

## Pupil Premium Strategy September 2021 - July 2022

Summary Information					
<b>School</b>	Houghton Conquest Lower School		<b>Attendance</b>	93%	
<b>Academic Year</b>	2021/22	<b>Total PP budget</b>	£30,900	<b>Date of most recent PP Review</b>	September 2021
<b>Total number of pupils</b>	144	<b>Number of pupils eligible for PP</b>	24	<b>Date for next internal review of this strategy</b>	September 2022

Current Pupil Premium Attainment – September 2020											
Target Setting – September 2021	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 writing	33%	38%	50%	25%	60%						
% achieving expected standard or above in in maths	33%	50%	50%	50%	40%						

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

**Statement of Intent**

Our aim is to ensure that our pupils are not disadvantaged as a result of their socioeconomic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

**Our ultimate objectives are to:**

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

**Achieving our objectives:**

In order to achieve our objectives and overcome identified barriers to learning we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to trips, residential, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities including sport and music
- Provide appropriate nurture support to support pupils in their emotional and social development.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

**Key Principals:**

We will ensure that effective teaching, learning and assessment meet the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium provision specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

**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 to 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 to COVID-19 restrictions
- Lack of opportunities to widen cultural experiences
- Resilience and perseverance - school closure due to COVID-19 restrictions
- Social and Emotional wellbeing - school closure due to 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 reading and writing	The percentage of PPG pupils meeting the expected standard in reading and writing.
•	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, with attendance to be in line or higher than the national average	Attendance awards and individual 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)**

- 17% of children in school are eligible for the Pupil Premium Grant (PPG).
- 39% of our PPG children have Special Educational Needs or Disabilities.

## Planned expenditure

Academic year	2021/2022
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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
<p>Development of Quality First teaching embedded in whole school objectives and performance development targets.</p> <p>Staff training linked to SEND</p> <p>A rich, exciting, and engaging curriculum offer for all.</p>	<ul style="list-style-type: none"> <li>The EEF guide to The Pupil Premium (2019).</li> <li>The EEF guide to supporting school planning.</li> <li>EEF toolkit, Feedback (+8months), Mastery Learning (+5months), Collaborative learning (+5 months), early years interventions (+5months), metacognition and self-regulation (+7months), using digital technology (+4months), phonics (+4months).</li> <li>EEF guidance reports e.g., Improving behaviour in schools, working with parents to support children's learning, SEN in mainstreams schools, making the best use of teaching assistants.</li> <li>Broader creative curriculum delivered throughout the school ensures progression of skills.</li> <li>Embed a well-designed curriculum so that pupils learn to be a geographer, historian, scientist etc.</li> <li>Professional development for teachers and TA support</li> </ul>	<p>Staff can plan the best ways to ensure that the positive differences made for disadvantaged learners become embedded in the school.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>Pupil interviews with subject leaders</li> <li>Evidence in books</li> <li>Pupils interviews</li> </ul>	HT Subject leaders	July 2022

<p>There are high aspirations for the outcomes of disadvantaged learners throughout the school</p>	<p>RADY approach “Thinking Differently for Disadvantaged Learners”. The Programme provides mentoring to ensure our school is fully supportive of our disadvantaged learners through the RADY approach. The RADY pledge is to uplift and equalise pupil data by raising expectations. Ensuring we have raised awareness by seeing the pledge throughout the school’s curriculum. Raising children and teachers aspirations through a shared understanding.</p>	<p>Pupils make good progress in their learning.</p>	<ul style="list-style-type: none"> <li>CBC has purchased a licence for the programme allowing access for specific members of staff to receive the mentoring to relay to the whole school.</li> </ul>	<p>HT</p>	<p>July 2022</p>
<p>Pupils eligible for PPG will achieve good progress in reading and maths.</p>	<ul style="list-style-type: none"> <li>Quality first teaching</li> <li>In class TA support, focussed on those who require additional help to meet the required standard in a specific class.</li> <li>Clear differentiation in lessons prompting depth and challenge.</li> <li>Professional development for teachers and TA support</li> <li>Focussed intervention work</li> <li>Developing reading in school – DEAR Time, whole class reading, teacher reading to class across the school.</li> <li>Clear sequencing of lessons using a structured method of teaching</li> <li>Small group funded catch up learning programme</li> <li>Phonics intervention, daily readers, common exception word practice.</li> </ul>		<ul style="list-style-type: none"> <li>Monitor pupils in each class termly.</li> <li>Termly pupil progress meetings</li> <li>Monitoring of the quality of teaching through teacher observations and pupil progress meeting</li> <li>Evidence in books – through assessments</li> </ul>	<p>HT Maths lead Reading lead English lead</p>	<p>July 2022</p>
<b>Total budgeted cost</b>					<b>£ 7833.19</b>

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> <p>Delivery of Lift off to Language sessions in preschool.</p> <p>Delivery of Nuffield early language intervention for reception to support early communication and oracy.</p> <p>Delivery to talk boost for receptions and preschool children.</p>	<ul style="list-style-type: none"> <li>• Monitor and track PP pupils in this cohorts</li> <li>• Purchase of additional early reading materials</li> <li>• Use of Nuffield early language intervention</li> <li>• EEF toolkit – phonics +4months</li> <li>• EEF improving literacy KS1</li> <li>• Quality first teaching</li> <li>• TA support focused on those who require additional help to meet the required standard.</li> <li>• TA intervention support (1:1 and small groups)</li> <li>• Precision teaching of reading sight words</li> <li>• Daily 1:1 readers</li> <li>• Small group focused work</li> <li>• Talkboost/Lift off to Language intervention (focused)</li> <li>• Lifeboat intervention</li> <li>• Clear sequencing of lessons using a structured method of teaching</li> <li>• CPD for staff to boost staff's confidence of maths mastery</li> <li>• Same day whole-class maths interventions</li> <li>• TA intervention and support based on S&amp;L therapy targets</li> </ul>	<p>Previous data</p> <p>Tracking of pupils from KS1 data</p> <p>School closure due to COVID-19 restrictions</p> <p>Increased understanding of vocabulary/language reading, maths and application in writing</p> <p>Think more reflectively about how they learn and what they can improve on</p> <p>Pupils make good progress towards their speech and language targets.</p> <p>Children have been out of education due to COVID.</p>	<ul style="list-style-type: none"> <li>• Pre and post intervention assessments</li> <li>• Termly Pupil progress meeting</li> <li>• Evidence in books</li> </ul>	<p>Reading, writing and maths lead</p> <p>HT</p> <p>Class teachers</p>	<p>July 2022</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>						

<p>Children are supported with their speech and language needs so that they are able to confidently communicate with others.</p>					
<p>Improve attendance rate for PPG pupil</p>	<ul style="list-style-type: none"> <li>• Monitor and track the attendance of all pupil in school</li> </ul>	<p>School closure due to COVID-19 restrictions</p>	<ul style="list-style-type: none"> <li>• Letters issued to parents for those children with attendance below 95%, 90%, 85%</li> <li>• Attendance meetings with parents</li> </ul>	<p>HT</p>	<p>Termly July 2022</p>

<p>High quality delivery of interventions and booster group through the school led tutoring programme.</p>	<p>Tutor sessions to be run on a 1:1 basis or no more the 1:3 ratios to ensure high delivery of the teaching.</p> <p>Impact of high quality booster and intervention programme on progress and attainment, both academic and social.</p> <p>Impact of excellent TAs on behaviour management and support.</p> <p>Outcomes from booster and intervention programme.</p> <p>Outcomes for pupils in future years following targeted support identified as part of pupil progress reviews.</p> <p>Impact of feedback on rates of progress.</p> <p>Guiding Principles: attainment for all, meeting individual learning needs, effective deployment of staff.</p>	<p>Rigorous evidence gained from tutoring sessions.</p> <p>Close liaison between tutor and class teacher.</p> <p>Pupil voice and interviews.</p> <p>Provide and monitor high quality verbal and written feedback for Pupil Premium pupils at all times</p>	<ul style="list-style-type: none"> <li>• Pre and post intervention assessments</li> <li>• Termly Pupil progress meeting</li> </ul> <p>Evidence in books</p>	<p>HT Tutor</p>	<p>July 2022</p>
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<p><b>Total budgeted cost:</b></p>	<p><b>£18637.64</b></p>
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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>EEF improving social and emotional learning in primary schools.</p> <p>EEF Research: On average, social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment itself according to the EEF Toolkit.</p> <p>Zones of regulations, whole school approach and ad hoc interventions.</p> <p>Fizzy Programme intervention</p> <p>Small group nurture sessions (social skills, wishes, thoughts and feelings and bereavement support)</p> <p>Support for pupils with SEMH –guided play, modelled play, development of social skills, modelled interactions.</p> <p>Impact of high-quality TAs on progress and attainment, both academic and social.</p> <p>Impact of excellent TAs on behaviour management and support.</p>	<p>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"> <li>• Pre and post intervention assessments</li> <li>• Termly Pupil progress meeting</li> <li>• Ongoing review</li> <li>• Intervention logs</li> <li>• Pupil questionnaires</li> </ul>	HT TA Class Teachers SENCO	July 2022

Children eligible for PPG will have equal access to enrichment activities	Inform parents of the availability of financial assistance  Contributions to outside clubs for children who flourish in different enriching activities.	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 2022
Provide PP pupils with extra resources to assist in school and home	Provide books and equipment PP pupils can borrow with learning. Magazine subscriptions set up. Uniform for children	Pupil Voice	Regular use of pupils interviews Parental feedback	HT	July 2022
Families are supported with homework and home learning	Communication between teachers and parents Resources sent home Payment for Breakfast club and after-school club.	Parents feel supported with home learning and children are benefitting from regular support at home. EEF Guidance report: The EEF guide to the pupil premium.	Pupils make good progress towards their end of year result.	HT Class teachers	July 2022
<b>Total budgeted cost</b>					<b>£4428.57</b>