



## Houghton Regis Primary School Pupil Premium Strategy Document 2018-19

| Summary Information 2018-19   |                        |  |                       |   |  |         |                       |                               |         |     |                                 |         |     |       |         |     |     |       |     |     |
|---|------------------------|--|-----------------------|---|--|---------|-----------------------|-------------------------------|---------|-----|---------------------------------|---------|-----|-------|---------|-----|-----|-------|-----|-----|
| <b>School</b>   | Houghton Regis Primary |  |                       |   |  |         |                       |                               |         |     |                                 |         |     |       |         |     |     |       |     |     |
| <b>Academic Year</b>  | 2018/19                | <b>Total PP budget</b>   | £55,660               | <b>Date of most recent PP review</b>                  | June 2018  |         |                       |                               |         |     |                                 |         |     |       |         |     |     |       |     |     |
| <b>Total number of pupils</b>   | 278                    | <b>No. of pupils eligible for PP</b>   | 39 (14%)              | <b>Date for next internal review of this strategy</b> | March 2019<br>Pupil progress provision is discussed at least termly during pupil progress meetings |         |                       |                               |         |     |                                 |         |     |       |         |     |     |       |     |     |
| Contextual Information  |                        |  |                       |   |  |         |                       |                               |         |     |                                 |         |     |       |         |     |     |       |     |     |
| <p>The school's actions have seen a rise in successful outcomes for our disadvantaged children, indicating the school's successful drive to diminish our differences. Of the 39 children eligible for PPG, 1 has an Educational Health &amp; Care Plan and a further 14 have Special Educational Needs or Disability (SEND), which means 38% of children have a high level of individual needs. There are 2 Looked After Children and 2 Service Children amongst our children eligible for Pupil Premium.</p>                 |                        |  |                       |   |  |         |                       |                               |         |     |                                 |         |     |       |         |     |     |       |     |     |
| Attainment and Progress: Summer 2018  |                        |  |                       |   |  |         |                       |                               |         |     |                                 |         |     |       |         |     |     |       |     |     |
| <b>KS1</b>  |                        |  |                       |   |  |         |                       |                               |         |     |                                 |         |     |       |         |     |     |       |     |     |
| <b>EYFS</b><br><b>79% of children achieved a Good Level of Development</b>  |                        | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">Subject</th> <th style="width: 40%;">Working at (Expected)</th> <th style="width: 40%;">Working above (Greater Depth)</th> </tr> </thead> <tbody> <tr> <td>Phonics</td> <td>82%</td> <td></td> </tr> <tr> <td>Reading</td> <td>66%</td> <td>20%</td> </tr> <tr> <td>Writing</td> <td>63%</td> <td>15%</td> </tr> <tr> <td>Maths</td> <td>73%</td> <td>27%</td> </tr> </tbody> </table> |                       |   |  | Subject | Working at (Expected) | Working above (Greater Depth) | Phonics | 82% |                                 | Reading | 66% | 20%   | Writing | 63% | 15% | Maths | 73% | 27% |
| Subject   | Working at (Expected)  | Working above (Greater Depth)  |                       |   |  |         |                       |                               |         |     |                                 |         |     |       |         |     |     |       |     |     |
| Phonics   | 82%                    |  |                       |   |  |         |                       |                               |         |     |                                 |         |     |       |         |     |     |       |     |     |
| Reading   | 66%                    | 20%  |                       |   |  |         |                       |                               |         |     |                                 |         |     |       |         |     |     |       |     |     |
| Writing   | 63%                    | 15%  |                       |   |  |         |                       |                               |         |     |                                 |         |     |       |         |     |     |       |     |     |
| Maths   | 73%                    | 27%  |                       |   |  |         |                       |                               |         |     |                                 |         |     |       |         |     |     |       |     |     |
| <b>KS2</b>  |                        |  |                       |   |  |         |                       |                               |         |     |                                 |         |     |       |         |     |     |       |     |     |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;">Subject</th> <th style="width: 35%;">Working at (Expected)</th> <th style="width: 35%;">Working above (Greater Depth)</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>87%</td> <td>23%</td> </tr> <tr> <td>Writing</td> <td>83%</td> <td>13%</td> </tr> <tr> <td>Grammar, Punctuation &amp; Spelling</td> <td>83%</td> <td>13%</td> </tr> <tr> <td>Maths</td> <td>63%</td> <td>13%</td> </tr> </tbody> </table> |                        | Subject  | Working at (Expected) | Working above (Greater Depth)                         | Reading  | 87%     | 23%                   | Writing                       | 83%     | 13% | Grammar, Punctuation & Spelling | 83%     | 13% | Maths | 63%     | 13% |     |       |     |     |
| Subject   | Working at (Expected)  | Working above (Greater Depth)  |                       |   |  |         |                       |                               |         |     |                                 |         |     |       |         |     |     |       |     |     |
| Reading   | 87%                    | 23%  |                       |   |  |         |                       |                               |         |     |                                 |         |     |       |         |     |     |       |     |     |
| Writing   | 83%                    | 13%  |                       |   |  |         |                       |                               |         |     |                                 |         |     |       |         |     |     |       |     |     |
| Grammar, Punctuation & Spelling   | 83%                    | 13%  |                       |   |  |         |                       |                               |         |     |                                 |         |     |       |         |     |     |       |     |     |
| Maths   | 63%                    | 13%  |                       |   |  |         |                       |                               |         |     |                                 |         |     |       |         |     |     |       |     |     |

**Barriers to future attainment (for pupils eligible for Pupil Premium funding)**

| <b>In-school barriers (issues to be addressed in school, such as poor oral language skills)</b>          |  |
|--|--|
| <b>1</b>   | Quality of teaching through raised attainment and expectations in Reading, Writing and Maths   |
| <b>2</b>   | Pupils who are eligible for PP who also have additional educational needs  |
| <b>3</b>   | Social and emotional support is needed for some children who are eligible for PP to ensure any emotional difficulties are not affecting their academic progress. |
| <b>External barriers (issues which also require action outside school, such as low attendance rates)</b> |  |
| <b>4</b>   | Attendance rates and welfare for pupils  |
| <b>5</b>   | Many people who are eligible for PP read less at home, impacting their comprehension skills  |
| <b>6</b>   | Parent workshops to be offered in order to increase learning support at home   |
| <b>7</b>   | Some families are unable to fund enrichment activities, which will expose children to wider contexts and experiences   |

**Outcomes**

|   | <b>Desired outcomes and how they will be measured</b>  | <b>Success criteria</b>   |
|---|--|---|
| 1 | All pupils to receive high quality teaching and access the curriculum that is differentiated two ways - Age-Related or Greater Depth, in order to enable children to achieve their full potential. Evidence seen through assessment tracking system, workbook scrutinies and pupil outcomes. | Quality first teaching in all classes to support the progress of all pupils, with a greater awareness of the support needed for children eligible for PP. Regular monitoring and tracking of children's progress and attainment will measure the impact. Additional support staff will be deployed effectively to ensure that all children have tailored support in order to help them maximise their learning. |
| 2 | Disadvantaged pupils will make expected progress during an academic year, regardless of any additional educational need, so that they are in line with their non-disadvantaged/non-educational needs peers. Evidence seen through assessment tracking system and workbook scrutinies.        | An ethos of high expectations within each class, delivered through quality first teaching. Successful strategies in place provided by the SENDCO in order to remove barriers to learning. Interventions and targeted use of support staff will be based pupils' needs and data taken from regular assessments.  |
| 3 | Emotional issues for children eligible for PP will be reduced through tailored provision and measured through support groups   | Emotional issues for these pupils will be addressed and they will be making progress both socially and emotionally.<br>Quicker referrals made to outside agencies to support emotional or behavioural difficulties where necessary.   |
| 4 | Increased attendance and welfare for pupils eligible for PP<br>Use of Parent Support Worker and Attendance Officer – offer support where needed e.g. with transporting children to school; providing school uniform, issuing trigger letters following the attendance policy                 | Reduced absences amongst PP children in order to improve overall attendance to 97%.<br>Evidenced in attendance data and registers.  |
| 5 | Increased progress in reading for children eligible for PP who are not heard read at home. This will be measured through our new reading system – Accelerated Reader   | Children who are eligible for PP and are not heard read at home will be heard more frequently in school on a 1:1 basis. Their improved comprehension skills will be tracked through their progress towards completing quizzes following the completion of a book.   |
| 6 | Increase in the quality of homework tasks completed. This will be measured through the class teacher monitoring of homework. Parents will be invited in to class to attend workshops to gain a better understanding of the curriculum.   | Parents will engage with all homework tasks evidenced by displays, books and homework sharing sessions. Increased progress through targeted homework books for Maths and English.   |
| 7 | Children eligible for PPG will have equal access to enrichment activities, evidenced by registers of involvement.  | All families eligible for PP will be offered support through a discounted rate for their children to partake in enrichment activities.  |

## Planned Expenditure 2018-19

*The planned expenditure is divided into 3 sections – Quality of teaching for all; Targeted support; Other approaches.  
This will demonstrate how pupil premium is being used to improve classroom pedagogy, provide targeted support and whole school strategies.*

### Quality of teaching for all

| <b>Desired outcome</b>   | <b>Chosen action/approach</b>  | <b>What is the evidence and rationale for this choice?</b>  | <b>How will you ensure it is implemented well?</b>   | <b>Staff Lead</b> | <b>Review Date</b> |
|--|--|---|--|-------------------|--------------------|
| To sustain high quality teaching and learning.                                       | Teaching courses, whole staff training, external support   | Continued support and training provided to all staff to sustain high quality teaching and learning. The impact seen from internal and external support has been clear with PPG pupils exceeding the outcomes of their peers (non-PPG) at the end of KS2 in Reading, Writing and Maths.  | Regular monitoring through observations/learning walks and workbook scrutinies. Analysis of data by SLT/SMT will target individual areas of improvement.   | HT/DHT<br>SMT     | March 2019         |
| To increase pupil engagement in lessons  | Update of digital technology for teachers and students – CleverTouch screens, iPads, Chromebooks<br>Online Programmes – Mathletics, Accelerated Reader | The introduction of updated technology assisted strategies will support learning within school by providing children with access to programmes or applications designed for problem-solving or open-ended learning. The Education Endowment Foundation (EEF) suggests that Digital Technology has moderate learning gains, resulting in children making approximately four months' additional progress over the course of a year. | Monitor the use of ipads/chromebooks through planning scrutiny and learning walks. Up to date staff training to ensure adults are aware of changes in technology/devices.  | DHT/SMT           | May 2019           |
| To improve progress for pupils eligible for PP who have additional educational needs | Mixed ability learning partners  | A large proportion of pupils who are eligible for PP also have additional educational needs (38%), which present a challenge to them achieving in line with their non-PPG peers. The Education Endowment Foundation (EEF) suggests that through a Collaborative Learning approach that involves mixed ability   | Through learning walks, a learning partner display will be updated and used weekly in order to change partners. Classroom practice will reflect the whole school strategy of mixed ability learning partners in place. | SMT               | December 2018      |

|  |  |   |  |                       |               |
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|  |  | groups, moderate impact can be consistently positive. Approaches which promote talk and interaction between learners tend to result in the best gains. This could result in children making approximately five months' additional progress throughout an academic year.   |  |                       |               |
| To increase parental engagement  | Parent engagement during the school day in Curriculum lessons  | Class assemblies, concerts and performances are well attended by parents. Extending their engagement to be involved in their child's academic learning will enable parents to support their children at home with homework and out of school curriculum related activities. NFER research suggests that increased parental engagement can improve academic performance and the home learning environment. It states that positive parenting can benefit children regardless of their socio-economic circumstance. Parental engagement can have an average of 2-3 months' positive impact. | Our Curriculum lessons will reach out to all parents and cover a range of topics within the National Curriculum. Half-termly sessions will be held for parents in the mornings and afternoons in order to give all parents an opportunity to attend. | HT/DHT                | July 2019     |
| To raise the awareness of attendance and improve the school's overall attendance     | Attendance Rewards   | Attendance is improving and we are working closely towards meeting the national average of 97%.   | Recognition will be given to children for good attendance. Rewards will be in the form of stickers, badges and certificates on a weekly basis. Termly rewards will be presented to celebrate high levels of attendance.                              | HT/Attendance Officer | April 2019    |
| <b>Total Budgeted Cost</b>   |  |   |  |                       | <b>£1,510</b> |
| <b>Targeted support</b>  |  |   |  |                       |               |
| To improve progress for pupils eligible for PP who have additional educational needs | Regular and consistent intervention groups in place, with all PPG pupils receiving additional support in core subjects | EEF research shows that teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Through liaising with the Class Teacher and use of assessment information, teaching   | Discussions through pupil progress meetings and assessment updates half-termly.  | HT/DHT/Class Teachers | July 2019     |

|   |  |   |   |   |            |
|---|--|---|---|---|------------|
|   |  | assistants can have a measurable and meaningful impact on pupils' progress and attainment.  |   |   |            |
| To continue to provide emotional and wellbeing support for pupils | Social and emotional interventions   | We want to support the pupils' social emotional needs alongside their learning needs.<br>NFER suggests that in order to support children's learning, emotional support needs to be provided to address any underlying issues.<br>According to the EEF Toolkit, social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).<br>By identifying pupils who need emotional support and providing opportunities to take part in personalised interventions, children will overcome barriers they have to their learning.<br>Our Parent Support worker will continue to support our most vulnerable children with advice and support for families and ongoing support for our children. | SENDCO to monitor interventions taking place with feedback from staff about the impact of this on the child. Parent Support Worker to track families/child. | Parent Support Worker/SENDCO/ Teachers                  | March 2019 |
| To improve attendance of pupils                                   | Parent Support Worker and Attendance Officer will monitor pupils and absences.<br>Attendance Officer will monitor 'late gate'. | Previous attendance figures have been below national standards and we are working towards making improvements here. Improved pupil attendance will lead to increased attainment and progress.<br>NFER briefing for school leaders identifies addressing attendance as a key step.   | Refuse holiday requests during term time.<br>Keep the school's website up to date on Attendance policies and procedures.                                    | HT/DHT/<br>Parent Support Worker/<br>Attendance Officer | April 2019 |
| To provide support where required for the welfare of pupils       | Parent support worker to monitor families and support with necessities   | Improved pupil welfare will lead to increased attainment and progress.<br>Children will be fully equipped for the school day.   | Provide necessities for families where required. Monitor the progress of children on their social and academic learning.                                    | HT/DHT/Parent Support Worker                            | May 2019   |

|   |   |  |   |  |            |
|---|---|--|---|--|------------|
| To increase the progress in reading for children eligible for PP  | Daily guided reading sessions will be held allowing children to read and discuss a range of texts.<br><br>The use of Accelerated Reader will give children the chance to demonstrate their understanding of a book in the form of a quiz. | Studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. According to the EEF Toolkit, successful reading comprehension approaches using carefully selected activities for pupils according to their reading capabilities help to support the children's understanding and improve their comprehension skills. The introduction of Accelerated Reader will motivate children to complete quizzes online, encouraging them to carry out extra reading. | Teachers will make half-termly assessments to track progress. Detailed reports of comprehension skills will be used to analyse children's inference and deduction.  | Deputy Headteacher/English Curriculum Leader | July 2019  |
| To raise awareness on the importance of homework tasks  | Parental engagement<br><br>Targeted homework books for KS2 and directed homework tasks for KS1  | Consistency and quality in homework tasks have been improved this year in order to gain a better response from pupils and parents. Specific tasks are set that follow the week's learning in Maths and English. Parental support is encouraged through their attendance in lessons.  | More completed homework tasks and support from parents.   | SLT/Class Teachers                           | March 2019 |
| Total Budgeted Cost   |   |  |   |  | £31,554    |
| <b>Other approaches</b>   |   |  |   |  |            |
| To provide children with the opportunity to access the full curriculum by participating in extra-curricular activities. | Subsidised trips<br><br>Participation in extra-curricular clubs   | According to the EEF Toolkit, adventure learning interventions appear to improve academic outcomes as non-cognitive skills such as perseverance and resilience are developed through adventure learning and these skills have a knock-on impact on academic outcomes, therefore providing enrichment activities to enhance children's learning and experiences will also benefit their academic progress.  | Ensuring all children have access to a wider curriculum and are not restricted due to financial constraints.<br><br>Reduced rates for trips will be available for pupils eligible for Pupil Premium funding<br><br>Registers of children's attendance on trips and in clubs will be recorded and monitored. | Deputy Headteacher/Teachers                  | July 2019  |
| Total Budgeted Cost   |   |  |   |  | £20,496    |

## Review of Expenditure 2017-18

| <b>Activity</b>   | <b>Barriers addressed</b>  | <b>Cost</b>    | <b>Impact and Review</b>  |
|---|--|----------------|---|
| Improved language and phonic development in EYFS & KS1 including the use of ICT                   | Consistency in the teaching of phonics and introduction of phonics at an earlier stage in school   | <b>£2,575</b>  | Whole school training on Phonics and the use of interactive games to support the teaching of Phonics. An upward trend in the Phonics results achievement of 82%.  |
| Programmes/Interventions tailored for Reading, Writing and Maths                                  | Improved strategies and interventions in place to address misconceptions and plug gaps in learning.  |                | Regular assessments and monitoring of children allowed teachers to plan interventions to support learning. End of KS2 results showed children eligible for PP met the expected standard or above in Reading, Writing and Maths at a combined of 67%, compared with their peers (Non-PP), who achieved 57%.  |
| Employment of staff – Attendance Officer, Parent Support Worker, Cover Supervisor and 1:1 support | Low attendance rates for PPG children<br>Social and emotional support for families<br>Reading and Writing intervention for PP children to close the gaps | <b>£62,142</b> | Rigid policies and procedures in place and regularly updated on the website. Close monitoring of ‘late gate’. Some improvements in attendance with families. Parent Support worker continuing to monitor and support the attendance of families with low attendance.<br>English interventions ‘Switch On’ used across the school to support with reading and writing skills. Evidence of progress has been seen with groups of children targeted for interventions. |
| Subsidised trips and participation in extra-curricular activities                                 | All children able to access a wider curriculum<br>Support with financial constraints   | <b>£2,658</b>  | Availability of reduced rates for trips and welfare costs has allowed more children to apply their curriculum knowledge to extra-curricular activities. A higher rate of children taking part in trips/activities as a result of this.  |
| <b>Total Cost</b>   |  | <b>£67,375</b> |   |