Houghton Primary School

Working hard to achieve our best

Pupil Premium Strategy Statement

Date this statement was published:	December 2025
Signed: Headteacher	Andrew Spencer
Date of next review:	July 2026

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year 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	2025 – 2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Andrew Spencer, Headteacher
Pupil premium lead	Andrew Spencer, Headteacher
Governor / Trustee lead	Briony Rice, Chair of Governors

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,720
Recovery premium funding allocation this academic year	£0
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	£31,720

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 2025

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 EYFS through to KS2.
2	**Reading & Writing:** 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. It is a whole-school approach and priority that there is a continued focus on closing the gap between disadvantaged and non-disadvantaged pupils in both reading and writing.
3	**Mathematics:** Standardised assessments (NFER) indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. It remains a whole-school approach and priority that there is a continued focus on closing the gap between disadvantaged and non-disadvantaged pupils in maths.
4	**Aspirations & Resilience:** Through observation and staff feedback, pupils often lack personal aspiration and resilience in learning despite high expectations set within the classroom.
5	**Wellbeing & Emotional Literacy:** A significant number of our disadvantaged pupils need support in terms of their mental health and wellbeing. Pupils struggle to regulate and express their emotions and lack the emotional literacy to discuss their feelings and needs.

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 & writing attainment among disadvantaged pupils	Key Stage 2 reading and writing outcomes in 2025/26 to show an increase in the number of disadvantaged pupils who meet the expected standard. Greater number of pupils achieving GLD.
Improve maths attainment for disadvantaged pupils at the end of KS1 and KS2	Key Stage 2 maths outcomes in 2025/26 to show an increase in the number of disadvantaged pupils who meet the expected standard.
Improved aspirations amongst disadvantaged pupils who show greater awareness of learning skills and resilience within the classroom.	Pupil voice and wellbeing survey shows increased aspiration and resilience, triangulated by feedback from class teachers and evidence from classroom learning.
Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. Pupils have richer emotional vocabulary and can discuss feelings with greater confidence and clarity.	Sustained high levels of wellbeing from demonstrated by qualitative data from pupil voice, pupil and parent surveys and teacher feedback.

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: £17,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enrich whole-school learning culture which promotes and secures learning through talk (physical, linguistic, cognitive, social and emotional) Through Oracy Framework, teachers plan and provide opportunities for oracy activities within the classroom. Trial assessment strategies using Insight to track pupils oracy skills. Targeted reading aloud and discussion activities for children requiring additional support. Extend spoken vocabulary within the classroom through use of Mrs Wordsmith resources. Monitor implementation and impact. Provide ongoing/additional CPD as required.	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. Voice 21 https://voice21.org/understanding-oracy/ 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	1
Improve attainment in reading and writing Embed revised teaching across phonics and early reading and develop practices for whole-class guided reading at KS2.	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. https://educationendowmentfoundation.org.uk/education-	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly pupil progress meetings monitor and challenge support for disadvantaged pupils to ensure that they make the same progress as their peers. Monitor standards and outcomes across all 6 classes to ensure disadvantaged pupils receive same opportunities and high expectations, especially in those year groups which are blended. Provide ongoing/additional CPD to all staff as required.	evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	
Improve attainment in Maths Use White Rose programme to support blended classes and develop mastery in composite year groups. Monitor standards and outcomes across all 6 classes to ensure disadvantaged pupils receive same opportunities and high expectations, especially in those year groups which are blended. Termly pupil progress meetings monitor and challenge support for disadvantaged pupils to ensure that they make the same progress as their peers. Provide ongoing/additional CPD as required.	A mastery approach to teaching mathematics has a significant impact on the quality of learning. Developing number fluency skills early supports this approach. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	3
Embed positive behaviour policy Embed practices across the year to develop pupils' emotional literacy Ongoing CP with staff Pupil voice and feedback	Improving Social and Emotional Learning in Primary Schools | EEF	1, 4 & 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Workshop for parents on positive behaviour strategies and therapeutic thinking practice		
Peer Mentoring and Metacognition Peer mentoring group lead by PP Lead including all disadvantaged pupils meet across the year to share examples of learning and increase understanding of metacognition.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	4 & 5
Improve provision for Mental Health and Wellbeing across the school and improve pupils' emotional literacy Deliver CPD to all school staff on social and emotional learning School's Mental Health Action Group target emotional literacy on annual action-plan Teachers to incorporate emotional vocabulary into classroom environment and plan opportunities to include in timetable Support from MHST to deliver training to parents and staff Workshops for parents on emotional literacy and mental health Resources on school website provide additional support for parents, staff and pupils SEL approaches to be embedded into routine practices	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). https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	4 & 5

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

Budgeted cost: £9,430

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	Targeted and individualised very small group tuition is effective at improving pupil outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3
Daily phonics catch up sessions/ interventions led by class teacher and targeted support by trained teaching assistant	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2
Continued promotion for a love of reading with all pupils, but particularly disadvantaged pupils.	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. DfE-Research evidence on reading for pleasure	2
Continued immediate and timely interventions carried out every day in response to ongoing formative assessment.	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. https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1	1, 2, 3

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

Budgeted cost: £5,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular activities provided and accessible free of charge to disadvantaged pupils	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. DfE – Research to understand successful approaches to supporting the most academically able disadvantages pupils (2018)	5
Provision of targeted social/emotional support at daily lunch club which focuses on social interaction and support	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) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	5
Engagement in wider sports and competition	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	1, 2, 3, 4 ,5
Outdoor learning for all pupils	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	5
Subsidised school trips and visitors	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.	1, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
	DfE – Research to understand successful approaches to supporting the most academically able disadvantages pupils (2018)	
Music lessons	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation	5
Improved parent communication	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	1, 2, 3, 4, 5

Total budgeted cost: £31,720

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 2024 to 2025 academic year.

Intended outcome - Improved oral language skills and vocabulary among disadvantaged pupils

We addressed this by:

Delivering research-based CPD to all staff on strategies for use in the everyday classroom to improve verbal fluency.

Providing greater opportunities for children to develop their oracy skills within lessons

Monitoring consistency across the school that all topic displays contain key technical vocabulary so children can develop their vocabulary and express their learning using key terms

The impact was:

Our pupils can talk confidently about their topic-based learning using a greater range of vocabulary particularly when discussing subject-specific terms.

Observed improved listening skills when taking part in whole-class debates, 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

Embedding practice of whole-class guided reading

The impact was:

100% PP pupils based Y1 phonics screening test

67% PP pupils ARE in reading at KS2

77% PP pupils made expected progress in reading across the school in comparison to 89% of all pupils.

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

We addressed this by:

Specific 1:1 or small group intervention.

Dragon Writers intervention at KS2

The impact was:

87% pupils working at ARE+

77% of all PPG pupils finished the year ARE+

67% PP pupils achieved ARE in KS2

Dragon Hunters intervention showed increased confidence, knowledge and output for the participating pupils.

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 intervention.

The impact was:

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

89% of pupils were working at ARE+

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

We addressed this by;

- The provision of a lunch club for children. This facility, 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 support team as a ‘soft landing’ into school for children anxious about coming in.
- Workshops on managing anxiety and regulation led by Mental Health Support Team well-attended by parents.

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.
- Attendance for PP children was 93%, higher than local and national figures.
- 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
Dragon Hunters	1st Class @ Writing