

Pupil Premium Strategy

This statement details our school's use of pupil premium funding 2025-2026 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	100
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 years 2025-2028
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Miss J Heaslip
Pupil premium lead	Miss J Heaslip
Governor / Trustee lead	Mr I Devereux

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£36660
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£36660
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 all our children deserve the right to a high attaining, aspirational curriculum where they are able to reach their full potential. Our curriculum provides children with opportunities and experiences which will inspire them to be lifelong learners and successful members of the community. This means that our Pupil Premium strategy is central to our whole-school approach: high-quality teaching, effective interventions, and wider opportunities must be strong across all strands of curriculum, teaching and learning, and school life.

Our strategy is built on the EEF's evidence-based model:

- **High-quality teaching** – ensuring consistently good or better teaching, well-sequenced curriculum delivery, and effective assessment practice to raise attainment for all pupils, particularly in Literacy, mathematics, communication, and independence.
- **Targeted academic support** – providing timely, evidence-led interventions, such as phonics, language and communication support, and structured mathematics catch-up, to help disadvantaged pupils' close gaps and sustain progress.
- **Wider strategies** – addressing the barriers that limit learning, including home school relationships, attendance, self-regulation, wellbeing, and access to enrichment and community opportunities that broaden horizons and prepare pupils for adulthood.

Our overarching aim is to ensure that every pupil, regardless of background or challenge, develops the skills, knowledge, and confidence they need to lead happy, independent, and fulfilling lives. This includes equipping them with functional communication, employability skills, resilience, and positive mental health. We recognise that disadvantage is not a single profile: some pupils face multiple vulnerabilities, such as being in care, having a social worker, or being a young carer. Therefore, our strategy is adaptive and responsive to individual need, rather than assuming the same barriers for every child.

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.

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. Observations and assessments show increased numbers of pupils with complex needs, including speech and language, social communication, poor working memory, SEMH, attention difficulties and motor skills. These are barriers to the pupils accessing the full curriculum and are especially evident amongst pupils who have SEND as well as being disadvantaged.
2	Disadvantaged pupils make progress as a result of quality first teaching and focus groups, however, this does not always result in pupils 'catching up' with their peers until the final years of school.
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	Disadvantaged pupils have higher levels of absence which impacts negatively on their learning as they often miss the carefully sequenced components of the curriculum. There is a considerable gap between persistently absent pupils that are in receipt of pupil premium and those not receiving the grant. Gaps in attendance or late arrival at school will impact on learning and pupil SEMH.
5	Some pupils do not attend extra-curricular opportunities due to financial difficulties. Opportunities to join in enrichment activities and developing cultural capital, impacts positively on their ability to access the wider curriculum and make connection in their learning.

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
<p>The curriculum has adaptations to the implementation to ensure all pupils can achieve the learning intention. Teaching in lessons is responsive to the pupils' learning.</p> <p>Pupils make progress in reading, writing and mathematics.</p>	<ul style="list-style-type: none"> As their needs are being addressed pupils will make progress in reading, writing and mathematics. Quality first teaching strategies is embedded across the school. Gaps will narrow in attainment between PPG and non-PPG. 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.
To improve oral language skills and vocabulary among disadvantaged pupils.	<ul style="list-style-type: none"> Pupils have a range of strategies to tackle unfamiliar vocabulary they encounter when reading. Pupils use a wider range of powerful language in their written and oral work. Pupils will speak more confidently and articulately in class discussions, group work, and presentations.
Pupils access a range of interventions to meet their needs, including speech and language.	<ul style="list-style-type: none"> As their needs are being addressed, PP pupils make progress or to their targets set in reading, writing, mathematics.
To catch up children requiring phonics so fewer pupils in upper KS2 are receiving the intervention	<ul style="list-style-type: none"> Year 1 pupils will receive high quality phonics teaching and will complete the phonics screen 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 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. Disadvantaged pupils requiring phonics reading or spelling catch up interventions will be completed before they reach upper KS2. The percentage of disadvantaged pupils requiring phonics catch up will reduce year on year.
The social and emotional barriers to learning are removed and children are able to access and engage with the learning in their classrooms. Children are able to become life-long learners.	<ul style="list-style-type: none"> Children are provided with pastoral care, guidance and emotional and social support to raise self-esteem, develop skills of resilience, independence and perseverance and to develop a positive attitude to learning.

Children's positive behaviours reflect their high-level of engagement within school and their respect for their wider community.	<ul style="list-style-type: none"> Records show reduced levels of behaviour incidents as strategies are used successfully to increase engagement and continue to develop a positive attitude to learning.
Pupils access a wide range of enrichment experiences in school, which enables them to become successful members of the community.	<ul style="list-style-type: none"> Pupil surveys reflect enjoyment in school and good attitudes to learning. Social skills, independence, perseverance and teamwork are developed in line with the character curriculum across the school.
High levels of engagement from disadvantaged families in school life is sustained over the next three years.	<ul style="list-style-type: none"> To engage at least 50% of families in learning related workshops, focusing primarily on learning at home. To engage at least 80% of families in school events where parents are invited into school to work alongside their child. To engage 100% of disadvantaged families attending parent consultation appointments either over phone or in person.
Promote better attendance rates - Children attend school in line with the national average for Pupil Premium Children.	<ul style="list-style-type: none"> The percentage of persistently absent disadvantaged pupils is below national averages and improves year on year. The overall attendance percentage of disadvantaged pupils is above national averages. Surveys report children enjoy coming to school. Pupil Premium Children's attendance is in line with whole school attendance. Early intervention 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: £15,995

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>High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Professional development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice.</p> <p>CPD focuses on the meeting the SDP targets as well as the needs of staff both as a whole and individually.</p> <p>CPD focuses on embedding 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 indicate progress and pupils are given timely focused intervention to plug gaps in learning.</p> <p>Evidence:</p> <p>EEF Evidence - Collaborative learning; +5 months</p> <ul style="list-style-type: none"> • Feedback; +6 months • Reading Comprehension Strategies; +6 months (21) • Dan Nicholls; Towards Social Justice – Quality First Teaching • 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). 	1, 2

<p>Review and refine the whole school approach to the teaching vocabulary to establish a clear approach.</p> <p>Whole staff training on strategies to support pupils with deciphering unfamiliar words.</p> <p>Planning opportunities across the curriculum for the retention of key vocabulary.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> There is a growing awareness of the importance of academic vocabulary, and more generally, of academic language proficiency, for students' success in school. Townsend (2012) There is also much research, including Hirsch (2013) and from the University of Sheffield (Clegg et al,2017), highlighting a vocabulary gap between pupils from differing socioeconomic groups 	1,2
Reading resources	<p>Resources are required to ensure that all children can be engaged in reading and will make progress. Vocabulary is a focus across the school in all subjects. Texts should reflect the needs of the children, with appropriate vocabulary, diversity and accessibility. A fiction text is not always the best fit for a topic.</p> <p>Evidence:</p> <ul style="list-style-type: none"> EEF Evidence - Phonics; +5mths (19) Reading Comprehension Strategies; +6mths (21) Evidence (taken from Addressing the Education Disadvantage the Essex Way by Marc Rowland): A whole school culture of oracy and vocabulary is important, as is choosing appropriate texts. Criteria should be: vocabulary, cultural capital, challenge, variation and conceptual richness. Dan Nicholls – Towards Social Justice - "Reading is fundamental for accumulating advantage." 	1,2,3
TA support across the school	<p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant; this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>Developing our use of TAs to support in class with quality first teaching has had a good impact on all our children, including our PPG children.</p> <p>Evidence:</p> <ul style="list-style-type: none"> EEF Evidence- Teaching assistant Interventions; +5mths (29) Within class attainment grouping; +2mths (30) Individualised instruction; +4mths (8) Feedback; +6mths (6) 	1,2,4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £14,314

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Data-driven deployment of teaching assistants to target pupils' learning gaps through highly-focused interventions.</p> <p>Deployment of teaching assistants to maximise reach and streamline training.</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.</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>Evidence:</p> <ul style="list-style-type: none"> The EEF's research consistently demonstrates that TAs have a positive impact on pupil attainment (an average of three to four months' progress) only when they are deployed to deliver high-quality, structured interventions to individuals or small groups. The EEF's report emphasises that TA training and professional development are crucial for effective deployment. TAs must have a clear understanding of their role and the strategies they are expected to use. The report highlights that when TAs are properly trained to deliver a specific intervention, its impact is much greater. The effective use of Pupil Premium is rooted in a robust system of diagnostic assessment and strategic planning. The guidance advocates for moving away from the model of a single TA assigned to a specific pupil for long periods. Instead, deploying TAs flexibly across a year group allows them to deliver short, sharp interventions to a larger number of students with similar needs. 	1 and 2

<p>Phonics Intervention Groups Reception – Year 4</p> <p>Purchase additional phonics resources and books to support in school teaching and materials for pupils to use at home.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> • The EEF Teaching & Learning toolkit states that a systematic approach to phonics has a positive impact overall (+5 months) supported by very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. • The DfE (2011) report on phonics screening, states that 'systematic teaching of synthetic phonics is the best way to drive up standards in reading. Phonics is the most effective way for children to read words.' • The DfE Reading Framework (2021) also states that the successful teaching of phonics is a 'vital element' of teaching reading and spelling. 	<p>1,2</p>
<p>Pre – teaching mathematics to targeted children Year 1 - 4</p>	<p>Evidence:</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</p>
<p>Speech and Language interventions embedded and pupils identified to enhance social skills, including articulation, understanding and fluency.</p> <p>Trained staff members to lead interventions</p>	<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> <p>Evidence:</p> <ul style="list-style-type: none"> • Research consistently shows a higher prevalence of SL among disadvantaged children. The Berrow Report (2008) highlighted that up to 50% of children in some areas of social deprivation may start school with SL difficulties. • The Education Endowment Foundation (EEF) consistently rates early language interventions as having a high impact (typically +5 months progress), particularly for younger children and those from disadvantaged backgrounds. The meta-analyses highlight the importance of direct, explicit teaching of vocabulary and communication skills. 	<p>1 and 3</p>

External advice to support staff in identifying pupils' needs and recommended strategies/resources to enable them to reach their full potential	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. This may be via an Educational Psychologist or speech and language therapist.	1, 2 and 3
Learning resources to support intervention activities	Small group and 1:1 resources and online resources to support intervention activities.	1, 2 and 3
Continue to provide support for Emotional Literacy for pupils identified through behaviour data and staff observations, offering targeted support in numerous areas including anxiety, regulating emotions and friendships. Funding for training ELSAs and cover to attend sharing sessions to support professional development.	<p>For some of our most vulnerable pupils' school will provide support from trained member of staff to support children SEMH. Additional TA hours for Emotional Literacy Interventions.</p> <p>Evidence:</p> <ul style="list-style-type: none"> Russell (2011) identified a significant improvement in the students' emotional literacy within the school after students had received ELSA support. The school has been using the ELSA programme for several years and has seen the positive impact of these targeted interventions on pupils' social behaviour, self-esteem, friendships, emotional confidence, behaviour and learning skills. The EEF supports this research, suggesting social and emotional learning interventions can, when supported by other whole school approaches, lead to positive academic improvements. EEF Research - family engagement and crisis support (+3 months), Early Year Toolkit (+4 months) Intensive programs for disadvantaged families or families in crisis. 	1,2,4

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

Budgeted cost: £6,351

Activity	Evidence that supports this approach	Challenge number(s) addressed
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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>Evidence:</p> <ul style="list-style-type: none"> • 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 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. 	1, 4, 5
Payment for children to attend school visits	<p>All pupils are able to attend curriculum visits to give further depth to learning undertaken inside the classroom.</p> <p>Pupils attending the residential visit to support confidence boosting, self-esteem and team building skills before transition to middle school.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • EEF Evidence- Physical Activity; +2 months (20) • Arts participation; +3 months (1) 	5
Parental engagement	<p>Regular communication made about what the children are learning with half termly curriculum letters, Facebook and Arbor. Messages sent through Arbor used to effectively inform parents about events or actions that may affect them.</p> <p>Parent consultations held in Autumn and Spring terms face to face.</p> <p>To engage at least 50% of families in learning related workshops, focusing primarily on learning at home.</p> <p>To engage at least 80% of families in school events where parents are invited into school to work alongside their child.</p> <p>To engage 100% of disadvantaged families attending parent consultation appointments either over phone or in person.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • EEF - Parental Engagement; +4 months (16) • EPPI-Centre found that parental involvement in children's learning has 	2,3

	<p>a consistently positive effect on children's achievement and adjustment to school. EEF evidence points to effective parental engagement actively supporting learning. Disadvantaged parents may want to help but lack the specific knowledge or strategies.</p>	
Breakfast club and after school club provision	<p>Sessions accessed by parents to ensure meetings with staff can be made both before and after school.</p> <p>Both clubs are also used to support attendance – enabling children to be dropped off and picked up at more convenient times.</p> <p>Some children invited to attend, to support with challenging home environments.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • EEF Evidence - Parental Engagement; +4 months (16) 	1,2, 3 and 4
Attendance monitoring	<p>Pupil's opportunities to learn are reduced if they are not in school - attendance is therefore a priority.</p> <p>Tracking the attendance carefully, with daily updates from the office and a clear procedure to chase poor attendance ensured improvements were made throughout the year, last year.</p> <p>Regular communication with parents to support barriers to attendance.</p> <p>Parents are given support and resources to further support learning at home.</p> <p>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.</p> <p>Pupils receive additional targeted intervention in school to support accelerated progress.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Evidence taken from Addressing the Education Disadvantage the Essex Way by Marc Rowland - Wider approaches such as strategies to improve attendance are key. It should be underpinned by positive relationships between pupil, their families, school life and learning. • NfER briefing for school leaders identifies addressing attendance as a key step. DfE research (2016) shows a clear correlation between attendance and attainment: 	1,2, 3, 4

	'pupils need to attend school regularly to benefit from their education'.	
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Total budgeted cost: £36660

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 (2024-25)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

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

- Providing high quality first teaching in all classes, had a positive impact on all children across the school, as did providing focused in class groupings, and intervention sessions.
- In the academic year 2024 to 2025, there were data drops every half term. These varied from teacher assessments, and SATs tests. There was formal reporting of data this year.
- These formal summative assessments, alongside the daily formative assessments, allowed staff to identify gaps in learning and plan for ensuring all learning was secure. This information was also passed up to the new teachers to ensure a continuity of learning into the next year group.
- 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 various 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 60%, three out of five pupils achieved GLD across the early year's framework.
- Phonics screening – 60% of disadvantaged children passed their screening, two out of four children.
- End of KS1 data: 75% of disadvantaged pupils met reading, 50% of disadvantaged children met writing outcomes and 50% of disadvantaged children in the cohort are meeting age related expectation in mathematics.
- Within the reception cohort data has improved from the previous year.
- At the end of year 4, due to contextual factors of each cohort we did not see an improvement across the board in disadvantaged children meeting ARE. However, across the rest of the school we have seen this year, more children achieved ARE in all areas then the previous year. These small stepping stones are supporting the increase. Greater focus will now be on supporting pupils to the greater depth curriculum.
- Data is showing the impact of pupil premium interventions can be seen across the board, who have, overall made progress to diminishing the difference.
- The continued purchase of specific resources, for example a wider range of phonics reading books, a subscription to Little Wandle, 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 and precision teaching interventions for academic subjects.

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

Year 1	Reading		Writing		Mathematics	
	Expected	Exceeding	Expected	Exceeding	Expected	Exceeding
PP	75%	25%	50%	25%	100%	0%
Phonics screening:		60%				

Year 2	Reading		Writing		Mathematics	
	Expected	Exceeding	Expected	Exceeding	Expected	Exceeding
PP	75%	0%	50%	0%	50%	0%

Year 3	Reading		Writing		Mathematics	
	Expected	Exceeding	Expected	Exceeding	Expected	Exceeding
PP	50%	25%	50%	0%	75%	0%

Year 4	Reading		Writing		Mathematics	
	Expected	Exceeding	Expected	Exceeding	Expected	Exceeding
PP	60%	0%	20%	0%	20%	0%

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.
- Continued to provide families with a broad range of help in getting disadvantaged pupil into school and helping parents/carers embed supportive routines at home. This not only ensured pupils attended school regularly but continued to build purposeful relationships with families built upon trust.
- 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 Therapeutic Thinking developing skills and knowledge in supporting children to understand/identify helpful and unhelpful feelings.
- 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 continued 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.

- 60% 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 high 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.

- 60% of PP children passed the phonics screening test.
- Rapid catch-up interventions are in place and being monitored for impact.
- Staff CPD enabled teachers to observe best practice in another school.
- 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 compared to last year.

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

- PPG funding has ensured a more equitable approach to school and the curriculum with money spent on trips and enrichment opportunities, as well as access to extra-curricular activities.
- All PPG pupils have had the opportunity to take part in extra-curricular opportunities 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.
- Uniform has also been a valuable support for some parents as has breakfast and after school club provision.
- Case studies and action plans created to identify barriers for attendance for individual pupils.
- 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, there has not been a decline over the last year, we have seen a 1% increase from last academic year.