacher observations show improved wellbeing – sustained high levels of wellbeing.</p> <p>An increase in participation in enrichment activities, for example sports competitions and extra-curricular clubs.</p> <p>The gap between the disadvantaged pupils and others nationally is diminishing in reading, writing and mathematics.</p> <p>Disadvantaged children are settled at school and are achieving their full potential.</p>
Increase in number of disadvantaged pupils achieving GLD at the end of EYFS.	The gap between disadvantaged pupils and others, in attaining GLD, has diminished by 2025 -26.
Progress in Reading, Writing and Mathematics.	Key Stage outcomes show that by 2025 -26 at least 70% of disadvantaged pupils have met the expected standard.
Improved attendance for disadvantaged pupils.	Attendance of disadvantaged pupils is at or above 97% and pupils are not late.
Pupils to have access to enrichment opportunities to ensure greater cultural capital in our disadvantaged pupils.	Opportunities for all disadvantaged to access enrichment activities. Pupil development opportunities are accessed by the most vulnerable pupils. Disadvantaged pupils are able to speak confidently displaying clear impact of cultural capital.
<p>To break down barriers for our most vulnerable disadvantaged families by supporting parents / carers to support their children at home.</p> <p>Parents are aware of how to keep their children safe on line and on the park.</p>	<p>Improved attendance at parent workshop sessions.</p> <p>Parents/carers of disadvantaged pupils support school initiatives, e.g. reading at home, attendance and punctuality, homework support, stability and routines.</p> <p>Pupils are aware of their online safety and safety outside of school. Pupils are safe outside of school and issues are not coming into school.</p>
Disadvantaged pupils are well prepared for life outside school. They have well-developed life skills.	<p>Disadvantaged pupils can discuss what is and can be available for them after leaving school and outside of school.</p> <p>Disadvantaged pupils talk enthusiastically about their aspirations and life after school. This is evidenced in pupil voice.</p> <p>Disadvantaged pupils are aware of budgets, ways of saving, how to plan for their future.</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: £ 69,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Whole school standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>EEF: Standardised tests Assessing and Monitoring Pupil Progress</p>	<p>1, 2, 3</p>
<p>Ensure all staff always have high expectations and CPD to use quality first teaching to whole classes.</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p>	<p>1, 2, 3</p>
<p>Ensuring that high quality teaching is always consistent and based on evidence from assessments and progress reviews. Encouraging wider reading in school and at home.</p>	<p>EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.</p>	<p>1, 2, 6</p>
<p>Continued training for staff to deliver a DfE validated systematic synthetic phonics programme (Twinkl) to secure stronger phonics teaching for all pupils.</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>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>2</p>
<p>Extensive CPD and support through the Embark Strategy groups. This will further strengthen universal teaching for ALL pupils including those in the Pupil Premium groups.</p>	<p>Research into a Trust wide approach to moderation and collaboration shows effective quality assurance and accountability as a key indicator for school improvement.</p> <p>See: Sustainable improvement in multi-school groups from the Department for Education Dec 2018.</p>	<p>1, 2, 3</p>

	Improving educational outcomes for disadvantaged children Department for Education 2024-25 EEF implementation guide 2025	
Teacher appointed to work one extra morning per week in key Stage 2 to allow cohort to be taught as smaller classes.	EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD.	1, 2

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

Budgeted cost: £ 89,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group tuition- establish high quality interventions for underachieving pupils in reading, writing and maths.</p> <p>Use of CPD staff meetings/ INSET days.</p> <p>Purchase of MyMaths, TTRS, CGP books (Y5/6), support materials.</p>	<p>EEF Toolkit (Education Endowment Foundation, 2021) suggests that small group tuition has +4 months benefit and 1:1 tuition can have a benefit of +5 months EEF (+4) Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	1, 2
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. Switch on early reading support.</p> <p>Extra TA time.</p>	<p>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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	2
<p>Teaching assistant support in all classrooms</p>	<p>Evidence from EEF shows good quality one to one support or small group support by high quality teaching assistants ensures the children have every opportunity to achieve their potential. Use of Teaching Assistants Guidelines. EEF</p>	1, 2, 3, 5

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

Budgeted cost: £ 59,875

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continuing to support children who have social and emotional needs and families who need physical support to address issues at home: behaviour, routines, food parcels, uniforms etc.</p> <p>Support from outside agencies.</p> <p>Educational psychologist</p> <p>Behaviour support.</p>	<p>EEF Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil’s interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. social or emotional needs. <i>Evidence from the EEF’s Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. It stresses this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates.</i></p> <p>EEF September 2019. Guidance Report October 2021</p>	<p>5, 6</p>
<p>Focused and tailored nurture support.</p> <p>CPD for nurture support worker.</p> <p>Derbyshire nurture support.</p>	<p>It gives children a place to talk to fully trained adult about anything that is worrying them. The nurture support is purposeful and helps pupils with their mental health & wellbeing.</p> <p>Positive support also provides focused interventions based on the needs of small groups of pupils in year groups across the school.</p> <p>Mini gold projects take place to support the relationship between parents and their children. On average parental engagement programmes evaluated to date have led to a purposeful impact of approximately four additional months progress over the course of the year. It is visible to see how identified children grow in confidence and happiness having taken part in supported activities with a parent. Ongoing monitoring and evaluation is essential to ensure the effectiveness of the programme.</p> <p>The Nurture support worker is fully trained but also receives regular further support and training updates from a local authority consultant.</p> <p>Education Endowment Foundation EEF Parental Engagement</p>	<p>1, 2, 3, 5</p>

<p>TLA who works with families – we will continue to use our 'Family TLA' to engage with identified parents, children and families, to support and engage parents to improve attendance, lateness and learning.</p> <p>Parental engagement has significantly improved along with and parents prioritising education but must continue.</p>	<p>Parental engagement in education is consistently associated with children's subsequent academic success. On average, parental engagement programmes evaluated to date have led to a positive impact of approximately four additional months' progress over the course of a year. However, there does appear to be some variation in effectiveness between approaches, suggesting that careful thought is needed when developing and introducing parental engagement approaches, and that on-going monitoring and evaluation is essential.</p> <p>Education Endowment Foundation EEF Parental Engagement</p>	<p>4, 5, 6</p>
<p>Breakfast Club – we will continue to fund provision for identified disadvantaged pupils, according to need.</p> <p>Breakfast will be in place during the year for pupils who don't have breakfast before coming to school. After school clubs are also funded for disadvantaged pupils.</p>	<p>The breakfast club is in place from 7:30 each morning. It often offers a relaxed, sociable time for pupils to settle into school first thing in the morning when it can be rushed in the mornings. Attendance at the breakfast club has improved attendance and lateness of identified pupils.</p> <p>'Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year', according to the results of a randomised controlled trial published by the Education Endowment Foundation</p> <p>Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk)</p>	<p>5</p>
<p>Forest Schools – continue to provide forest schools sessions. Expand links with curriculum areas to develop knowledge and skills.</p>	<p>The evaluation suggests Forest Schools make a difference in the following ways:</p> <p>Confidence: children have the freedom, time and space to learn and demonstrate independence Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play Communication: language development was prompted by the children's sensory experiences Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time</p>	<p>5, 6</p>

	<p>Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills</p> <p>Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment.</p> <p>Forest Schools: impact on young children in England and Wales - Forest Research</p> <p><i>'Schools today are expected to provide a healthy learning environment, which promotes physical and mental health and wellbeing opportunities in addition to education'</i> Sue Waite and Jennie Aronsson 2022.</p>	
<p>Continuing to address low attendance and the lateness of some identified disadvantaged pupils. Support from the teaching assistant supporting families, phone call, letters, panel meetings support/incentives for the pupils. DSGL to follow up lateness, attendance.</p>	<p>Embedding the principles of good practice as set out in the DfE's advice on 'Improving Schools' attendance'</p> <p>A dedicated person in the role who builds relationships where parents/carers trust them and feels they will listen to them and offer support that they need. This leads to improved relationships with school and home for the whole family.</p> <p>Involvement in the LA's attendance group.</p> <p>Involvement in communications project with local doctors to discuss reasons for absence. (<i>Derby and Derbyshire communication projects</i>).</p> <p>Working alongside ISAS who will support the school and the families where children are persistent absentees which are disadvantaged.</p> <p>Improving School Attendance advice.</p> <p>This will involve training, working with outside agencies and release time for staff to develop and implement new procedures.</p>	<p>4, 6</p>

Total budgeted cost: £ 218,825

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our statutory data from SATs assessments, backed up by data from standardised NFER tests, during 2023-4 suggests that the gap in performance of between the disadvantaged pupils and the non-disadvantaged pupils is narrowing in most year groups, with some gaps in reception and years 1 and 6. These pupils will be targeted after thorough progress reviews and high quality interventions will be identify to meet specific needs.

EYFS outcomes for the achievement of the early learning goal has stabilised at 66%. The phonics check at the end of year 2 was above national average at 91% Our outcomes for the year 6 pupils at the end of key stage 2 in 2024 showed the gaps between the disadvantaged and other pupils was closing in most year groups, writing and spelling still continues to be a concern. At the end of key stage 1 in July 2024 the gaps between the disadvantaged pupils is diminishing but year 1 will continue to be a high priority for 2024 -25 as they move into year 2. The school has had new pupils where 90% are disadvantaged and have major needs.

Our disadvantaged pupils' attendance in 2023-24 was slightly lower than that of the non-disadvantaged pupils, and there was no significant change in the gaps between disadvantaged and non-disadvantaged attendance throughout the year.

2023 -24 Attendance for Disadvantaged was 94.1%

Non-disadvantaged was 97.6%

2024 -25 Autumn 1 Attendance for Disadvantaged was at 91.2%

Non-disadvantaged was 97.4%

We continued to support any pupils with wellbeing and pastoral support. We have made good use of our teaching and learning assistant family support worker who supports families and pupils in many areas, including well-being, attendance and punctuality. If any staff have any concerns about a child then a referral is made to the nurture support team and DSGL. We continue to support pupils' well-being, including an increase in outdoor learning, including the 'Daily Mile' and used funding to support any pupils who still needed it. There has been an emphasis on participation in clubs and a continued focus on healthy living and exercise. Parental engagement has been promoted this year with a positive attendance and feedback to workshops, concerts and regular events. Relationships with parents is more positive with families contacting the family liaison worker or school to ask for support when it is needed. Monthly coffee mornings have proved to be a positive contact for parents and a time to share any worries.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Times tables Rock stars	Maths circle limited
Derbyshire Nurture Support Hub	Purple Mash
Behaviour Support and Educational Psychologist Services	Embark associate

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
One child is in receipt of service pupil premium and she has attended breakfast club and after school club to support her family. The pupil's academic progress as well as her wellbeing is monitored in school and any additional support is provided in school.
The impact of that spending on service pupil premium eligible pupils
The child is making expected progress in reading, writing and maths.

Further information (optional)

We provide food parcels and now have a 'preloved' uniform and clothes area which is free for parents to help themselves. We subsidise trips and visits and we support the discounted one to one or small group music lessons.

We take part in HAF holiday clubs and sports holiday clubs promote them for our children.