



Houghton Primary School

Working hard to achieve our best

Pupil Premium Strategy Statement

Date this statement was published:	December 2022
Signed: Headteacher	Andrew Spencer
Date of next review:	July 2023



Pupil premium strategy statement

This statement details 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	Houghton Primary School
Number of pupils in school	176
Proportion (%) of pupil premium eligible pupils	5.7%
Academic year/years that our current pupil premium strategy plan covers	2022 – 2023
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Drew Spencer, Headteacher
Pupil premium lead	Drew Spencer, Headteacher
Governor / Trustee lead	Sally Michaels, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,132
Recovery premium funding allocation this academic year	£3,497
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£36,629

Part A: Pupil premium strategy plan

Statement of intent

At Houghton Primary School all members of staff and governors accept responsibility for all pupils, recognising that a number of pupils within the school population, some of whom are not eligible for pupil premium funding, may at any point during their school career require additional support and intervention. We are committed to meeting our pupils' pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is in receipt of the pupil premium is valued, respected and entitled to develop to their full potential.

We consider the challenges faced by vulnerable pupils, such as those who have a social worker, those who are young carers and those who have parents employed by the armed forces. 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 disadvantage attainment gap and at the same time will benefit the non-disadvantaged children in our school. Implicit in the intended outcomes detailed in this document, 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 the targeted support through individual and small group tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach is 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 children are challenged in the work that they are set
- Act early to intervene at the point that 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.
- Annual review of this strategy plan.

Autumn 2022

Challenges

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

Challenge number	Detail of challenge
1	Oracy: Assessments, observations and discussions with pupils suggest that disadvantaged pupils have under-developed oral language skills and vocabulary gaps among many disadvantaged children. These are evident from Reception through to KS2.
2	Reading: Assessments, observations and discussions with pupils suggest that disadvantaged pupils generally have greater difficulties with phonics and early reading than their peers. This negatively impacts on their development as readers.
3	Writing: Our assessments and observations indicate that the education and well-being of many of our disadvantaged pupils have been impacted by the previous partial school closures to a greater extent than other pupils. This has had an impact on pupil's outcomes across the curriculum, but most significantly in their work ethic, resilience and persistence, particularly in terms of writing (both developmental and stamina in recording their learning). It is a whole school approach and priority that there is a continued focus on closing the gap between disadvantaged and non-disadvantaged pupils.
4	Mathematics: Standardised assessments (NFER) indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Analysis of internal, standardised assessment outcomes shows gaps in core knowledge across the maths curriculum which impacts on children's ability and confidence to solve problems
5	Mental health and well-being: A significant number of our disadvantaged pupils need support in terms of their mental health and well-being. A higher proportion of them suffer anxiety and other conditions which impact on their ability to fully engage in learning and, for some, to engage in positive relationships with their peers.

Intended outcomes

This explains the outcomes we are aiming for **during this year's strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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, knowledge and use of vocabulary in reading/writing and ongoing formative assessment.
Improve reading attainment among disadvantaged pupils	Key Stage 2 reading outcomes in 2022/23 to show a significant rise in the number of disadvantaged pupils who meet the expected standard.
Improved writing stamina, skills and knowledge among disadvantaged pupils	Assessments indicate significantly improved writing skills and stamina among disadvantaged pupils. This is evident when triangulated with other sources of evidence showing application of writing skills across the curriculum.
Improve maths attainment for disadvantaged pupils at the end of KS1 and KS2	Key Stage 2 maths outcomes in 2022/23 to show a significant rise in the number of disadvantaged pupils who meet the expected standard.
Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2022/23 demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher observations.

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: £18,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop a learning culture which promotes and secures learning through talk (physical, linguistic, cognitive, social and emotional)</p> <p>A framework for Oracy: Introduce and use the oracy framework to understand the physical, linguistic, cognitive and social & emotional skills that enable successful discussion, inspiring speech and effective communication. Ensure CPD around this for all staff to develop a school approach.</p> <p>Assess Oracy: Use the framework to assess ability and progress in oracy across the curriculum</p> <p>Plan for Oracy: Develop and use a planning model to embed oracy across the curriculum</p> <p>An Oracy Curriculum: Develop a curriculum which places oracy at the heart of what we do</p> <p>Monitor implementation and impact.</p> <p>Provide ongoing/additional CPD as required.</p>	<p>In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. It is also a route to social mobility, empowering all students, not just some, to find their voice to succeed in school and life.</p> <p>Voice 21 https://voice21.org/understanding-oracy/</p> <p>Purposeful speaking and listening activities support the development of pupils' language capability and provide a foundation for thinking and communication. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1</p>
<p>Improve quality and consistency of phonics teaching</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>2</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed new teaching of phonics following phonics review in YR and KS1 including pedagogical approaches and resources.</p> <p>Training for all teaching and support staff on delivery of the revised phonics delivery policy.</p> <p>Introduction of a robust phonics tracking document (Insight) to monitor progress, highlight gaps and identify those who need additional support.</p> <p>Use parental sessions followed up by the sharing of phonics videos for parents to access at home for additional practice where pupils require it.</p> <p>Monitor implementation and impact.</p> <p>Provide ongoing/additional CPD as required.</p> <p>Invest in reading resources to coincide with our phonics programme with the support/funding of school PTA.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/190599/Letters_and_Sounds_-_DFES-00281-2007.pdf</p>	
<p>Review and develop a clear and progression approach to the teaching of reading:</p> <p>Full review of current reading curriculum and provision including long-term planning, format of lessons and strategies for teaching.</p> <p>Develop whole class guided reading strategy and resources.</p> <p>CPD for all teaching and support staff.</p> <p>Monitor and evaluate impact of revised approach.</p>	<p>Alongside the teaching of phonics we aim to develop and embed our approach to the teaching of reading, focusing on fluency and comprehension.</p> <p>Use a balanced approach to developing reading in KS1 which integrates both decoding and comprehension skills.</p> <p>Support pupils in KS1 and KS2 to develop fluent reading capabilities. Fluent readers can read quickly, accurately and with appropriate intonation and expression.</p>	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	
<p>Review the teaching of writing across the school to ensure a consistent approach which is linked to rich texts and purposeful contexts.</p> <p>Full review and training of our ‘Big Write’ approach linked to the school writing curriculum. To be used as a way of embedding skills previously taught.</p> <p>Roll revised approach out within a cross curricular approach making writing purposeful.</p> <p>Embed updated marking and feedback policy ensuring it is beneficial for students and a way of learning how to edit their work.</p> <p>Use of Assessment for Learning and diagnostic teaching to ensure all pupils make a good level of development.</p> <p>Provide ongoing/additional CPD to all staff as required.</p>	<p>Using a model of teaching writing composition which is strategic and uses modelling and supported practice will develop writing skills together with a ‘toolbox’ for children to draw upon when applying writing skills and develop writing stamina.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>https://www.nfer.ac.uk/publications/OUPW01/OUPW01.pdf</p>	3
<p>Improve attainment in Maths</p> <p>To embed the teaching and provision of White Rose Maths programme, building on the good practice which is in place for maths mastery.</p> <p>Apply to engage in NCTEM’s ‘Mastering Number’ programme for YR and KS1 teachers.</p> <p>Use of Assessment for Learning and diagnostic teaching to ensure</p>	<p>A mastery approach to teaching mathematics has a significant impact on the quality of learning. Developing number fluency skills early supports this approach.</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/</p> <p>https://www.ncetm.org.uk/maths-hub-s-projects/mastering-number/</p>	4

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>all pupils make a good level of development.</p> <p>Review and renew marking and feedback policy ensuring it is beneficial for students and a way of learning how to edit their work.</p> <p>Provide ongoing/additional CPD as required.</p>		
<p>Embed the diagnostic use of standardised assessments to support planning and provision (teaching and intervention)</p> <p>Purchase of NFER standardised diagnostic assessments for reading and mathematics.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>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>https://www.theheadteacher.com/attainment-and-assessment/tests/what-schools-need-to-know-about-standardised-tests-and-assessment</p>	2, 4
<p>Improve the quality of social and emotional (SEL) learning</p> <p>Embed staff training re: SEL</p> <p>Introduce the explicit teaching of SEL skills</p> <p>Integrate and model SEL skills through everyday teaching</p> <p>Reinforce SEL skills through whole school approach</p> <p>Plan, support and monitor SEL implementation</p> <p>SEL approaches to be embedded into routine practices and supported by professional development and training for all teachers and support staff.</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, behaviour and relationships with peers).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p>	5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Peer observations and mentoring to support development and embedded practice of SEL throughout the school.</p> <p>Use of metacognition teaching and learning to deepen children's understanding.</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	

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

Budgeted cost: £10,229

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group, individualised support for pupils for reading, writing and/or maths in accordance with need in KS2	<p>Targeted and individualised very small group tuition is effective at improving pupil outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2, 3, 4
Daily phonics catch up sessions/ interventions led by class teacher and targeted support by trained teaching assistant	<p>Where phonics is delivered as an intervention targeted at specific pupils, regular sessions (up to four times a week), of 30 minutes or so over a period of up to 12 weeks appear to be the most successful structure when working with children who need additional support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2
Continued promotion for a love of reading with all pupils, but particularly disadvantaged pupils.	<p>There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational growth as well as personal development. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment.</p> <p>DfE-Research evidence on reading for pleasure</p>	2
Continued immediate and timely interventions carried out every day in response to ongoing formative assessment.	<p>Using ongoing, formative assessment in all lessons, minute by minute supports timely action to address misconceptions and gaps in learning/knowledge. Ensuring that teachers lead this practice and work with support staff to enable prompt action can be effective in supporting learning and progress.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</p>	2, 3, 4

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

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular activities provided and accessible free of charge to disadvantaged pupils	<p>Extra-curricular activities provide children with opportunities to develop their interests and skills in a wider sense. By cultivating their confidence and happiness through attendance of clubs, these children have an increased likelihood of embracing a wider variety of learning experiences which will have a positive influence on their academic learning.</p> <p>DfE – Research to understand successful approaches to supporting the most academically able disadvantaged pupils (2018)</p>	5
Provision of targeted social/emotional support at daily lunch club which focuses on social interaction and support (20:20)	<p>Evidence shows that interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	5
Engagement in wider sports and competition	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. There is much evidence that this impacts positively on children's learning and engagement inside the classroom.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	1, 2, 3, 4, 5
Outdoor learning for all pupils	<p>There is a wider evidence base that indicates that outdoor learning may have positive impacts on outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	5
Subsidised school trips and visitors	<p>Some school trips, visitors and our residential visit (Y5/6) is subsidised for disadvantaged pupils. School trips can make a major contribution to the acquisition of knowledge and development of skills. Studies of the natural and manmade world, the present and past, science, arts, language and music can all be enhanced through carefully planned trips and visitors.</p>	1, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
	DfE – Research to understand successful approaches to supporting the most academically able disadvantaged pupils (2018)	
Music lessons	<p>Some children receive subsidised music lessons through the peripatetic provision at school. We believe that these activities can enrich the lives of those children and develop their self-esteem.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	5
Improved parent communication	<p>We understand the importance of our parents feeling empowered and engaged in their child's education. We aim to build strong relationships with all our parents, but particularly those of our PP children and aim to develop this further by offering additional meetings with teachers during the year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 2, 3, 4, 5
Role of our Inclusion Worker is focused on our disadvantaged pupils and families	<p>Parental involvement is consistently associated with pupils' success in school. Teachers and SENDCo are parental points of contact, with a further point of contact in a future family inclusion worker, when appointed.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	1, 2, 3, 4, 5

Total budgeted cost: £39,300

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.

Intended outcome - improve oral language skills and vocabulary

We addressed this by:

staff training and independent research into strategies for use in the everyday classroom to improve verbal fluency.

Teachers applied these new strategies in their everyday teaching i.e. providing sentence stem when answering questions, structuring class discussions, promoting a rich and varied vocabulary.

The impact was:

Pupils used a greater range of vocabulary particularly subject specific terms.

Improving listening skills when listening to each other, making class discussions more cohesive and meaningful.

Intended outcome - improve reading attainment among disadvantaged pupils

We addressed this by:

Small group and 1:1 intervention groups with TAs

The impact was:

Teacher assessments evidence that pupils involved in these programmes made good progress however the data tracking system will provide us with quantifiable data through 22/23.

Intended outcome - improve writing stamina, skills and knowledge among disadvantaged pupils

We addressed this by:

Specific 1:1 or small group tuition with a trained teacher for 30 min a week. Is this covid catch up does it count?

The impact was:

The target group of children became more engaged in their writing tasks.

Teacher assessments evidence that pupils involved in these programmes made good progress however the data tracking system will provide us with quantifiable data through 22/23.

Intended outcome - improve maths attainment for disadvantaged pupils at the end of ks1 and ks2.

We addressed this by:

Specific 1:1 or small group tuition with a trained teacher for 30 min a week. Is this covid catch up does it count?

The impact was:

The target group of children became more engaged in their maths tasks.

Teacher assessments evidence that pupils involved in these programmes made good progress however the data tracking system will provide us with quantifiable data through 22/23.

Intended outcome - improve wellbeing for all pupils in our school, particularly our disadvantaged pupils.

We addressed this by;

- The provision of a '20 20' lunch club (20 minutes eating together, 20 minutes supervised social time, 20 minutes outdoor play) for children. This facility, led by the SENDco, supported a number of children who suffer social anxiety, as well as providing a quiet and focused space to talk and play with others.
- Sensory circuit sessions each morning led by Inclusion Worker as a 'soft landing' into school for children anxious about coming in.

The impact was:

- Increased number of families engaging in signposted services to support mental health and wellbeing.
- Positive feedback from the MHST team about school's engagement in the services offered and provided, leading to improved engagement by families and early help.
- More settled lunchtimes, supporting better engagement in afternoons thanks to calmer play and emotional support provided during 20 20.
- Attendance was high overall in 2020-2021 (97%). Attendance for PP children was 97.5%.

- Sensory circuits supported a 'soft landing' into school each morning. The % of PP children arriving late dropped and was no higher than for non-PP children.

Externally provided programmes

Programme	Provider
Mathletics	Mathletics
Spelling Shed	Spelling Shed
Accelerated Reader	RenLearning
Purple Mash	2 Simple
Tapestry	Tapestry Journal
White Rose Maths	White Rose Maths
Oxford Owl	Oxford University Press
Toe by Toe	Toe by Toe
Power of 2	123 Learning