

Pupil Premium Strategy September 2020 - July 2021

Summary Information					
School	Houghton Conquest Lower School		Attendance	94%	
Academic Year	2020/21	Total PP budget		£18485	Date of most recent PP Review
					September 2020
Total number of pupils	127	Number of pupils eligible for PP		27	Date for next internal review of this strategy
					September 2021

Current Pupil Premium Attainment – September 2020											
Target Setting – September 2020	Foundati on Stage	Year 1	Year 2	Year 3	Year 4	End of Year Published Results	Foundatio n Stage	Year 1	Year 2	Year 3	Year 4
% achieving expected standard or above in reading	33%	50%	43%	60%	60%						
% achieving expected standard or above in writing	0%	50%	14%	40%	40%						
% achieving expected standard or above in in maths	33%	100%	43%	40%	40%						

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

Academic barriers

- Lack of foundational skills and knowledge in reading writing and maths
- Lack of confidence in beginning a task
- Inability to lead own learning
- School closure due COVID 19 restrictions
- Home/school relationships
- Some children who are eligible for PPG have been identified as having SEND
- The gap between Non-PPG and PPG children is sometimes higher compared to national data due to very small numbers of PPG children

Additional barriers (including issues which also require action outside school, such as low attendance rates)

- Low self –esteem - School closure due COVID 19 restrictions
- Lack of opportunities to widen cultural experiences
- Resilience and perseverance - School closure due COVID 19 restrictions
- Social and Emotional wellbeing - School closure due COVID 19 restrictions
- Low attendance and poor punctuality

Intended outcomes <i>(specific outcomes and how they will be measured)</i>		Success criteria
•	A rich, exciting, and engaging curriculum offer for all	Applying new skills and knowledge to their independent learning taught via the creative curriculum
•	Pupils eligible for PPG will have attainment in line or higher than those not eligible for PPG in writing and reading	The percentage of PPG pupils meeting the expected standard in writing and reading.
•	Pupils eligible for PPG, with high prior attainment will achieve greater depth in reading and maths	The percentage of PPG pupils meeting the expected standard in maths
•	Pupils eligible for PPG attendance to be in line or higher than the national average	Attendance awards and individually recognition. Successful attendance meets with parents and SLT.
•	Pupils eligible for PPG entitled to catch up support programme in RWM	All pupils to enrol on a catch-up learning programme in school

Current Contextual Information:

Small numbers of children in school are eligible for the Pupil Premium Grant (PPG)

- 34% of children in school are eligible for the Pupil Premium Grant (PPG).
- 26% of our PPG children have Special Educational Needs or Disabilities.

Planned expenditure

Academic year	2020/2021
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Quality of teaching for all					
Intended outcome	Chosen approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation
A rich, exciting and engaging curriculum offer for all.	<ul style="list-style-type: none"> • Broader creative curriculum delivered throughout the school ensures progression of skills. • Embed a well-designed curriculum so that pupils learn to be a geographer, historian, scientist • Professional development for teachers and TA support 	Staff can plan the best ways to ensure that the positive differences made for disadvantaged learners become embedded in the school.	<ul style="list-style-type: none"> • Pupil interviews with subject leaders • Evidence in books • Pupils interviews 	HT Subject leaders	July 2021
There are high aspirations for the outcomes of disadvantaged learners throughout the school	Challenging Education - Professional Learning Programme (PLP), "Thinking Differently for Disadvantaged Learners" that all schools can access to benefit even more children and young people. The Programme provides a 90 minute training session each half term (broken down into a series of videos and activities) that staff and governors can access at a time convenient to them. In addition, a 'Lead Professional Learner' (usually the PP lead or equivalent) is invited to engage in a forum where best practice and use of the materials will be discussed.	Teachers set high expectations for our most disadvantaged learners, considering areas such as parental engagement and how the curriculum and planning may disadvantage PPG children. Pupils make good progress in their learning.	<ul style="list-style-type: none"> • CBC has purchased a licence for the programme allowing access for all staff in all schools within Central Bedfordshire to access the training materials until 31 August 2021 at no cost to the school. 	HT	July 2021

<p>Pupils eligible for PPG, with high prior attainment will achieve greater depth in reading and maths</p>	<ul style="list-style-type: none"> • Quality first teaching • In class TA support, focussed on those who require additional help to meet the required standard. • Clear differentiation in lessons prompting depth and challenge. • Professional development for teachers and TA support • Focussed intervention work • Developing reading in school – DEAR Time, whole class reading, teacher reading to class across the school. • Clear sequencing of lessons using a structure method of teaching • Small group funded catch up learning programme • Phonics intervention, daily readers, common exception word practice. 		<ul style="list-style-type: none"> • Monitor pupils in each class termly. • Termly pupil progress meetings • Monitoring of the quality of teaching through teacher observations and pupil progress meeting • Evidence in books – through assessments 	<p>HT Maths lead Reading lead English lead</p>	<p>July 2021</p>
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Total budgeted cost £ 3992.98

Targeted support (interventions)

Intended outcome	Chosen approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>Pupils make accelerated progress in phonics and reading from their starting points</p>	<ul style="list-style-type: none"> • Monitor and track in PP pupils in this cohorts • Quality first teaching • TA support focussed on those who require additional help to meet the required standard. • TA intervention support (1:1 and small group groups) • Precision teaching of reading sight words 	<p>Previous data Tracking of pupils from KS1 data School closure due to COVID 19 restrictions</p>	<ul style="list-style-type: none"> • Pre and post intervention assessments • Termly Pupil progress meeting • Evidence in books 	<p>Reading, writing and maths lead HT Class teachers</p>	<p>July 2021</p>
<p>Pupils make accelerated progress in writing and spelling from their starting points</p>	<ul style="list-style-type: none"> • Daily 1:1 readers • Small group focused work • Talkboost intervention (focussed) • Lifeboat intervention 	<p>Increased understanding of vocabulary/language reading, maths and application in writing</p> <p>Think more reflectively about</p>			

Pupils make accelerated progress in maths from their starting points	<ul style="list-style-type: none"> • Clear sequencing of lessons using a structure method of teaching • CPD for staff to boost staffs confidence of maths mastery • Same day whole class maths interventions • TA intervention and support based on S&L therapy targets 	how they learn and what they can improve on			
Children are supported with their speech and language needs so that they are able to confidently communicate with others.		Pupils make good progress towards their speech and language targets. Children have been out of education due to COVID.			
Improve attendance rate for PPG pupil	<ul style="list-style-type: none"> • Monitor and track the attendance of all pupil in school 	School closure due to COVID 19 restrictions	<ul style="list-style-type: none"> • Letters issued to parents for those children with attendance below 95%, 90%, 85% • Attendance meetings with parents 	HT	Termly July 2021

Total budgeted cost: £10063.45

Other approaches (wider curriculum)					
Intended outcome	Chosen approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?

Children are supported socially and emotionally to allow them to feel safe and happy and to make good progress in their learning.	<p>Emotional literacy group</p> <p>Zones of regulations, whole school approach and adhoc interventions.</p> <p>Fizzy Programme intervention</p> <p>Small group nurture sessions (social skills, wishes, thoughts and feelings and bereavement support)</p>	<p>Supporting pupils to reintegrate socially after COVID-19. Pupils learn how to self-manage their learning behaviour</p> <p>Pupils gain life and social skills</p> <p>Pupils are happy and positive about themselves, their lives and their learning.</p> <p>Pupils have strategies to manage their feelings</p> <p>Pupils learn how to understand and manage the feelings of others around them</p>	<ul style="list-style-type: none"> • Pre and post intervention assessments • Termly Pupil progress meeting • Ongoing review • Intervention logs • Pupil questionnaires 	HT TA Class Teachers SENCO	July 2021
Children eligible for PPG will have equal access to enrichment activities	Inform parents of the availability of financial assistance	EEF Teaching and Learning toolkit <i>Overall, studies of adventure learning interventions consistently show positive benefits on academic learning</i>	Record of financial support to be kept for each PP pupil Letters sent parents about visits and events to include a statement about financial support	HT Class teachers	July 2021
Provide PP pupils with extra resources to assist in school and home	Provide books and equipment PP pupils can borrow with learning	Pupil Voice	Regular use of pupils interviews Parental feedback	HT	July 2021
Families are supported with homework and home learning	Communication between teachers and parents Resources sent home	Parents feel supported with home learning and children are benefitting from regular support at home	Pupils make good progress towards their end of year result.	HT Class teachers	July 2021
Total budgeted cost					£4428.57

Review of expenditure

Previous Academic Year Impact		2020/2021		
Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
A rich, exciting and engaging curriculum offer for all	<ul style="list-style-type: none"> • Broader creative curriculum delivered throughout the school ensures progression of skills. • Embed a well-designed curriculum so that pupils learn to be a geographer, historian, scientist • Professional development for teachers and TA support 			
There are high aspirations for the outcomes of disadvantaged learners throughout the school				

<p>Pupils eligible for PPG, with high prior attainment will achieve greater depth in reading and maths</p>	<ul style="list-style-type: none"> • Quality first teaching • In class TA support, focussed on those who require additional help to meet the required standard. • Clear differentiation in lessons prompting depth and challenge. • Professional development for teachers and TA support • Focussed intervention work • Developing reading in school – DEAR Time, whole class reading, teacher reading to class across the school. • clear sequencing of lessons using a structure method of teaching • Small group funded catch up learning programme 			
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Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost

<p>Pupils make accelerated progress in phonics and reading from their starting points</p> <p>Pupils make accelerated progress in writing and spelling from their starting points</p> <p>Pupils make accelerated progress in maths from their starting points</p>	<ul style="list-style-type: none"> • Monitor and track in PP pupils in this cohorts • Quality first teaching • TA support/intervention focussed on those who require additional help to meet the required standard. • Precision teaching of reading sight words • Small group interventions • Daily 1:1 readers • Small group focused work • Talk boost intervention or in class same day maths (focussed) interventions • Small group funded catch up learning programme • Pupils make good progress towards their speech and language targets. 			
<p>Improve attendance rate for PPG pupil</p>	<p>Monitor and track the attendance of all pupil in school</p>			
<p>Other approaches</p>				
<p>Action</p>	<p>Intended outcome</p>	<p>Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p>Lessons learned (and whether you will continue with this approach)</p>	<p>Cost</p>

<p>Children are supported socially and emotionally to allow them to feel safe and happy and to make good progress in their learning.</p>	<p>Pupils are happy and positive about themselves, their lives and their learning.</p>			
<p>Children eligible for PPG will have equal access to enrichment activities.</p>	<p>Inform parents of the availability of financial assistance</p> <p>Registers of involvement indicate that PPG children attend</p>			
<p>Provide PP pupils with extra resources to assist in school and home</p>	<p>Provide books and equipment PP pupils can borrow with learning</p>			
<p>Families are supported with homework and home learning</p>	<p>Parents feel supported with home learning and children are benefitting from regular support at home.</p>			