

Pupil premium strategy statement

Review of 2023-24

This statement details our school's use of pupil premium (and recovery 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Houghton Regis Primary School
Number of pupils in school	334
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 (to 2024-2025)
Date this statement was published	December 2024
Date on which it will be reviewed	June 2025
Statement authorised by	James Edwards
Pupil premium lead	Rajneet Parmar
Governor lead	Amy Knights-Allen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 90,530
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	£ 90,530

Part A: Pupil premium strategy plan

Statement of intent

Our intent for disadvantaged Houghton Regis pupils is for them to have the best possible educational opportunities and life chances. We strive for their opportunities progress and attainment to be at least as good as the most affluent pupils in our community. Our school ethos and motto underlines this intent with our focus on inclusivity and nurture of all pupils.

“Where Everyone Matters and Every Day Counts”

“Nurturing every child, every day”

At Houghton Regis we believe that every child matters every day: childhood is not a dress rehearsal and our priority is for our pupils to love learning through an exceptional curriculum which is exciting and constantly developing. We are a values-based school where we provide a happy, safe, positive environment, which nurtures confidence, motivation, independence and personal success for all pupils. We are focused on the development of the whole child and our pupils’ progress and well-being is our core purpose at all times. We strive to provide the very best opportunities for the children in our school – academic, artistic, athletic, moral and spiritual regardless of their backgrounds, encapsulated in our vision statement above. We believe that young children learn best when taught using a holistic approach which embraces all subjects across the whole curriculum.

At Houghton Regis Primary, we provide a broad and balanced curriculum for all children, regardless of any disadvantage or challenge that they might face. We recognise the value and contribution that every child can make and are committed to offering an inclusive curriculum to ensure the best possible progress for all children, whatever their specific needs, abilities and background. Working with parents and carers, we strive to ensure that all children make good progress across the school, both socially and academically. We believe that with the right support and encouragement, all children can progress and achieve well at our school.

The ultimate objectives for our pupils who are in receipt of pupil premium are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. We will focus on encouraging attendance through meeting the well-being needs of pupils and families, by providing exciting learning including access to outdoor learning and forest school, and through our pupil premium champion and support governor to actively engage with families to encourage good attendance in school.

To continue to ensure the outcomes for pupils in receipt of pupil premium are at least in line with those of peers in school across the curriculum.

Quality-first teaching is supplemented by targeted academic support, integral to wider school plans for education recovery, to enable vulnerable learners and those pupils whose education has been worst affected (including non-disadvantaged pupils) to 'close the gap' in their achievement as a when required. Intervention may support social or emotional needs, as well as academic ones. The effectiveness of teaching and progress is regularly checked through pupil progress meetings and adjustments to provision made accordingly.

Ensure the well-being needs of all pupils in receipt of pupil premium funding are met to ensure they are on track to make or exceed expected progress and attainment.

At Houghton Regis Primary we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met.

Our key guiding principle for our strategy plan is to immerse our disadvantaged pupils in high quality cultural, athletic, sporting, historical and artistic opportunities. This allows them many of the positive benefits that more affluent pupils receive from parents and carers in their day to day lives. This is coupled with our high quality learning and teaching that is available to all pupils.

Challenges

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

Challenge number	Detail of challenge
1	Attendance The attendance of disadvantaged pupils is below that of their peers and a greater proportion of this group are classed as persistent absentees.
2	Outcomes Historically disadvantaged pupils attending our school achieve less well than their peers. This can be seen in the historic data for our school in terms of end of KS1 and KS2 outcomes.
3	Weaker well-being and social/behavioural presentation Disadvantaged pupils' emotional well-being and social/behavioural needs affect their ability to engage successfully with all aspects of school life, make progress and attain well. This is because they are less ready to learn than their more advantaged peers. They are less resilient in times of challenge than their peers.

4	<p>Greater prevalence of SEND</p> <p>Historically and currently disadvantaged pupils at HRPS have a greater likelihood of also having particular needs. These include pupils with speech and language difficulties, ASD and behavioural needs.</p>
5	<p>Common Barriers in line with other geographical locations</p> <p>When making decisions about the use of the Pupil Premium Grant, we are mindful of the common barriers to learning that disadvantaged children might face. These may include less support from home, weak language and communication skills, lack of access to enriching activities outside of school, and financial and behaviour challenges. These challenges are varied and nothing about a family or child is assumed before they start school. In making provision for the disadvantaged pupils, we recognise that not all pupils eligible for the grant are socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. Allocation of funding may be used to support any child in the school who has been legitimately identified as being socially disadvantaged. Our approach is to be responsive to common challenges and individual needs, rooted in robust diagnostic assessment.</p>

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>For the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees.</p>	<p>Close the gap between whole school attendance and pupils in receipt of pupil premium funding. (Currently 91.85%)</p> <p>Reduce proportion of pupils in receipt of pupil premium classed as persistent absentees (Aut 2021: pupils).</p>
<p>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> <p>For all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.</p>	<p>Ensure that at least 70% of disadvantaged children in Year 1 pass their Phonics screening check.</p> <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>

For the well-being needs of all pupils in receipt of pupil premium funding to be met and to ensure they are ready for learning.	Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access quality first teaching and targeted interventions where needed to support them in making progress.
For disadvantaged pupils to have priority in their attendance of after school activities, 'optional/out of hour's school trips,' sporting/team events and other cultural and sporting activities.	The percentage of disadvantaged pupils attending/participating in events is higher than their 'on role' percentage in the majority of instances.
For the percentage of disadvantaged pupils achieving 25 metres in the water to be in line with national expectations.	Disadvantaged pupils swim more regularly than other children. Disadvantaged pupils are able to swim competently and proficiently with at least three strokes over a length of 25 metres.

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: £ 28,691

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Classes	Throughout the year there have been three small groups for Years 6, 3 and 1. These groups contain fairly high proportions of disadvantaged pupils.	1,2,3,4
Introduction and training of Little Wandle Letters & Sounds to Key Stage 1 staff to support effective delivery of high-quality phonics and shared reading.	<p>Little Wandle Letters and Sounds Revised is now validated by DfE (June 2021,) Little Wandle Letters and Sounds Revised promotes children's engagement in learning through teacher energy and enthusiasm</p> <ul style="list-style-type: none"> • extensive interaction between teachers and children in lessons • generous praise and encouragement • building on and celebrating success. <p>Guided reading sessions are included in the scheme and this is supplemented by interventions and extra 1-1 reading practice sessions offered to disadvantaged pupils daily. Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension) particularly for disadvantaged pupils.</p>	2,4

<p>Enhancement of our maths teaching and curriculum planning in line with DfE, EEF and Herts for Learning Hub</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/supporting-research-evidence-and-argument/#Notes</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p>	<p>2</p>
<p>Improve the quality of social and emotional learning, embedded into routing educational practices and supported by professional development and training for staff. New PSHE scheme of work- JIGSAW</p>	<p>Alongside academic outcomes, social emotional learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>Jigsaw 3-11 offers a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.</p> <p>With strong emphasis on emotional literacy, building resilience and nurturing mental and physical health, Jigsaw 3-11 properly equips schools to deliver engaging and relevant PSHE within a whole-school approach. Jigsaw lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.</p>	<p>1,2,3,4,5</p>

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

Budgeted cost: £47,074

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Reading</p>	<p>Evidence supports the fact regularly reading and exposure to quality real books boosts children’s reading and writing skills. Disadvantaged pupils at Houghton Regis Primary School benefit from 1:1 reading and guided reading sessions more frequently than their peers.</p>	
<p>Cooking</p> <p>Timetabled for small groups of pupils to access every week.</p> <p>Parents invited to sample food, opportunity for children to explain the recipe/method used</p> <ul style="list-style-type: none"> - oracy skills. 	<p>Several distinct skill sets are involved in teaching the children how to cook:</p> <ul style="list-style-type: none"> Understanding kitchen safety Understanding cooking vocabulary Identifying and using cooking tools Reading and following a recipe <p>Preparing for cooking with an emphasis on savoury dishes, and how to apply the principles of healthy eating and good nutrition. We recognise that cooking is an important life skill that will help children to feed themselves and others healthy and affordably, now and in the future, potentially halting – and even reversing – the growth of diet-related illnesses.</p>	<p>1,2,3,4,5</p>
<p>One to one and small group interventions</p> <p>Establish small group Maths and English intervention for disadvantage pupils</p>	<p>EEF Toolkit guidance:</p> <p>https://educatinendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>‘Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one intervention can be a powerful</p>	<p>2</p>

falling behind age-related expectations	tool for supporting these pupils when they are used carefully’.	
Swimming - supporting disadvantaged pupils with funded sessions and swimming attire if required	Swimming and the national curriculum <p>Since 1994, swimming and water safety has been a statutory element of the national curriculum for physical education in England. This means that every 11-year old child should leave primary school with the skills to keep themselves safe while enjoying swimming with friends and family. Swimming is a vital life skill that is proven to boost both physical and mental wellbeing.</p> <p>We are committed to ensuring that every child who leaves our school is able to swim. Every child in KS2 has the opportunity to go every week, extra lessons for children who have not yet met the national curriculum expectation after core swimming lessons, will be offered in the Summer Term. We also offer summer term swimming lessons for Year 2 children. This particularly supports disadvantaged pupils as it means they have less time to ‘fall behind’ or become scared of water. The KS1 swimming provision supports building water confidence at an earlier age. Furthermore, in KS2 disadvantaged pupils benefit from ‘top up’ swimming lessons above the provision provided for all pupils.</p>	2,5
Developing Oracy skills in the children - Opportunities planned in every lesson for pupils to talk	<p>Children and young people experiencing disadvantage and poverty: Research consistently finds that children from low-income homes start school with lower language levels than their more advantaged peers, and these gaps grow as children move through school. Of the children who persistently experienced poverty, 75% arrive at school below average in language development. Around 50% of children in some areas of deprivation begin school with delayed language.</p> <p>https://oracy.inparliament.uk/why-oracy-matters</p>	2,3,5
Summer, Easter and October Schools These provide booster sessions for children during school holidays.		

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

Budgeted cost: £ 14,765

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School Trips</p> <ul style="list-style-type: none"> - Residential Costs - Funded sporting events - Music 	<p>We are mindful of wider pressures on some families and that enrichment opportunities which provide children with cultural capital are not affordable for all. As a school, we are fully committed to supporting our families and to reducing the impact of financial limitations. We supply funded sporting attire to enable disadvantaged pupils to participate in all activities.</p> <p>We fund places for school choir. The choir regularly perform in the community.</p> <p>We provide experiences for all children and these are funded for disadvantaged pupils e.g. Jeff Rich drumming.</p>	<p>1,2,3,5</p>
<p>Ballet and opera trips</p>	<p>As a school we believe that all children should be able to access opportunities to support their cultural and musical development. We aim to provide our disadvantaged pupils with similar cultural opportunities as those experienced by children living in the most affluent areas of the United Kingdom.</p> <p>For example, this year pupils have attended ballet/opera trips to Sadlers Well, Royal Opera house and The Coliseum, London</p>	<p>2,3,5</p>
<p>Funded co-curricular clubs and opportunities i.e., ballet, football, gymnastics and taekwondo, Choir, Maypole dancing</p>	<p>Disadvantage children have the first opportunity to join clubs. We fully fund their places. Over 50% of our disadvantaged children attend a co-curricular club. We supply funded sporting attire when required to enable disadvantaged pupils to participate in clubs.</p>	<p>2,5</p>

<p>Family Support Worker</p> <p>Pastoral support offered for vulnerable children and families – key support to ensure attendance is maintained and readiness to learn.</p> <ul style="list-style-type: none"> - Reintroduction of fines for unauthorised absence - Family drop ins 	<p>EEF Guidance about Wider strategies focusing on SEL, Well-being and Mental Health.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	<p>1,2,3</p>
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<ul style="list-style-type: none"> - Attendance and monitoring meetings when needed - Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school. 		
<p>Links with outside agencies</p>		

Total budgeted cost: £ 90,530

Part B: Review of the previous academic year Outcomes for disadvantaged pupils

Priority	Outcomes												
Increase attendance for pupil premium pupils so they are in line with their peers	2023-2024	Attendance		Authorised		Unauthorised		Lates					
	PP	90.6%		6.6%		2.7%		3.3%					
	Non PP	92.1%		6.45%		1.04%		1.56%					
	<p>We are aware that there is still a gap between disadvantaged children and their peers. The school is aware that attendance is still below the school target and we have highlighted attendance as a priority for this academic year. There is a strong focus on engaging parents and we have managed to successfully achieve this through co-production focus groups. We have also launched Studybugs Assistant – an app that will support parents and the school to monitor attendance.</p>												
Overall outcomes for pupils in receipt of pupil premium are at least in line with those of peers 70% of PPG pass their phonics PPG children make at least 3 HfL steps of progress	Attainment												
		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
		PP (9)	Non PP (36)	PP (11)	Non PP (39)	PP (12)	Non PP (43)	PP (6)	Non PP (36)	PP (10)	Non PP (29)	PP (11)	Non PP (41)
	Reading EXS+	44%	82%	72%	72%	58%	95%	50%	88%	36%	85%	45%	71%
	Writing EXS+	44%	82%	72%	49%	67%	91%	50%	79%	18%	82%	45%	68%
	Maths EXS+	56%	91%	91%	74%	50%	86%	100%	94%	36%	82%	36%	66%
	Phonics	44%	75%										
	Progress												
		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
		PP (9)	Non PP (36)	PP (11)	Non PP (39)	PP (12)	Non PP (43)	PP (6)	Non PP (36)	PP (10)	Non PP (29)	PP (11)	Non PP (41)
	R	+2.3	+3.1	+3.1	+3.1	+2.8	+3.3	+3.3	+2.8	+3.3	+2.8	+2.3	+3.1
	W	+2.2	+3.0	+3.0	+2.7	+2.7	+3.3	+2.3	+2.7	+2.2	+2.8	+2.8	+3.1
	M	+3.0	+3.0	+3.2	+3.2	+2.2	+3.1	+2.7	+3.0	+1.8	+2.7	+2.8	+3.1

	<p>With the exception of one year group, we recognise that fewer disadvantaged children are achieving the expected standard (or above) in line with their peers. We continue to support with tutoring, boosters, mentoring and classroom provision.</p> <p>Therefore, in addition, for specific year groups and subjects, we put targeted provision in place to ensure disadvantaged children have access to a more tailored approach to support their learning. To support with phonics, disadvantaged children have access to daily keep up sessions delivered by teachers. There are also phonics boosters that are held daily. Staff have access to online training and regularly attend training sessions on Little Wandle. The school has invested in a range of resources to accommodate the varying needs and abilities of disadvantaged children. These resources were purchased with children's interests in mind.</p>
For the well-being needs of PP children to be met	<p>The skills and experience of our pastoral team increased in the last year to accommodate the varying social and emotional needs of disadvantaged children within our school. Adults continue to lead sessions with children on an individual basis or as part of a group intervention. We have an increased number of staff trained in: Block Therapy, Drawing and Talking and Emotional Literacy Support Assistant (ELSA). Children have access to these interventions and work closely with a specific adult who will meet the needs of these children, taking their backgrounds and daily lives into consideration. This had a particularly positive impact with our year 5 children, where many children were supported to overcome emotional and/or academic barriers.</p> <p>Our pastoral team works closely with parents to identify and plan support for children, particularly if they struggle during certain parts of the day. They support children throughout the day, with breakfast and lunchtime clubs. These clubs are a tailored provision for all children to attend if they are feeling overwhelmed during break and lunchtimes.</p> <p>Our PSHE scheme of work – Jigsaw is now embedded along with Zones of Regulation. We have identified that children are able to self-regulate, particularly disadvantaged children, by referring to the signposted zones around the school and refer to the colours that reflect their moods. They can talk openly about how the zones help them. Lessons are planned and tailored to support the current need, addressing any issues that regularly occur. More recently, we have had a focus on online safety to address the use of social media and age restrictions on specific apps.</p>
For disadvantaged pupils to have priority in their attendance of after school activities including cultural and sporting activities	<p>Disadvantaged children have been financially supported with residential visits, trips and extra-curricular activities. This has supported their understanding of the wider world. We continue to support families and fully fund the following activities – ballet, swimming, gymnastics, dance, football, Taekwondo, art and science. We also fund sports kits, uniform and resources so disadvantaged children are ready and prepared for learning all of the time.</p> <p>This has been an encouraging incentive for disadvantaged children to attend school more often, particularly on the days of these clubs and additional celebrations when certificates are being awarded for their participation and commitment. The attendance at these clubs is 100%. We have seen an increase in confidence towards school life, in particular their positive attitudes towards and their learning across the curriculum.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Little Wandle Letters and Sounds	Littlewandlelettersandsounds.org.uk
Charanga (Music)	Charanga Ltd
Accelerated Reader	Renaissance
Languagenut	Languagenut.com
Jigsaw	Jigsawpshe.com
Arithmagicians	www.arithmagicians.com

TTRockstars	https://ttrackstars.com
IDL	https://appuk.idlsgroup.com
Spelling Shed	https://www.spellingshed.com
Digi Map	https://digimap.edina.ac.uk
Year 6 SATs Boot Camp	https://www.yearsix.co.uk/sats-boot-camp

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

<i>Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.</i>
