

Pupil premium strategy statement – Houstone School 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	504
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/4 2024/5 2025/6
Date this statement was published	03/11/23
Date on which it will be reviewed	03/11/24
Statement authorised by	Elizabeth English
Pupil premium lead	Elizabeth English
Governor / Trustee lead	Helena Brothwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£80,213
Recovery premium funding allocation this academic year	£22,494
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£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>	£102,707

Part A: Pupil premium strategy plan

Statement of intent

Mission statement:

“We believe, that given the right circumstances, all children are capable of extraordinary things.”

Houstone School is committed to ensuring every pupil eligible for the pupil premium benefits via this additional funding and is in no way disadvantaged when compared to their peers. These pupils are not a homogenous group, and the elimination of their overrepresentation in lower prior attaining groups is the focus of this plan.

We aim to:

- Draw on research, best practice in and evidence from our own experience to direct funding to a school offer that is most likely to maximise achievement.
- Never confuse eligibility for the Pupil Premium with low ability and focus on supporting our disadvantaged students to achieve the highest levels.
- Minimise potential barriers to learning and thereby maximise progress and achievement.
- Advantage the most disadvantaged students thorough whole school and sometimes more targeted offer.
- Ensure all pupils eligible for the pupil premium make excellent academic progress and achieve beyond expectation.
- Ensure there is transparency, through our reporting mechanisms, to demonstrate how and why this funding has been spent.
- Ensure we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals and reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Ensure parents of disadvantaged children understand they can make a positive contribution to their children’s achievement at Houstone School by working alongside the school in harmony and recognising that parent involvement makes a difference.

Our pupil premium strategy is crafted around the tiered model and menu of approaches from the EEF:

1. High Quality Teaching

- Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils.
- Professional development to support the implementation of evidence-based approaches.
- Mentoring and coaching for teachers
- Recruitment and retention of teaching staff
- Technology and other resources to support high quality teaching.

2. Targeted Academic Support

- One to one, small group or peer academic tuition
- Targeted interventions to support language development, literacy and numeracy
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND.
- Teaching assistant deployment and interventions

3. Wider Strategies

- Supporting pupils' social, emotional, and behavioural needs
- Supporting attendance Extracurricular activities
- Extended school time
- Breakfast clubs and meal provision
- Communicating with, and supporting, parents

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Our position as a new school, inheriting pupils from a range of schools, compounds some of these challenges, and they are coupled with incomplete histories of past educational experiences.

Challenge number	Detail of challenge
1	Lower levels of attendance at school – FSM group pupils have an attendance rate 6.6% higher than the school average. The link between attendance and attainment is clear and there is a stark attendance gap for disadvantaged pupils at Houstone School.
2	Lower levels of literacy - There are 21 disadvantaged pupils with a reading age of less than 8. Disadvantaged pupils read 11 months below their non disadvantaged peers.
3	Higher mental health and pastoral support needs – including an above average representation of disadvantaged pupils open to Early Help, Child in Need and Child Protection Plan. Our assessments, observations and discussions with students and families suggest that the education and wellbeing of many of our disadvantaged students have been impacted by partial school closures and the cost-of-living crisis to a greater extent than for other students.
4	Academic Achievement gap upon entry across all indicators at KS2 reporting for current Y7, Y8 and Y11 pupils.
5	Fewer opportunities for enrichment such as weekly clubs or experiences beyond the school gates.

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
Improve the academic outcomes of disadvantaged pupils of all abilities	<ul style="list-style-type: none"> • Progress 8 score / Attainment 8 score at the end of KS4, for low prior attaining disadvantaged students, at least matches that for other low prior attaining students nationally. • Progress 8 score / Attainment 8 score at the end of KS4, for middle prior attaining disadvantaged students, at least matches that for other low prior attaining students nationally. • Progress 8 score / Attainment 8 score for high prior attaining disadvantaged students, at least matches that for other low prior attaining students nationally. • Disadvantaged pupils achieve in line with, or above, class averages in Mid-Year Exams and End-of-Year Exams in Yrs. 7-10
Improve the attendance rate of disadvantaged pupils	<ul style="list-style-type: none"> • Attendance rate for disadvantaged pupils in line with, or above, year group averages in termly and annual measurements. • Lateness to school rates in line with, or above, year group averages in termly and annual measurements. • Persistent Absentee rates for disadvantaged pupils in line with, or above, year group averages in termly and annual measurements.
Improve the literacy ability of disadvantaged pupils	<ul style="list-style-type: none"> • Reading age matches chronological age for all disadvantaged pupils at end of current key stage • Disadvantaged pupils read 6 books per year with their tutor group and have a firm grasp of the characters and plot of the book.
Increase pastoral and wellbeing support for disadvantaged pupils and support recidivist behaviour	<ul style="list-style-type: none"> • Sustained high levels of wellbeing from disadvantaged pupils demonstrated by qualitative data from student voice, student and parent surveys and teacher observations
Guarantee disadvantaged pupils participate in extra-curricular classes and trips	<ul style="list-style-type: none"> • Log of pupil involvement in electives program shows no difference in attendance between disadvantaged pupils and their peers • Log of pupils representing the school in sporting fixtures shows no difference between disadvantaged pupils and their peers • Log of pupils attending school trips shows no difference between disadvantaged pupils and their peers

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.

The evidence base for each of our activities is drawn from:

- [The EEF Guide to Using the Pupil Premium](#)
- [The Sutton Trust Pupil Premium 2023](#)
- [Great Teaching Toolkit 2020](#)
- [EEF Professional Development Guidance Report](#)
- [The Evidence and Rationale for StepLab – A white paper report](#)

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £71,894.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a cyclical CPD model that addresses all areas relating to teaching and learning. This has been designed around the school's Principles of Teaching	As above	2, 4
StepLab Instructional Coaching - a platform for instructional coaching led by a project allowance holder, to improve teacher efficacy in the classroom		2, 4
6 periods of English, Maths and Science in KS4 (additional period in each subject) to provide additional content time missed due to COVID and gaps in learning from previous educational providers		2, 4
DEAR – Whole Class Reading Programme for 30 minutes per day delivered by class tutors to read 6 books a year		2, 4

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

Budgeted cost: £ 115, 406.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
GL Assessment (CATS/NGRT) for all pupils upon entry and NGRT twice yearly to measure reading ages	As above	2, 4
DI Programme – corrective reading programme for weakest readers (year-long programme)		2, 4
SPARX Maths weekly for all pupils and support at break and lunchtime from a maths specialist in a computer room to aid completion		2, 4, 5
Yr 11 Revision Guides provided for core subjects and weekly Study Hall period to guide use		1, 2, 4
Yr 11 Intervention including after school, holiday and that provided by external provider (PETEX)		1, 2, 4
Learning Mentor Assignment in classes to support pupils on an individual basis		1, 2, 4

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

Budgeted cost: £ 15, 406.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
Equipment Packs provided for disadvantaged pupils upon entry including all equipment needed to access the curriculum (including the set scientific calculator). This has been noted to improve attendance at the start of term where uniform and equipment are barriers to starting school.	As above	1, 3
Uniform stock in school and Free Blazer & Tie for all disadvantaged pupils upon entry.	Pupils	1, 3
ELSA Intervention programme training for staff to provide intervention to pupils requiring specialist intervention		3
Anxiety Workshop programme provided to 10 pupils per half-term as part of an emotional regulation intervention.		3
Breakfast Club		1, 3
Electives Programme – Weekly extra-curriculum time provided and range of activities for pupils to choose provided by teachers on site or off site at specialist providers		5
School trip provided in each year group to support curriculum understanding and personal development		5

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

New school – First Pupil Premium Plan

Outcomes reported in September 2024

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
Sparx Maths	Sparx Maths
NGRT/CATS	GL Assessments