

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2023 to 2024 academic year 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	Little Houghton C E Primary
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021/22 – 2024/25
Date this statement was published	31/07/2023
Date on which it will be reviewed	31/07/2024
Statement authorised by	Carolyn Fairbrother
Pupil premium lead	Carolyn Fairbrother
Governor / Trustee lead	Mrs Chris Davis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,104
Recovery premium funding allocation this academic year	£2,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£14,104

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Some PP premium children have low prior attainment in reading, writing and maths in some cases resulting from gaps in schooling, limited engagement with and support for online learning, particularly during the Covid-19 crisis, poor attendance during periods when schools have been open or as a result of SEN (including Moderate Learning Difficulties, ADHD, ASD) or difficulties in self-regulation.
2	Low skills, knowledge and self-esteem with regards to core subjects. In some cases, low motivation and drive to succeed, exacerbated by long periods of school closure or absences around Covid related issues in families.
3	Weaknesses in learning behaviours e.g., lack of independence or resilience, lack of motivation and drive to succeed. Difficulties in managing emotions and feelings inhibit learning hugely.
4	Access to curriculum enrichment opportunities
5	Difficulties in engaging parental support for learning at home (for a variety of reasons).

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
Ensure progress is in line with all non - PP pupils in reading, writing and maths.	All pupil premium children, whatever their prior attainment, make at least expected progress, (SEN children will make smaller steps of progress and these will be identifiable on IEPs) with some of those whose attainment is below age-related expectations starting to catch up.
Children make at least expected progress in core subjects leading to achieving at least expected attainment (except where diagnosed SEN results in smaller steps of progress – to be identified on IEPs) through additional support from TA interventions and access to specific resources and programmes delivered by TAs and external [providers e.g., Educational Psychologist Assistant, Mental Health Practitioners	<p>Children talk about their learning with enthusiasm</p> <p>Children talk about their successes and next steps with understanding, confidence and excitement</p> <p>Children attempt all learning, even when this is challenging and they are successful in doing so.</p>
Improved learning behaviours, resulting from support which focuses on wellbeing and pastoral care and addresses issues such as anxiety and emotional self-regulation	Improvements in the learning behaviours demonstrated by some pupil premium children are evident through pupil voice interviews and reports from class teachers and TAs supporting them
Children are able to access opportunities which enrich the curriculum - home and school work in partnership to enable access to trips, visits and visitors	<p>Disadvantaged pupils receive £100 voucher towards trips/ attendance at clubs (including Breakfast Club)</p> <p>Bespoke enrichment opportunities provided for PP children, through lunchtime opportunities.</p>

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: £10,964

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil progress meetings half-termly will inform how the children are achieving.</p> <p>In lessons, children will make better progress as misconceptions are addressed and skills practised. Knowledge will become embedded and understanding more securely demonstrated through retrieval practice and regular intervention sessions with TAs</p>	<p>Children who are not on track to achieve age related expectations or whose progress is less than expected will gain support from intervention (support within lessons from teacher or TA, 1:1 TA support during interventions, where the budget allows).</p> <p>Maintaining TA support in most classes every morning and in some classes in the afternoon ensures that teachers can target PP children during lessons delivered by class teachers or through bespoke intervention sessions, which enable pre or post teaching support.</p>	1,2,3
<p>Children are taught in groups where pitch is matched closely to ability to enable gaps to be closed. SEN TAs support children with SEN partly as a result of HNF but also through PP funding. Knowledge will become embedded and understanding more securely demonstrated through retrieval practice strategies. iPads and pastoral wellbeing programmes are used to engage and support the children's learning. Children are able to succeed and self-esteem is increased as a result.</p>	<p>Children who are not on track to achieve age related expectations or whose progress is less than expected will gain support from TA interventions and use of technology. Achievers Worship time will provide an opportunity for children to their showcase achievements This allows them to be inspired to believe they can all achieve.</p>	1,2,3
<p>Consistent use of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (Little Wandle purchased and CPD accessed)</p>	<p>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: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1 & 2
<p>Enhancement of our maths teaching and</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National</p>	1 & 2

<p>curriculum planning in line with DfE and EEF guidance. Purchase and implementation of White Rose materials.</p>	<p>Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>Ofsted Subject Reports Mathematics: Subject report series: maths - GOV.UK (www.gov.uk)</p>	
<p>Use house system and promote positive behaviours through house points, marbles and Christian values programme. Focus on children's engagement in and responsibility for own learning – self and peer assessment, learning what to do if they are stuck with their work, learning support with teachers.</p> <p>Whole school focus (see SIP) on developing independence, leadership and resilience. TAs supporting wellbeing through pastoral care and social skills activities, which also explore issues such as anxiety and low self-esteem.</p> <p>Making Me wellbeing programme purchased and delivered.</p> <p>Northampton Town Community Trust Mental Health 10-week programme delivered.</p> <p>Educational Psychologist Assistant 6-week programme purchased and delivered to support management of feelings</p>	<p>Pupil progress meetings have highlighted some pupils for whom poor learning behaviours are inhibiting progress (e.g., children lack independence or confidence or are easily distracted. They may also be poorly motivated or lack drive and ambition). They may also have challenging behaviours e.g. Attachment Disorder or be experiencing low self-esteem or anxiety</p>	<p>2 & 3</p>

and emotions and self-regulation.		
Clear approach to developing communication with parents/ carers and promoting better understanding of how the £100 voucher can enable enrichment opportunities to be accessed	<p>Parents are supported to contribute towards trips, visits and clubs.</p> <p>Our PP children enjoy taking part in enrichment experiences, including residential experiences.</p> <p>PP children have access to bespoke enrichment programmes.</p>	4

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

Budgeted cost: £2,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Volunteers read with PP children. Intervention activities develop phonics, comprehension skills, maths and writing skills.</p> <p>IPad Apps are used where appropriate and relevant to support children's learning.</p>	<p>Some children do not read as frequently and as widely as we would like. Their vocabulary knowledge is limited. They need opportunities to explore books and discuss author intention, reasons for and effectiveness of vocabulary choices etc. Maths concepts need reinforcement and practise. The curriculum needs to be carefully structured so that children gain essential knowledge and cultural capital. Phonics interventions need to be provided for those children in the bottom 20% of all readers and/or PP children.</p> <p>Writing opportunities need to be developed and writing tasks should be scaffolded carefully.</p>	1, 2, 3
Additional TA support weekly during lessons for PP children and interventions at least once a week.	Some children have gaps in their essential knowledge which need addressing so that they are able to make accelerated progress.	1, 2, 3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular	

	<p>sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Engaging with the National Tutoring Programme (where possible) to provide school-led tutoring for children whose education has been most impacted by the pandemic.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one. We will continue to use our PP funding for 1:1 phonic interventions (see above)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Engage with the NELI Programme to improve children's language and early literacy skills.</p>	<p>Our reception class staff will continue to access the Nuffield Early Language Intervention this academic year, supporting children in Reception with vital communication skills.</p> <p>https://www.teachneli.org/</p>	
<p>Teaching and support staff to focus on PP children individually and in small groups. TAs and class teachers focus on additional support that engages and motivates children on an individual basis. Rewards and incentives used to develop self-esteem and confidence. Resilience is a key focus and good pastoral care and wellbeing support are delivered where necessary.</p>	<p>Each PP child has different needs, and what may engage one, will not necessarily engage another.</p> <p>We want to ensure that PP pupils can achieve (and enjoy their learning) as well as simply 'meeting expected standards'. Children need to feel secure in their relationships, be able to self-regulate and able to experience success in order to increase their resilience.</p>	1, 2, 3

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

Budgeted cost: £1,140

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all children receive equal access to trips and extra-curricular activities</p>	<p>All children in Little Houghton CE Primary School should be able to have equal access to all activities.</p>	4

Total budgeted cost: £ 14,919

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was lower than expected in key areas of the curriculum. Across the 8 children (7 now as one child left in July 2023) from 4 families, attainment in reading and maths was just below average, but well below in writing. Of those showing as below in reading and maths, all 4 children (3 for maths) have identified SEN and additional High Needs Funding to support them. The SEN issues which underlie some of the children's learning difficulties and their struggles to regulate their emotions and behaviours have had a significant impact on learning too.

Our assessment of the reasons for these outcomes also includes the impact of Covid-19 which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and White Rose maths. We maintained regular contact with each of these families, tailoring support individually whenever and wherever possible.

We continue to be committed to accelerating the progress of our PP children through the strategies detailed above.

As detailed previously, 4/7 of our disadvantaged children have identified SEN and are receiving some HNF via 1:1 TA support. These 7 children come from 4 families. Two of these families are large families with 5+ young children in each household, meaning that parents often struggle to support and reinforce their child's learning effectively at home. This was especially the case during the pandemic, when families chose to keep their children at home rather than send them into school (for a variety of reasons). 1 other family have had support via an EHA and the Strengthening Families team.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health have been significantly impacted over the last 3 years, primarily due to COVID-19-related issues, which have remained ongoing across this academic year. The impact was particularly acute for disadvantaged pupils. We have used pupil premium funding to provide emotional regulation and wellbeing support for all pupils (Making Me and Northampton Town Community 'Time to Talk' Y5/6), and targeted interventions where required. We are building on that approach with the activities detailed in this plan, such as providing a voucher for accessing trips, visits and clubs such as Breakfast Club. In addition, we are seeking to provide bespoke enrichment opportunities for PP children going forwards.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
White Rose Mathematics	White Rose
Making Me Wellbeing Programme	Making Me (a charity)

Northampton Town Community Partnership Mental Health Programme	Time to Talk
Educational Psychologist Assistants	Managing Feelings Programme

Further information (optional)

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