

Houghton Conquest Lower School

Pupil Premium Expenditure -Sept 2018 Number of pupils and pupil premium grant (PPG) received

Total number of pupils on roll	81
Total number eligible for PPG	13
Amount received for the academic year	£15160.00 - (£1320 per pupil)

What are the key Barriers to future attainment (for pupils' eligible for PP including high ability) at Houghton Conquest Lower School?

- Lack of foundational skills and knowledge
- Lack of confidence in beginning a task
- Inability to lead own learning
- Low self –esteem
- Lack of opportunities to widen cultural experiences
- Home/school relationships
- Low attendance and poor punctuality
- Families struggle to support home learning
- The gap between Non-PPG and PPG children is sometimes higher compared to national data due to very small numbers of PPG children
- Some children who are eligible for PPG have been identified as having SEND

What are our key strategies to close the attainment and progress gaps for FSM and Pupil Premium Pupils at Houghton Conquest Lower School?

- Rigorous tracking of all pupils across the school on a half termly basis
- All underperforming FSM / PP pupils are named and identified
- A rich, exciting and engaging curriculum offer for all
- School focus on writing and maths
- Resilience
- Social and Emotional wellbeing
- Attendance

Current Contextual Information:

- 15.8% of children in school are eligible for the Pupil Premium Grant (PPG).
- 40% of our PPG children have Special Educational Needs or Disabilities.
- 62% of our PPG children with Special Educational Needs or Disabilities are working towards their age-related curriculum.
- 31% of our PPG children with Special Educational Needs or Disabilities are working at their age-related curriculum.
- 7% of our PPG children are working at a greater depth standard in at least one core subject area.

Support	Nature of Support Impact	Funding Contribution from PPG
1. Targeted Support An expectation of high quality teaching at all times Tailoring intervention to suit each child	<ul style="list-style-type: none"> • Accelerated progress in reading • Accelerated progress in writing including spelling • Accelerated progress in maths • Quick recall of times table facts 	£2566.00 TA intervention

<p>Matching skills of staff to needs Reading, and Spelling Support (TA)</p> <p>Maths support Small group supports.</p> <p>Booster groups for able and under performing in reading, writing and maths</p> <ul style="list-style-type: none"> - Lifeboat intervention - Talkboost intervention <p>Booster groups for GD pupils in maths 1:1 reading</p> <p>Speech and Language support</p> <p>Use of high quality IT hardware and software</p> <p>One to one coaching for able and underachieving pupils</p>	<ul style="list-style-type: none"> • Increased understanding of vocabulary/language in maths and application in writing • think more reflectively about how they learn and what they can improve on • <p>Impact <i>Teaching across the school is consistently good and often outstanding. This ensured that disadvantaged pupils made good progress from their starting points across 2018-2019. Monitoring evidence (book scrutinise, lesson observation pupil progress meetings, termly) shows that all staff are aware of the children's barriers to learning and how to support them.</i></p> <p>Statutory assessment results: <i>All PPG pupils achieved the expected standard at phonics screening.</i> <i>54% of PPG children made expected progress or above in an area in Literacy.</i> <i>46% PPG children met ARE in reading</i> <i>All PPG children achieved the expected standard in reading. One child achieved the expected standard in Reading and Maths, whilst the other child continues to work towards the expected standard.</i> <i>38% PPG children met ARE or above in writing</i> <i>33% of pupils who achieved GDS at Year 4.</i></p>	<p>SEN TA's</p> <p>Speech and language TA</p>
<p>2. Well-being Support</p> <p>Play Therapist</p> <p>SEN TA nurture group</p> <p>Emotional Literacy - Zones of regulations intervention</p> <p>Importance of good attendance</p> <p>Nurture support for low self-</p>	<ul style="list-style-type: none"> • Pupils learn how to self-manage their learning behaviour • Pupils gain life and social skills • Pupils have strategies to manage their feelings <p>Impact Through our tracking of children's emotional and social needs and interventions, the vast majority of eligible pupils feel very supported, which then helps to improve</p>	<p>Emotional Wellbeing Partner - £9663.50</p> <p>SEN LSA</p> <p>Designated TA's at lunchtimes</p>

<p>esteem, confidence building and anger management. Social opportunities to play games developing social language and turn taking skills.</p> <p>Children attend 1:1/group sessions to support emotional wellbeing.</p> <p>1:1 council for children</p>	<p>attendance, improve their outcomes and their enjoyment of school. The children have benefitted from having playtime games intervention at lunchtime, TA's supported, to develop their social interaction with others. The children are beginning to have an understanding of their own feelings and the feelings of others. .</p>	<p>£875 – The Gap</p>
<p>3. Staff Training / CPD</p> <p>In - House training for Support Staff – Zones of Regulation</p> <p>Regular staff training</p> <p>Courses attended by Emotional wellbeing lead/Senior Leadership Team: effective use of pupil premium grant. Staff Training</p> <p>Parental meeting with head to discuss PP provisions</p>	<ul style="list-style-type: none"> • Staff understand barriers to learning and how to adapt strategies to support individual needs • Funding is used effectively and is shown to have an impact <p>Impact Through regular meetings, support staff are trained to support and understand specific barriers to learning and how to support the children. During these meeting we discuss different strategies used to support the children, in the classroom, to become independent learners. Monitoring evidence shows that all staff are acutely aware of children in receipt of PPG funding, specifically their barriers to learning and how to support them.</p> <p>Parent workshops continue to prioritise next year</p>	<p>£200</p> <p>Professional development</p> <p>Time allocated to meet with parents</p>
<p>4. Extending School Support</p> <p>Free/ subsidized before/after school club allocated</p> <p>Subsidized Class trips</p> <p>Uniform</p> <p>Access to sports clubs</p>	<ul style="list-style-type: none"> • Pupils are healthy, are able to make good choices and understand the importance of maintaining health • Pupils are introduced to new experiences and feel enabled to pursue them <p>Impact Every child is able to access the full curriculum, participate in all school trips and residential visits and, as a result, the social and cultural development of disadvantage pupils is extremely strong and matches, indeed sometimes</p>	<p>£105.25 trips (to include Residential)</p> <p>£200 sports clubs</p> <p>£175 music lessons</p> <p>Attendance at breakfast club £2625</p> <p>£20 school uniform</p>

	<p>exceeds their peers. Through pupil perceptions children feel a sense of belonging adequate to their peers, when wearing a school uniform. Breakfast/after school club helps to consolidate learning, prevents pupils falling behind and supports families with resources and the homework burden.</p>	
<p>5. Enriching the Curriculum</p> <p>PPG children have specialised groups to attend Forest School Vocabulary rich curriculum</p> <p>Curriculum has been developed by child lead questions.</p>	<ul style="list-style-type: none"> • Pupils have a rich bank of experiences to support ideas for writing and to extend learning in the wider curriculum • Children to build confidence and have greater opportunities to socialise with peers from differing age ranges. • To access learning in an outdoor environment. • Pupils have good quality resources to support learning in maths, reading and ICT • Pupils are able to develop interests and talents outside of the school curriculum • Pupils have access to good quality books • Pupils develop communication skills and confidence as speakers • Pupils are able to take ownership on the curriculum and their learning through child lead experiences <p><u>Impact</u> Every child is able to access the full curriculum grown in confidence and learnt a variety of new skills. 'The good range of additional help provided for disadvantaged pupils includes social and emotional support and structured opportunities to build confidence' OFSTED 2019.</p>	<p>£147.36 – specific designated block</p>
<p>Total Estimated Cost: 16,577.11</p>		
<p>Pupil premium Impact 2018-2019</p> <p>Governors and the school leadership team discussed the impact and outcomes at the end of the year when analysis is complete. This informs our decision on targeted pupil premium spend for 2019 -2020.</p> <p><u>Attainment</u></p> <p><u>% achieving the expected level or above results July 2019</u></p>		

Year Group	Reading	Writing	Maths
Reception	50%	50%	75%
Year 1	100%	0%	100%
Year 2	33%	0%	0%
Year 3	0%	100%	0%
Year 4	66%	66%	66%

- Progress from EYFS- Year 2: PPG Progress - Children have made three points progress from EYFS to Year 2, Reading 66%, writing 100%, maths 66% (2 EHCP children and based on matched data), however not matched aged related expectations.
- Progress from KS1- Year 4: PPG progress- 100% expected progress or above in all areas, one child made better than expected progress in reading achieving GDS.

KEY PRINCIPLES FOR USING THE PUPIL PREMIUM GRANT AT HOUGHTON CONQUEST LOWER SCHOOL:

1. All members of staff at Houghton Conquest Lower School accept responsibility for meeting the pastoral, social and academic needs within the school environment of all pupils and are committed to 'Narrowing the Gap' for vulnerable pupils.
2. Houghton Conquest strives to 'bring out the best' in this group of all pupils and support them to achieve the highest levels.
3. Houghton Conquest creates an overall package of support aimed to tackle the range **of barriers including**; attendance, behaviour, external factors, professional development focussing on improving outcomes for eligible pupils, improving the quality of teaching and learning, language acquisition, parental engagement, opportunities for first-hand experiences and development of literacy and numeracy skills.
4. Houghton Conquest uses assessment systems to track and enable thorough analysis of data (Reading, Writing and Maths) to identify pupils who are under achieving and why.
5. Houghton Conquest directs resources and interventions to accelerate progress of eligible pupils and close the attainment gap compared to their peers.
6. Houghton Conquest uses data to carefully track the impact of targeted spending (interventions, projects or pedagogy) on attainment and progress of eligible pupils.
7. The Pupil Premium governor and the Headteacher have a clear overview of how funding is allocated and the difference it is making to the outcomes of pupils termly.
8. Houghton Conquest ensures class teachers, subject leaders and senior leaders know which pupils are eligible for Pupil Premium so they can take responsibility for accelerating progress and accountability is shared across the school.
9. The Local Governing Body is ambitious for pupils and closely monitors the school's effectiveness in closing the gap between different groups of pupils.

We constantly evaluate our provision during the year to ensure it used effectively to accelerate progress in our pupils.