

Houghton Conquest Lower School

Pupil Premium Grant Funding September 2019-2020

Pupil Premium Expenditure -Sept 2019 Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	80
Total number eligible for PPG	14
Amount received for the academic year	£16820.00
What are the key barriers to future attainment (for pupils' eligible for PP including high ability) at Houghton Conquest Lower School?	
<ul style="list-style-type: none"> • 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?	
<ul style="list-style-type: none"> • Rigorous tracking of all pupils across the school on a half termly basis • All staff are acutely aware of children in receipt of PPG funding, specifically their barriers to learning and how to support them • A rich, exciting and engaging curriculum offer for all • School focus on reading, spelling and writing • Resilience and perseverance • Social and Emotional wellbeing • Attendance 	
Current Contextual Information:	
Small numbers of children in school are eligible for the Pupil Premium Grant (PPG)	
<ul style="list-style-type: none"> • 13.5% of children in school are eligible for the Pupil Premium Grant (PPG). • 28.5% of our PPG children have Special Educational Needs or Disabilities. 	

Support	Nature of Support Impact	Funding Contribution from PPG
<p>1. Targeted Support</p> <p>An expectation of high quality teaching at all times</p> <p>Tailoring interventions to suit each child</p> <p>Classroom supported by TA for providing additional support for small groups of pupils in all areas of English and mathematics.</p>	<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 • Increased understanding of vocabulary/language reading, maths and application in writing 	<p>TA support in class TA support in class £4575.20</p> <p>TA Intervention –</p>

<p>Matching skills of staff to needs Reading and Spelling Support (TA time)</p> <p>Maths support Small group interventions in line with new maths scheme Power Maths</p> <p>Booster groups for able and under performing in reading, writing and maths</p> <ul style="list-style-type: none"> - Lifeboat - Talkboost - Speech and Language support - Fine motor intervention, EYFS <p>One to one coaching for able and underachieving pupils</p>	<ul style="list-style-type: none"> • Think more reflectively about how they learn and what they can improve on • Increase understanding of vocabulary and language in their ability to verbally communicate <p>REVIEW: Teaching across the school is consistently good with elements of outstanding. This ensured that disadvantaged pupils made good progress from their starting points in 2019. Monitoring evidence (book scrutinise, lesson observation pupil progress meetings, termly) shows that all staff are aware of the children barriers to learning and how to support them. However, due to COVID 19 restrictions from March 2020, the curriculum has not been imbedded this year. The children were educated at home and did not have the same access to high quality teaching and tailored interventions. Teachers and subject leaders have been developing and improving the curriculum to ensure progression of skills and build upon prior knowledge throughout the school. This approach will continue for the next academic year to secure and embed the new broad and balanced curriculum</p> <p>Due to COVID 19 restrictions from March 2020, majority of children, apart from keyworkers children, were educated at home. Only 1 of the PPG children attended school. No children eligible for PPG benefitted from high quality teaching or small intervention focussed work at school. This approach will continue for the next academic year with a focus on writing for PP pupils.</p>	<p>Literacy lifeboat scheme, handwriting, additional phonics, maths (4 hrs a week) £2504</p> <p>EYFS interventions - TA support (4hrs a week) £2504</p>
<p>2. Well-being Support</p> <p>Emotional literacy group</p> <p>Zones of regulations intervention</p> <p>Fizzy Programme intervention</p> <p>1:1 counselling</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 • Pupils learn how to understand and manage the feelings of others around them <p>REVIEWED: Through our tracking of children's emotional</p>	<p>£3130– TA intervention for 5hrs per week - SEN TA</p> <p>Designated TA at lunchtimes</p> <p>£875 – The Gap</p>

	<p>and social needs and interventions, the vast majority of eligible pupils feel very supported, which then helps to improve attendance, improve their outcomes and their enjoyment of school. The children have benefitted from having playtime games intervention at lunchtime, TA 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>3. Staff Training / CPD</p> <p>Courses attended by TA to support them providing effective nurture interventions</p> <p>Regular staff training</p> <p>Courses attended by Senior Leadership Team: effective use of pupil premium grant. Staff Training</p> <p>Parent Workshops</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>REVIEWED: 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. Parent workshops continue to prioritise next year, as they could not take place this year.</p>	<p>£400</p> <p>Professional development</p>
<p>4. Extending School Support</p> <p>Free/ subsidized before/after school club allocated</p> <p>Subsidized Class trips</p> <p>Uniform</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>REVIEWED: Every child has access to a full curriculum from September to March, to participate in any school trips that took place, the social and cultural development of disadvantage pupils is extremely strong sometimes matches their peers. Through pupil perceptions children feel a sense of belonging adequate to their peers, when wearing a school uniform. Homework club supported to consolidate learning, prevents pupils falling behind and supports families with resources and the homework burden. Due to COVID- 19 restrictions from March 2020, majority of children, apart from</p>	<p>£350 trips (to include Residential)</p> <p>Attendance at breakfast/ afterschool club £1890</p> <ul style="list-style-type: none"> - £4.50 a session - £189 for a term - £945 for 5 children for one term

	keyworkers children, were educated at home. Only 1 of the PPG children attended school. No children eligible for PPG benefitted from high quality teaching or small intervention focussed work.	
5. Enriching the Curriculum Vocabulary rich curriculum PPG children have specialised to attend Forest School Vocabulary rich curriculum Free/subsidized places given to after school enrichment clubs	<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>REVIEWED: Due to COVID 19 restrictions from March 2020, majority of children, apart from keyworkers children, were educated at home. Between September 2019 and March 2020, all PPG pupils, who wished to, took part in all events, trips, and clubs if they were running.</p>	£147.36 – specific designated block of Forest School £300 sports clubs £200 music lessons

Estimated Total Cost: 16,875.56

Pupil premium Impact 2019-2020

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 2018 -2019.

Target Setting September 2020

% of PPG children achieving the expected level or above

Due to school closure in March 2020 (Covid-19) there were no formal end of year assessments for academic year 2019-20. The information above is based on teacher assessments as to whether pupils were on track to reach age related expectations at spring term assessments.

Year Group	Reading	Writing	Maths
Reception 1 child	0% 0%	0% 0%	0 % 100%

Year 1 5 children	40% 60%	40% 40%	60% 80%
Year 2 3 children	33% 33%	33% 33%	33% 33%
Year 3 3 children	66% 66%	33% 33%	33% 33%
Year 4 1 child	0% 100%	100%	0% 0%

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.