

Pupil premium strategy statement – Houghton Regis Primary School.

This statement details our school's use of pupil premium funding 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|--|-------------------------------|
| Number of pupils in school | 374 |
| Proportion (%) of pupil premium eligible pupils | (59) 15.8% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year) | 2025-2028 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | June 2026 |
| Statement authorised by | Tom Muldownie |
| Pupil premium lead | Rajneet Parmar & Alice Rogers |
| Governor / Trustee lead | Stacey Bartlett |

Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £104,135 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £104,135 |

Part A: Pupil premium strategy plan

Statement of intent

This plan incorporates the aims and values of our school vision, which is 'Growing minds, shaping futures & inspiring lifelong learning.' When pupils leave Houghton Regis Primary School, they will be confident, independent and resilient citizens of the world who are open minded and ready to embrace their future. We are committed to meeting the requirements of the primary National Curriculum, underpinned by our core values of Happiness, Independence, Excellence, Respect, Ambition. At Houghton Regis Primary School, we believe that every child has the right to a high-quality education in a safe and nurturing environment and our children have the potential to be worthy citizens of the world. We believe that every child is capable of achieving their full potential and maximising their learning opportunities to excel in all that they do. Our learning approach embraces our diverse community, reflecting our commitment as an inclusive school. We expect our children to be ready, respectful and safe. We are ambitious in promoting positive relationships with parents, carers and professionals so we can achieve the best outcomes for our pupils. Wellbeing for our pupils, staff, parents and carers is at the heart of everything we do.

At Houghton Regis Primary School, we aim for every child to experience success, learn from their mistakes and to develop an open and inquisitive mind. Through excellent teaching and an adapted and accessible curriculum for all, children will develop the skills and knowledge to embed the foundations for their learning in primary, secondary and beyond. We strive to inspire every child, overcoming any learning barriers, by providing an engaging educational experience through positivity, consistency, clear communication, and an inclusive approach. Staff will be supported through bespoke and tailored training and will always have the opportunity to progress in their own continued professional development. Through our therapeutic approach towards behaviour and relationship development, we will lead by example and inspire kindness, respect and safety from all stakeholders within our school community. We will teach children to make brave decisions, self-regulate and be reflective through both their actions and words. Through our PSHE curriculum and our work on British Values, we aim to support our pupils to become well rounded, kind and aware young people who show tolerance and are respectful of the rights and beliefs of others.

One of the most important factors in our ability to learn is our level of motivation; our personal desire to achieve good results and improve. We aim to develop this in our aspiration in our disadvantaged children and encourage positive relationships with peers and adults. In addition to this, encouraging their attendance at school and overcoming any other external factor, which may hinder pupil progress and attainment, and ultimately affect their life chances.

We plan, adapt and prepare for any individual, or group, in which any area of under-performance is evident.

Our ultimate objective is that disadvantaged pupils at our school achieve as well, if not better than, their non-disadvantaged peers.

Challenges

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

| Challenge number | Detail of challenge | | | | | | | | | | | | | | | |
|---|---|--|-----|-----|---|------|--|--|------|--|---|------|--|---|------|--|
| 1 | <p>Pupil starting points are generally very low. Wellcomm data for 24/25 showed in both nursery and reception fewer than 40% of children are at the expected level. In reception, disadvantaged children are far less likely to meet the prime areas of learning.</p> <table><tr><td>Comprehension - EYFSP 5 pupils - Average: 1.4</td><td>60%</td><td>40%</td></tr><tr><td>Word Reading - EYFSP 5 pupils - Average: 1.0</td><td>100%</td><td></td></tr><tr><td>Writing - EYFSP 5 pupils - Average: 1.0</td><td>100%</td><td></td></tr><tr><td>Number - EYFSP 5 pupils - Average: 1.0</td><td>100%</td><td></td></tr><tr><td>Numerical Patterns - EYFSP 5 pupils - Average: 1.0</td><td>100%</td><td></td></tr></table> | Comprehension - EYFSP 5 pupils - Average: 1.4 | 60% | 40% | Word Reading - EYFSP 5 pupils - Average: 1.0 | 100% | | Writing - EYFSP 5 pupils - Average: 1.0 | 100% | | Number - EYFSP 5 pupils - Average: 1.0 | 100% | | Numerical Patterns - EYFSP 5 pupils - Average: 1.0 | 100% | |
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| Numerical Patterns - EYFSP 5 pupils - Average: 1.0 | 100% | | | | | | | | | | | | | | | |
| 2 | Performance as a whole has drifted from national average and this decline has been more marked for our disadvantaged pupils. Our disadvantaged pupils are more likely to be working below age related expectations in all subjects. | | | | | | | | | | | | | | | |
| 3 | Attendance, whilst improving, still remains a challenge for some of our disadvantaged children and 9.9% are persistent absentees. | | | | | | | | | | | | | | | |
| 4 | Our disadvantaged pupils are more likely to have joined the school later than reception and are more likely to have experienced turbulence in their education and home life. For example 37.3% of our disadvantaged pupils are not homegrown. | | | | | | | | | | | | | | | |
| 5 | Parents of disadvantaged children face more difficulties accessing after school activities due to the demands of siblings, less access to transport, difficulties associated to poverty/ engaging in school life. | | | | | | | | | | | | | | | |
| 6 | Access and exposure to wider school life. | | | | | | | | | | | | | | | |

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 PP pupils to achieve GLD in line with national non- disadvantaged average | -pupil progress meetings each term, identifying PP children at risk and corrective action is implemented |
| All disadvantaged children to leave reception with language and communication as assessed by Wellcomm, at the age appropriate level | -Wellcomm to be administered promptly when joining the school and appropriate interventions in place immediately for any children screening red or amber -our Early years team will focus on early speech and language intervention |

| | |
|---|---|
| Accelerated progress for all children who are below age related expectations so that they achieve national non- disadvantage by the end of each key stage | <ul style="list-style-type: none"> -use of standardised tests to ensure accurate and timely assessment to compliment teach assessment -regular pupil progress meetings with a focus on disadvantaged pupils -create a personal learning plan for all non-SEND disadvantaged pupils who are working below age related expectations to identify small steps in learning including foundational skills -evidence informed -strategies from RADY pairs -schemes of work -adapted plans |
| For PP pupils attendance to be at least in line with national non- disadvantaged pupils | <ul style="list-style-type: none"> -leadership focus from assistant head teacher (AHT) and family support worker (FSW) -FSW to carry out case studies and attendance analysis -close working with persistent absent families -prompt action when attendance is beginning to decline |
| Access and exposure to wider school life | <ul style="list-style-type: none"> -our disadvantaged children will be at the forefront of carrying out responsibilities -a focus on developing social skills |

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,522

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <ul style="list-style-type: none"> -Define a whole- school commitment to equity, inclusion and high expectations for all -Deliver regular CPD on inclusive practice, trauma | <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils</p> | 1, 2,6 |

| | | |
|---|--|-------|
| informed approaches and adaptive teaching. | cation-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send | |
| <ul style="list-style-type: none"> -Purchase of standardised NFER diagnostic assessments. -Training for staff to ensure assessments are interpreted and administered correctly. | <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-ecf-exploring-the-evidence-part-1</p> | 1,2 |
| <ul style="list-style-type: none"> -Use adaptive teaching to help all pupils access the curriculum -Reduce barriers through modelling, scaffolding, pre-teaching, vocabulary support and structured routine -ensure learning environments are accessible | https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching | 1,2,6 |
| <ul style="list-style-type: none"> -Work with subject specialists to ensure content is logically sequenced and builds over time | <p>Audit from each subject's long term and medium-term plans</p> <ul style="list-style-type: none"> -curriculum leader monitoring report -termly curriculum monitoring report | 1,2 |
| <ul style="list-style-type: none"> -identify key concepts, knowledge, and vocabulary that need to be revisited | <p>Cross-phase and cross-year-group planning meetings</p> <ul style="list-style-type: none"> -curriculum leader monitoring report -termly curriculum monitoring report | 1,2 |
| <ul style="list-style-type: none"> -Clarify what progression looks like at each stage with clear end points -Establish whether pupils know more, can remember more and can do more within each subject | <p>Use progression frameworks</p> <ul style="list-style-type: none"> -national curriculum -subject associations -pupil voice -The teacher's collection | 1,2 |
| <ul style="list-style-type: none"> -Develop subject leaders' subject knowledge -Ensure each leader understands the distinctive nature of knowledge in their subject and how pupils learn it | <ul style="list-style-type: none"> -Subject specific CPD -Coaching -Work with external experts -Follow school's monitoring cycle to observe, analyse books, gather pupil voice -Create subject leader networks in and beyond the school | 1,2 |

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

Budgeted cost: £20,638

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| -Targeted children to carry out IDL intervention | Monitoring through assessment | 1, 2, 3 |
| -Provide small-group or 1:1 intervention based on assessed need. -develop a clear intervention plan with clear entry/exit criteria -train support staff to deliver -hold parent workshops on curriculum, SEND processes and well-being support -chance to liase with a middle school | Precision teaching ELSA Phonics boosters | 1, 2, 3, 4, 6 |
| -Create a personal learning plan for all non- SEND disadvantaged pupils who are working below age related expectations to identify small steps in learning including foundational skills -Use detailed question level analysis from standardised testing to pin point gaps in children's understanding and skills | https://www.gov.uk/government/publications/strong-foundations-in-the-first-years-of-school/strong-foundations-in-the-first-years-of-school https://whiteroseeducation.com/resources/maths/primary | 1, 2, 3, 4, 5, 6 |
| Third space learning | Disadvantaged and vulnerable to access as extra intervention to enable them to work in line with their peers | |

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

Budgeted cost: £ 70,975

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| -Implement social-emotional support for pupils known to children's social care or experiencing trauma | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning | 1, 2, 3, 4, 5,6 |
| -Ensure disadvantaged and SEND pupils access extracurricular activities, trips and leadership roles (50% off trips) -Remove financial, social or SEND-related barriers to participation | | 1, 2, 5,6 |
| -Leadership focus from assistant head teacher and FSW -Close working with persistent absent families -Prompt action when attendance is beginning to decline | | 3, 5,6 |
| -Using assemblies to promote behaviour and expectations/values | https://educationendowmentfoundation.org.uk/news/eef-blog-what-are-effective-learning-behaviours-and-how-can-we-develop-them | 1, 2, 3, 4, 5 |
| -Build trust with families and work towards making us an easy to reach school -Provide clear communication about support available -Involve families in planning for pupils with SEND or safeguarding needs | PINS support Coffee mornings Wellbeing ambassadors Mentel health support team | 3, 5, 6 |

Total budgeted cost: £104,135

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Attendance:

The appointment of a Family Support Worker and the development of an assistant headteacher role to encompass attendance have brought good results in terms of raising overall attendance for disadvantaged pupils. Attendance for PP children rose from 92% to 94%. Progress was also made in reducing persistent absence, from 19.9% to 9.9%. The implementation of StudyBugs enabled better tracking, earlier action and increased parental engagement.

Strategic next steps:

- *Continue close monitoring and prompt action*
- *AHT and FSW to develop a more consistent approach to the identification of families who require support*
- *Precise identification of barrier to attendance to be shared with all appropriate staff*
- *Explore options for FSW to run workshops for parents on the impact of absence on attainment and wellbeing.*

Attainment outcomes:

| <u>Intended outcome</u> | <u>Success criteria</u> | <u>Impact/ outcome</u> |
|--|---|--|
| For the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions. | <ul style="list-style-type: none">• To ensure that at least 70% of disadvantaged children pass the PSC (phonic screening check) | <ul style="list-style-type: none">• 50% passed compared with 81% of non PP |

Strategic next steps:

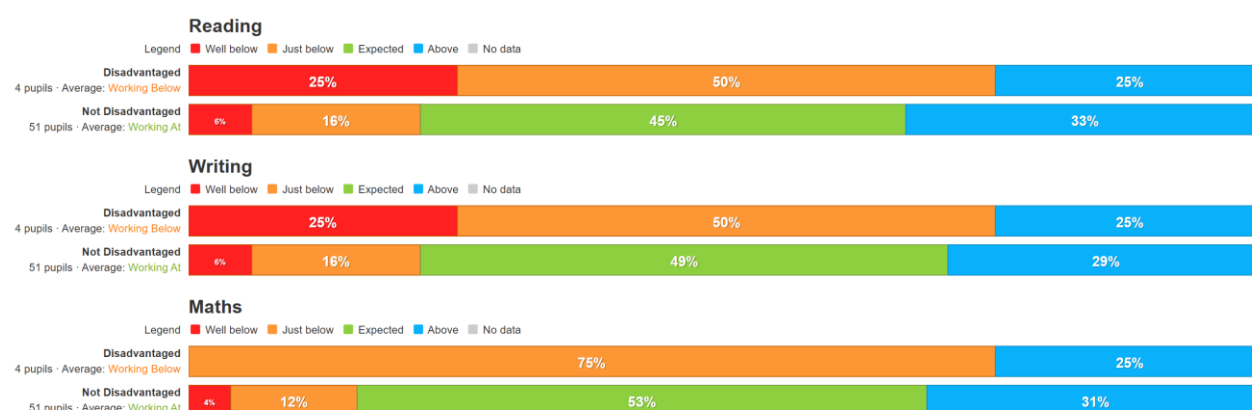
- *Ensure new staff receive required training.*
- *Refresher training/ ensure current staff are up to date with training.*
- *Phonics lead to ensure earlier identification of children at risk of not passing PSC at the end of year 1.*

- *None of the five pupil premium children in reception in 24-25 achieved the word reading ELG. While two of these children have complex SEND needs and one has stayed in reception, additional support to be in place from the start of year 1.*
- *FSW to engage with the families of these children.*

| <u>Intended outcome</u> | <u>Success criteria</u> | <u>Impact/ outcome</u> |
|--|--|--|
| For the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum through ensuring high quality teaching is effectively in place, alongside targeted interventions. | <p>Ensure disadvantaged children as a group make at least 3 HfL steps of progress in Reading, Writing and Mathematics.</p> <p>Ensure disadvantaged children as a group have a progress score (measured in HfL steps) that is in line or better than non-disadvantaged pupils</p> | <p>We recognised that our previous HfL approach was not giving us a robust and consistent assessment. In line with EF recommendations, we are now using NFER standardised tests. This has given us a clear baseline- tests administered in Autumn 1 show</p> <p>We have invested in the insight tracking system which will enable us to track these pupils more effectively over time to support early intervention where necessary.</p> |

Attainment Overview for Pupils (from 2024-2025) in Year 1 - 2024-2025 Summer 2 - Main Assessment

Print



Reading

Legend Well below Just below Expected Above No data



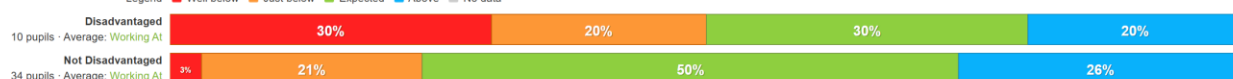
Writing

Legend Well below Just below Expected Above No data



Maths

Legend Well below Just below Expected Above No data



Reading

Legend Well below Just below Expected Above No data



Writing

Legend Well below Just below Expected Above No data



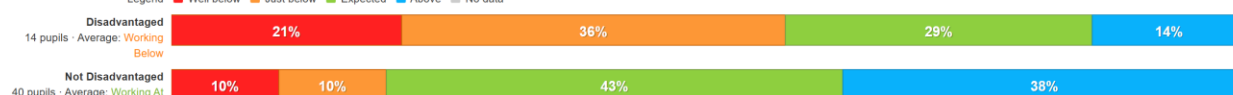
Maths

Legend Well below Just below Expected Above No data



Reading

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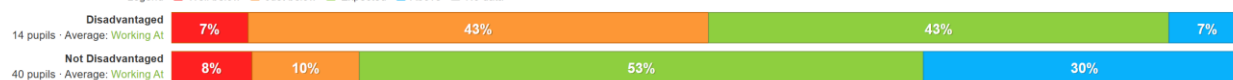
Writing

Legend Well below Just below Expected Above No data



Maths

Legend Well below Just below Expected Above No data



Reading

Legend: Well below (Red), Just below (Orange), Expected (Green), Above (Blue), No data (Grey)



Writing

Legend: Well below (Red), Just below (Orange), Expected (Green), Above (Blue), No data (Grey)



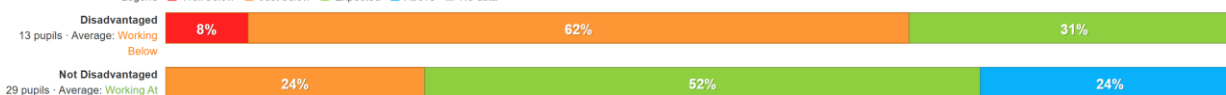
Maths

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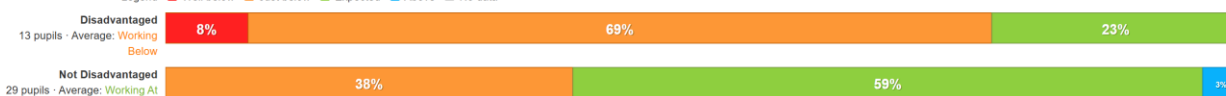
Reading

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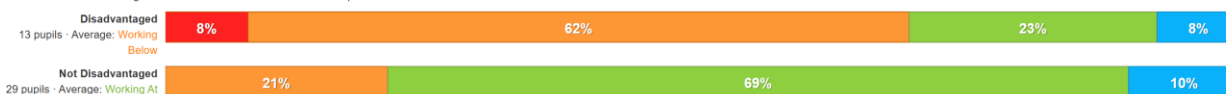
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Maths

Legend: Well below (Red), Just below (Orange), Expected (Green), Above (Blue), No data (Grey)



Strategic next steps:

- Restructure pupil progress meetings to ensure pupil premium children are at the forefront of the meeting
- Implement the principles of the RADY project across the school
- To develop teacher subject knowledge to ensure secure and consistent delivery of the curriculum
- Subject leaders to ensure key vocabulary is identified for each subject to ensure a consistent approach to developing vocabulary across the school

Intended outcome

For the well-being needs of all pupils in receipt of pupil premium funding to be met to ensure they are ready for learning.

Success criteria

Children's well-being needs are met and supported to ensure they are attending school more regularly and able to

Impact/ outcome

The impact of work in this area is hard to judge as we are only just starting to

| | | |
|--|---|--|
| | access quality first teaching and targeted interventions where needed to support them in making progress. | implement robust impact assessment. Attendance has increased We will look at how to assess this as a school. |
|--|---|--|

Strategic next steps:

- *Explore impact measures e.g. SDQ (strengths and difficulties questionnaire)*

| <u>Intended outcome</u> | <u>Success criteria</u> | <u>Impact/ outcome</u> |
|--|--|--|
| For PP pupils to have priority in after school activities, optional out of hours school trips, sporting/ team events and other cultural and sporting activities. | The percentage of PP pupils participating in events is higher than their on-roll percentage in the majority of instances | Tracking of this measure only began in the summer term and showed: |

Strategic next steps:

- *Implementing measures that make us an easy to reach school*
- *Learn from other schools who are further into the RADY project than us*

| <u>Intended outcome</u> | <u>Success criteria</u> | <u>Impact/ outcome</u> |
|-------------------------|--|------------------------|
| Swimming | Continue to deliver the national curriculum for PE | |

Externally provided programmes

| Programme | Provider |
|----------------------------------|--|
| Little Wandle Letters and Sounds | Littlewandlelettersandsounds.org.uk |
| White Rose maths and science | https://whiteroseeducation.com/ |
| Charanga (music) | Charanga Ltd |
| Accelerated Reader | Renaissance |
| Languagenut | Languagenut.com |
| Jigsaw | Jigsawpshe.com |
| Arithmagicians | www.arithmagicians.com |

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|-------------------------|---|
| SATs Bootcamp | https://www.yearsix.co.uk/sats-boot-camp/ |
| TTRockstars and NumBots | https://ttrackstars.com/ |
| IDL | https://idlsgroup.com/ |
| Digi Map | https://digimap.edina.ac.uk/ |
| Third space learning | https://thirdspacelearning.com/ |