



# Pupil Premium Strategy Statement 2019-2020

1. Summary information					
<b>School</b>	Houghton Regis Primary School				
<b>Academic Year</b>	2019-2020	<b>Total PP budget</b>	£56,040	<b>Date of most recent PP Review</b>	July 2019
<b>Total number of pupils</b>	270	<b>Number of pupils eligible for PP</b>	37 (12%)	<b>Date for next internal review of this strategy</b>	December 2019

2. Attainment: Summer 2019		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>EYFS – Good Level of Development</b>	40%	71.7%
<b><u>Key Stage 1</u></b>		
<i>Phonics</i>	20%	82%
<i>Reading</i>	67%	75%
<i>Writing</i>	67%	69%
<i>Maths</i>	50%	76%
<b><u>Key Stage 2</u></b>		
<i>Reading</i>	57%	73%
<i>Writing</i>	57%	78%
<i>Maths</i>	71%	79%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Children's limited exposure to future/career opportunities and life experiences
<b>B.</b>	Oral and language skills in EYFS and KS1 are lower for pupils eligible for pupil premium than for other pupils
<b>C.</b>	High levels of emotional, social and behavioural needs
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>D.</b>	Low attendance rates
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

<b>A.</b>	Children will have wider future aspirations and understand the journey they need through education to support these long-term goals Pupil voice and feedback	Workshops, talks, visits organised based around careers and further education
<b>B.</b>	Improve oral language skills for pupils eligible for pupil premium, measured through EYFS Learning Goals and in Key Stage 1 measured using the national curriculum, SATs and the Year 1 Phonics Screening Test	Tailored interventions, additional support during phonics sessions, analysis of mock Phonics
<b>C.</b>	To support the emotional, social and behavioural needs of the most vulnerable pupils to allow them to access learning. Measured through progress, attainment, observations, attendance of parents during workshops	Parent Support Worker to work closely with families to offer support/additional services/referrals where required
<b>D.</b>	Improved attendance for pupil premium children so they are in line with their peers for achieving overall attendance of 97% Weekly attendance figures to be analysed/reviewed	Attendance Rewards, weekly attendance assemblies Parent Support Worker and Attendance Officer

## 5. Planned expenditure

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Academic year	2019-20				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children will have wider future aspirations and understand the journey they need through education to support these long-term goals linked to life experiences	<p>Apply/bid for additional funding through grants and trusts</p> <p>Arrange for speakers from varied careers to share their career journey</p> <p>Organise trips, visits to places of education – colleges, universities</p>	<p>Our school vision is to ensure children achieve their maximum potential in an inspiring environment and we will provide opportunities for children to enhance their long term career aspirations.</p> <p>According to the Education Endowment Foundation (EEF) Toolkit, studies of adventure learning interventions consistently show positive benefits on academic learning.</p>	<p>Ensure all children have access to wider curriculum clubs and extra-curricular activities by supporting with resources.</p>	DHT/SBM	July 2020
Improve oral language skills for pupils eligible for pupil premium	<p>Tailored interventions such as targeted reading, extending spoken vocabulary, questioning to develop comprehension</p> <p>Parent workshops</p> <p>Links to the English Hub</p>	<p>We want to ensure that spoken language and verbal interaction is supported at an early age, so that children are able to access and pass the Phonics Screening Test at the end of Year 1. The EEF Toolkit suggests that Oral language interventions have a high impact, resulting in children making approximately five months' additional progress over the course of a year. We would like to support our parents with their children's learning at home.</p>	<p>Phase leaders to analyse results on a termly basis and review the impact of interventions.</p> <p>Provide before and after school workshops to share strategies and resources that can be used at home.</p> <p>Staff CPD accessed from the English Hub</p>	DHT/Middle Leaders	Termly

<p>To support the emotional, social and behavioural needs of the most vulnerable pupils to allow them to access learning.</p>	<p>Parent support worker to liaise with families and make referrals as and when needed</p> <p>SENDCO to monitor children's behavioural needs and liaise with class teacher for personalised targets/plans</p> <p>Parents invited to attend Curriculum Workshops</p>	<p>Parents are comfortable with approaching adults in school if they have any concerns.</p> <p>Support children with additional needs, as this will then remove any barriers that they face. This will then enable them to utilise strategies that will help them to continue with their learning and progress both academically and socially throughout their school life.</p> <p>The EEF Toolkit states that parental engagement can have 2-3 months' positive impact on children's progress. This can include involvement in children's learning activities as well as support with homework.</p>	<p>Parent Support Worker to maintain positive relationships with all families and they will continue to meet with her, so that support can be provided where necessary.</p> <p>Regular meetings with the SENDCO and class teacher to monitor children's progress and the impact of individualised behaviour/support plans.</p> <p>Monitor attendance register of parent workshops so families can be contacted in advance when the next workshop is due to be held.</p>	<p>DHT/PSW/ SENDCO</p>	
<p>Improved attendance for pupil premium children so they are in line with their peers for achieving overall attendance of 97%</p>	<p>Identify low attendee PP children and follow up with calls/visits</p>	<p>Attendance rates for PP children vary and we would like to see an increase in attendance figures to maximise learning time.</p>	<p>Monitor attendance using school system and Attendance Officer to liaise with EWO to follow up trigger letters and fixed penalty notices.</p>		
<b>Total budgeted cost</b>					£56,040

6. Review of expenditure				
Previous Academic Year		2018-19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To sustain high quality teaching and learning, increase pupil engagement.	Teaching courses, whole staff training, external support, Update of digital technology.	Positive impact on children's learning to improve end of year outcomes. Gap between PP children and peers narrowing as identified by Ofsted in recent inspection.	Arrange training according to need in school and in line with School Development Plan.	£21,510
To increase parental engagement	Parent engagement during the school day in Curriculum lessons	The quality of homework has increased through the introduction of homework books and directed tasks.	Half-termly parent curriculum workshops will continue with additional sessions specific to children's learning e.g. Phonics	
To improve attendance of pupils	Attendance Rewards Parent Support Worker and Attendance Officer will monitor pupils and absences. Attendance Officer will monitor 'late gate'.	Working closer towards reaching whole school target of 97% 2017-18 = 95.23% 2018-19 = 95.67%	Continue with embedding rigorous monitoring and make families aware of a fall in attendance in order to avoid Fixed Penalty Notices	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To improve progress for pupils eligible for PP who have additional educational needs	Mixed ability learning partners, Regular and consistent intervention groups in place, with all PPG pupils receiving additional support in core subjects	Improved progress for PP children both academically and socially	Continue with tailoring interventions to close gaps in learning.	£31,654
To continue to provide emotional and wellbeing support for pupils	Social and emotional interventions	Improved progress and behaviours for PP children	Continue to identify needs and provide support as required.	
To provide support where required for the welfare of pupils	Parent support worker to monitor families and support with necessities	Necessities provided for children	Parent support worker to continue working closely with families and offer support	
To increase the progress in reading for children eligible for PP	Daily guided reading sessions, Accelerated Reader	Progress improving for reading outcomes. Children's confidence increased through completing online quizzes of current reading book.	Continue with termly testing and daily quizzes to assist with comprehension skills	
To raise awareness on the importance of homework tasks	Parental engagement Targeted homework books for KS2 and directed homework tasks for KS1	The quality of homework has increased through the introduction of homework books and directed tasks.	Continue with this for next year	

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To provide children with the opportunity to access the full curriculum by participating in extra-curricular activities.	Subsidised trips Participation in extra-curricular clubs	Pupils relate and retain skills and knowledge for longer. Pupils are motivated to achieve beyond the expectations of their community experiences.	The PP Grant does not sufficiently support this objective so the offer has to be reduced from previous years.	£2,496