

Pupil Premium Strategy

This statement details our school's use of pupil premium funding 2024-2025 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 Conquest Lower School
Number of pupils in school	112
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2022-2025
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Miss J Heaslip
Pupil premium lead	Miss J Heaslip
Governor / Trustee lead	

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£35470
Recovery premium funding allocation this academic year	Tutor Led Funding: £590.63 Recovery Premium £1740.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£37800.63
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of Intent

At Houghton Conquest Lower School, we believe that all our children have an equal entitlement, and should have an equal opportunity.

Our ultimate objectives are:

- To enhance education support and raise the standard of achievement for these pupils.
- To ensure that teaching and learning opportunities meet the needs of all of the pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- To narrow the gap between disadvantaged pupils and non-disadvantaged pupils by addressing inequalities and raising attainment.
- To offer and support pupils and families to overcome barriers such as attendance difficulties, multiple disadvantages and financial deprivation that can make it difficult to access opportunities offered by the school.
- To enable pupils access to a full and extended curriculum.
- To develop confidence in their ability to communicate effectively in a wide range of contexts.

We aim to do this by:

- Ensuring that all pupils have access to high quality first teaching that meets the needs of all.
- Monitoring the progress and attainment of each pupil at least termly.
- Allocating a Teaching Assistant to some of the year groups, providing small group work focused on overcoming gaps in learning.
- 1-1 support (trained Teaching Assistants and qualified and trained teachers).
- Daily reading and phonics support.
- Additional opportunities for pupils in year 3 and 4 to practice their multiplication tables using Times Tables Rockstars.
- Additional teaching and learning and/or social communication and emotional and well-being activities by trained members of staff or external professionals/agencies to support barriers to learning.
- Support for payment and involvement in activities and clubs such as sports tournaments, 1:1 Musical tuition, extra-curricular activities or Wraparound care.
- Providing school uniform.
- Payment towards educational visits including the year 4 residential visit.
- Regularly monitoring attendance and supporting our pupils and families

We recognise that there may be more pupils who are not registered for free school meals that are socially disadvantaged. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils that the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis that identifies priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Significant proportion of Pupil Premium Children also identified as children with additional special needs.
2	Some children have complex social and emotional needs.
3	Some children do not have a lot of support from home. They are not always heard to read frequently and home learning is not completed. This inhibits progress in all curriculum areas.
4	Poor attendance resulting in missed learning opportunities.
5	Some pupils do not attend extra-curricular opportunities due to financial difficulties.

Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
For all children to be able to access the full curriculum and have additional support to accelerate progress in learning.	<ul style="list-style-type: none"> • Pupils will make expected progress or better in reading, writing and mathematics. • Termly assessments and pupil progress meetings will show progress. • Monitoring through Pupil Progress meetings show children make progress from baseline assessment in the autumn term. • Evidence of successful interventions demonstrating impact on individual progress and therefore diminishing the difference. • Interventions are monitored and the impact is evaluated. • Observations of interventions evidence the engagement and progress. • Staff CPD enhances skills and knowledge to be able to ensure progress rates are maximized.
<p>Pupils with social and emotional needs are given the support they need to reduce barriers to learning.</p> <p>Levels of pupil well-being are high, and children are emotionally literate.</p>	<ul style="list-style-type: none"> • Pupils with social and emotional needs make progress as indicated by behaviour records, SEND planning and review, pupil and parent voice. • CPD training enables staff to identify SEMH needs and appropriate intervention. • Early identification leads to SEMH support from partnerships with external agencies. • SEMH intervention in place.

	<ul style="list-style-type: none"> • Check in circles are run throughout the school to support children to articulate their needs.
Children in EYFS make good or better rates of progress from their starting points.	<ul style="list-style-type: none"> • Staff use Tapestry to record a child's experiences, development and learning journey through their early years. • Children develop school readiness in Preschool and there is a smooth transition into Reception. • Children are supported by SENDCo to identify and support early language needs. • Staff will engage in staff development with learning embedded in pedagogical practice. • Staff will impact on progress by through their interactions with children SEMH activities.
To ensure all readers make progress or exceed age related expectation in reading. PP children will achieve their highest potential in Phonics	<ul style="list-style-type: none"> • Year 1 pupils will receive high quality phonics teaching and will complete the phonics screen in summer 2023 with a high success rate. • Year 2 pupils who did not pass the phonics screening will receive high quality phonics teaching and will complete the phonics screen in summer 2023 with a good success rate. • Year 2 – 4 access Little Wandle placement assessments for those pupils who require additional support to minimize the gaps in reading. • Participate in daily whole class guided reading sessions. • Confidence levels and reading engagement improve with targeted pre-teaching. • Children have access to a range of reading books that match their phonics level.
For all children to have the opportunity to take part in additional curriculum opportunities- sports, music, trips, and visits.	<ul style="list-style-type: none"> • Pupils will take part in a range of extra-curricular activities as evidenced by attendance records and club registers. • Parents know how to access support to school holiday opportunities. • Children engage in a variety of experiences at school. • Support for some children to attend breakfast and after school club to support attendance and family circumstances.
Promote better attendance rates - Children attend school in line with the national average for Pupil Premium Children.	<ul style="list-style-type: none"> • Attendance for PP children is over 97% to maximise learning opportunities. • Surveys report children enjoy coming to school. • Pupil Premium Children's attendance is in line with whole school attendance. • Early intervention from Behavior Support Worker improves school attendance and maintains and effective relationship with parents.

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: £15,993.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching that enables all pupils to achieve.</p> <p>Staff training linked to school development plan with a focus on developing pedagogy and pupil progress.</p> <p>Targeted CPD for teaching assistants to support delivery of interventions and small group teaching.</p> <p>Mental Health First Aider to be given additional time in the mornings to run SEMH groups to support children's wellbeing.</p>	<p>Lesson observations show that learning is made accessible in a variety of ways.</p> <p>CPD focuses on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment.</p> <p>Pupils are given to support they need to help them to succeed; they are given feedback to help them to improve.</p> <p>Regular assessment and monitoring indicates progress and pupils are given timely focused intervention to plug gaps in learning.</p> <p>Teaching assistants support learning in each class for core learning - Maths and English, and for some classes, the foundation classes. EEF making best use of teaching assistants – Guidance report; one of the main recommendations is to improve the impact of teaching assistants and specialist support staff (Ofsted reports on Pupil Premium 2012 and Maximising Achievement 2013).</p> <p>Staff in EYFS are trained to support pupils with their development of communication skills to support progress towards meeting Early Learning Goals.</p> <p>EEF Toolkit, Feedback (+8months), Mastery Learning (+8 months), Metacognition and self-regulation (+ 7 months), early years interventions (+5 months)</p>	<p>1, 2 and 3</p>

	<p>Staff are trained to support pupils with complex social and emotional needs to support and reduce barriers to learning.</p> <ul style="list-style-type: none">- EEF Research: Social and Emotional Learning (+6 months) SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. <p>Careful monitoring shows progress.</p>	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £14,885.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Catch up interventions</p> <p>Phonics Intervention Groups Reception – Year 4</p>	<p>Pupils are monitored and assessed regularly so that gaps in learning can be identified and 1:1 or small group interventions can be planned tuition. Pupils that require 1:1 or small group intervention receive support from qualified practitioners through the NTP and through recovery premium school based tuition.</p> <p>Teaching Assistants receive training and support to help them to deliver high quality interventions.</p> <p>Pupil progress meetings termly and SEND support meetings termly effectively monitor pupil progress and modifications are made to adjust intervention where necessary.</p> <p>EEF Toolkit – Phonics (+5 months) Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>EEF Toolkit – TA Interventions (+4 months) Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact</p>	<p>1 and 3</p>
<p>Pre – teaching mathematics to targeted children Year 1 - 4</p>	<p>EEF Toolkit – TA Interventions (+4 months) Pre-teaching prevents/minimises experiences of ‘failure’ in the lesson, whereas re-teaching occurs after the difficult experience in the classroom (Lalley and Miller, 2006)</p>	<p>1, 2 and 3</p>
<p>Social and emotional intervention</p>	<p>For some of our most vulnerable pupils school will provide support from trained member of staff to support children SEMH</p> <p>Additional TA hours for Emotional Literacy Interventions</p>	<p>1 and 2</p>

TA provides 15 minutes of 1:1 reading daily for targeted children	<p>Pupils are given support to enable progress to be made.</p> <p>Pupil progress meetings termly and SEND support meetings termly effectively monitor pupil progress and modifications are made to adjust intervention where necessary.</p> <p>Lowest 20% of readers are supported daily to make accelerated progress.</p>	1 and 3
External advice to support staff in identifying pupils' needs and recommended strategies/resources to enable them to reach their full potential	<p>The SENDCo and staff recognise that it is necessary to seek external expertise when identifying pupils' needs and in allocating the most appropriate resources/interventions to ensure appropriate adaptations are made.</p> <p>This may be via an Educational Psychologist or speech and language therapist.</p>	1, 2 and 3
Learning resources to support intervention activities	Small group and 1:1 resources and online resources to support intervention activities.	1 and 3
Provide additional time for our Behavior Support Worker to provide targeted support in a range of issues that impact on children's development and wellbeing.	EEF Research: family engagement and crisis support (+3 months), Early Year Toolkit (+4 months) Intensive programs for disadvantaged families or families in crisis, for example, through schools appointing a family liaison Clay home visits or other targeted approaches.	2,4,5

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

Budgeted cost: £6,922.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
Payment for children to attend extra-curricular activities	<p>Children can access extra-curricular sessions in school. This has a positive impact on their mental well-being.</p> <p>EEF Research: Meta-cognition and Self-Regulation Learning Guidance Report Activating prior knowledge creates a platform to build upon. It enables children to transfer information from working memory to long term memory. Through increased</p>	1, 2, 4 and 5

	real-life experiences, strategically planned into the curriculum, children will be exposed to new concepts, scenarios, environments, people, ideas and artefacts. Children will then be able to make cognitive links to prior knowledge and build upon this to move from novice to expert learners.	
Payment for children to attend school visits	All pupils are able to attend curriculum visits to give further depth to learning undertaken inside the classroom. Year 4 pupils attending the Residential visit to support confidence boosting, self-esteem and team building skills before transition to middle school.	2 and 5
Payment for Breakfast Club and After school Club Places	EEF Guidance Report: The EEF Guide to Pupil Premium Providing support for low income families to continue to work. Opportunities to engage in social and emotional learning with peers	2 and 5
Attendance monitoring	Pupils are able to access Breakfast Club and Afterschool club to support school attendance. Regular communication with parents to support barriers to attendance. Parents are given support and resources to further support learning at home. Liaison with Education Welfare Officer and Access and Inclusion team to support with communication with families. The Early Help Assessment process is used where appropriate. Pupils receive additional targeted intervention in school to support accelerated progress.	4

Total budgeted cost: £37,800.63

This strategy sits alongside other funding streams e.g., SEND and CPD budget, which complement each other and provide support and intervention for the children in our school.

Part B: Review of outcomes in the previous academic year (2023-24)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

1. For all children to be able to access the full curriculum and have additional support to accelerate progress in learning.

- Lesson observations have shown that PPG children are accessing the full curriculum offer and that where needed adaptations are made and resources (including support staff) are used to support learning.
- Staff receive regular and varies training that develops their expertise to expertly teach pupils.
- For a very small number of pupils poor attendance has resulted in poor progress.
- EYFS - GLD obtained by our disadvantaged children reported at 40%, two out of five pupils achieved GLD across the early year's framework.
- Phonics screening – 50% of disadvantaged children passed their screening, two out of four children.
- End of KS1 data: 50% of disadvantaged pupils met reading, 25% of disadvantaged children met writing outcomes and 25% of disadvantaged children in the cohort are meeting age related expectation in mathematics.
- Within the reception cohort data has declined from the previous year, no methods or strategies had been changed from the year before, however contextual factors support the outcome achieved.
- At the end of KS1, due to contextual factors of each cohort we are not yet seeing an improvement across the board in disadvantaged children meeting ARE. However, we have seen this year, more children achieved ARE in writing then the previous year. These small stepping stones are supporting the increase.
- Data is showing that the long-term impact of pupil premium championing and interventions can be seen in Year three and four, who have, overall made progress to secure a diminished difference.
- The continued purchase of specific resources, for example a wider range of phonics reading books, a subscription to TTRS and Numbots, spelling shed and literacy plus has supported this progress and attainment.
- Intervention records show positive impact of intervention groups such as Emotional Literacy, self-esteem interventions, NTP interventions for academic subjects.

PP children obtaining GLD		40%			
EYFS	Comprehension	Word Reading	Writing	Number	Numerical Patterns
	Expected	Expected	Expected	Expected	Expected
PP	80%	40%	40%	60%	60%

Year 1	Reading		Writing		Mathematics	
	Expected	Exceeding	Expected	Exceeding	Expected	Exceeding
PP	50%	25%	50%	25%	50%	0%
Phonics screening:			50%			

Year 2	Reading		Writing		Mathematics	
	Expected	Exceeding	Expected	Exceeding	Expected	Exceeding
PP	50%	25%	25%	0%	25%	0%

Year 3	Reading		Writing		Mathematics	
	Expected	Exceeding	Expected	Exceeding	Expected	Exceeding
PP	29%	33%	0%	0%	43%	0%

Year 4	Reading		Writing		Mathematics	
	Expected	Exceeding	Expected	Exceeding	Expected	Exceeding
PP	100%	33%	100%	33%	66%	33%

2. Pupils with social and emotional needs are given the support they need to reduce barriers to learning. Levels of pupil well-being are high, and children are emotionally literate.

- A small number of pupils are supported through the early help offer. Families have positively engaged in this support.
- For a small % of pupils with complex SEMH needs consistent support through pastoral support planning has meant that pupils accessed an increased percentage of classroom time, and that emotional regulation improved throughout the year (as evidenced by behaviour logs). Transition support was well prepared for the move to middle school.
- PPG pupils have accessed social group support, 1:1 ELSA and lego therapy support. The above interventions have been effective in reducing SEMH barriers to learning and supporting social development.
- Staff training opportunities have been utilized including utilizing CBC offer for storm break initiatives developing skills and knowledge in supporting children with regulation and mental health approaches in the classrooms.
- Wide range of social and emotional literacy interventions set up across the school, with a clear starting point and exit data to show the impact of these interventions taking place.
- Ofsted June 2024 - *'Pastoral support is strong. Pupils know the importance of both physical and mental health. 'Storm breaks' are used to teach pupils about the importance of being active and having a healthy mind. If any pupil needs more specific support, this is provided readily by trained members of staff. This helps pupils' readiness to learn.'*
- The review of outdoor play and learning from the PE lead has ensured all children have access to a wide range of play opportunities, reduced incidences of poor behaviour choices and supported children to collaborate, negotiate and develop social and play skills.
- During a pupil interview children clearly articulated they were safe and happy in school. They could identify members of staff they could talk to easily.

3. Children in EYFS make good or better rates of progress from their starting points.

- 40% of PP children reach the early learning goal, as well as obtaining expected outcomes for comprehension, word reading, writing, numbers and numerical patterns.
- The Little Wandle interventions have shown excellent impact to support rapid catch up.
- Monitoring of teaching and learning has identified development of breadth and depth in the use of language. In particular the children's understanding of vocabulary linked to topics has been championed.
- Many staff members have attended training to develop talk and phonics pronunciation.
- The delivery of the Little Wandle phonics scheme is also embedded within our school's preschool to support children to start school off to a good start.
- Staff have embraced the opportunity to use peer development time to develop their quality first teaching skills.
- Learning and teaching in Reception is consistently of a good standard and this is reflected in all monitoring of teaching and learning completed this academic year.

4. To ensure all readers make progress or exceed age related expectation in reading. PP children will achieve their highest potential in Phonics.

- 50% of PP children passed the phonics screening test.
- Rapid catch-up interventions are in place and being monitored for impact.
- New resources purchased to support those children in the lower KS2 to meet ARE in phonics.
- Parent workshops took place to discuss the provision of phonics at Houghton. This supported parental engagement with our phonics scheme and support all involved with the child to pronounce words the same.
- More disadvantaged children are meeting the pass mark within phonics over the last three years.

5. For all children to have the opportunity to take part in additional curriculum opportunities - sports, music, trips, and visits.

- All PPG pupils have had the opportunity to take part in extra-curricular opportunities this year.
- 100% of PPG pupils at Year 4 attended the school residential visit this year.
- School visits have been subsidized to ensure that all PPG (FSM) pupils have been able to attend.
- A large % of PPG pupils in years 1-4 have taken part in extra-curricular sports activities or after school clubs. School continues to target PPG pupils to access these opportunities.

There has been a huge range of learning opportunities aimed at developing cultural capital this academic year. These have included some fabulous trips like Year 1 visiting Woburn Safari Park, Year 2 visiting Swiss Gardens, Year 3 visiting St Albans Verulamium and Year 4 conducting a residential within our local area. In addition to this, each year group have hosted a wide variety of visitors or curriculum workshops to enrich their topic area.

Funding has been utilized to provide opportunities for some children to attend clubs, such as sports club with an external provider, and Wrap around care in school. In addition to this funding has also been provided for children to attend the variety of workshops and trips held at school.

6. Promote better attendance rates - children attend school in line with the national average for Pupil Premium Children.

- Attendance is tracked rigorously throughout the year, marking loss learning and reported to parents frequently.
- Attendance data indicates that for some of our persistent absentees who had poor attendance in the Autumn term attendance significantly improved in the Spring and Summer terms.
- Ofsted June 2024 – *‘Despite the hard work of school leaders, some pupils do not attend school regularly enough. The school works closely with families and with external services.’*
- Average attendance equates to 89% across all disadvantaged pupils, this is 3% increase from last academic year. Contextual factors support the decline with a few pupils which ultimately affect the overall percentage of all disadvantaged children.