

# Pupil Premium Strategy Statement: Houghton on the Hill CE Primary School 2024-2027

This statement details our school's use of pupil premium (and recovery premium) for the **2024 to 2025** academic year funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy for the period 2024 to 2027, 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 on the Hill
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	7.8%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	Annually (Dec 2026)
Statement authorised by	LGB
Pupil premium lead	Melanie Pickford
Governor / Trustee lead	Steve Ransley

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,139
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£32,139

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

At Houghton on the Hill School, our vision '*Love one another as I have loved you*' John 15.12 places learning at the heart of our core purpose and promotes the development of each individual child to achieve their full potential academically, emotionally and spiritually so they can succeed as learners and thrive in the wider school life. This inspires us to want the very best for every learner in our school, and to ensure a compassionate, aspirational and courageous provision for those most in need. Relationships are also key and all staff strive to know their children and families well even if they are not based in their classes.

Disadvantaged pupils at Houghton School are at risk of lower outcomes than their peers with the majority not working at age related expectations for all subjects although this can vary year by year so any strategy or activity will always focus on the needs of the individual child. Our intention is that all pupils in our school have an equitable opportunity to achieve age related expectations or better, by the removal of barriers to learning and in ensuring the best possible conditions for all children to flourish.

Our approach is to be responsive to common challenges and individual needs, rooted in a forensic assessment, not assumptions about the impact of disadvantage. This will not be limited to academic success but the wider school life such as attendance of clubs and opportunities for responsibility e.g. ambassador committees and residential. Positive experiences at school will lead to motivation and belonging. Wellbeing is always high on agenda.

We recognise the most effective strategies for addressing disadvantage focus on giving all staff the capacity, expertise, knowledge and development to meet the needs of their pupils. Therefore, professional development, underpinned by evidence-based research, is valued and prioritised. There is a focus on Quality First Teaching, and interventions outside of the classroom are minimised unless they are addressing any identified gaps in their academic, social and emotional need and are recognised as having more of an impact than the pupil being in the classroom.

The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will follow the Learn-At Guiding Principles.

1. To promote an ethos of excellent education and the highest expectations for all, regardless of background or barriers to learning.
2. Pupil Premium funding is used to promote quality first teaching which secures excellence, equity and well-being in education for disadvantaged pupils.
3. Spending decisions are informed by this strategy and research evidence.
4. High-quality teaching and learning are prioritised over intervention. An intervention culture can lead to disadvantaged pupils being seen as 'someone else's responsibility'. Interventions should ensure that children keep up with their peers, rather than catch up.
5. All pupils can access a rounded, rigorous and knowledge-rich curriculum which promotes deep learning and prepares them for 'grown-upness' (Biesta 2017). Curriculum design in Learn-AT schools is informed by the Learn-AT Curriculum and Pedagogy framework and is aligned to the National Curriculum.
6. Excellent attendance and behaviour of all pupils is essential to maximise their learning. Pupil Premium funding may be used to secure excellence in these areas.
7. Evidence suggests that academically able pupils from disadvantaged backgrounds are also at risk of under-achieving. Our schools focus on these pupils as well as pupils with low prior attainment.
8. Schools consider the needs of all educationally disadvantaged pupils (including e.g. young carers and summer-born children) when arranging additional support.

9. Learn-AT schools do not group children by ability. Interventions are carefully planned and targeted to address gaps in pupil learning on an individual needs-led basis.
10. Teachers are accountable for the progress and attainment of all pupils in their class, regardless of background or barrier to learning.
11. Leaders plan their school's pupil premium strategy over three years to maximise the impact of the funding.
12. There is no such thing as a typical pupil premium child. Many have very supportive families, who do their very best for their children, but whose limited resources may mean that their children have a narrower range of experiences pre-school and outside school than their peers. Every one of these children is an individual with specific background and needs, and schools must consider each individual child in order to target support most successfully.
13. Pupil Premium is one part of a whole school strategy that aims to achieve sustainable improvements for disadvantaged pupils

## Challenges

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

Challenge number	Detail of challenge
1	Not all children make at least expected progress and there is an attainment gap between disadvantaged children and their peers in reading, writing and maths
2	Increasing issues related to the mental health and wellbeing of pupils;
3	Persistent attendance and punctuality of a small number of PP children.
4	Development of academic language and vocabulary.
5	Exposure to the wider world (trips, visits, places of interest, after school clubs, musical opportunities and sporting fixtures) to broaden life experience and further develop language.
6	Many pupils who are PP eligible also have SEND

## 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
Disadvantaged pupils make at least expected progress, and there will be improved reading, writing and maths attainment for disadvantaged pupils in all year groups.	<ul style="list-style-type: none"> <li>The gap between disadvantaged pupils will reduce. By July 2027, achievement for all PP pupils in EYFS GLD, Y1 Phonics, KS1 SATs and KS2 SATs will be equal to their peers and the gap between disadvantaged pupils and their peers is closing in all other year groups.</li> <li>Teachers are clear on the next steps for all disadvantaged pupils.</li> </ul>

<p>Disadvantaged pupils are well supported in their mental health and wellbeing, and this is no longer a barrier to achieving good outcomes.</p>	<ul style="list-style-type: none"> <li>• Observations show improved behaviour and focus in class for disadvantaged pupils with SEMH needs.</li> <li>• All PP pupils have their emotional needs met and are thriving socially and emotionally. SEMH needs no longer impact on academic outcomes by July 2027.</li> </ul>
<p>All children in receipt of PPG have good or better attendance.</p>	<ul style="list-style-type: none"> <li>• All PP pupils have good or better attendance (95% or more).</li> </ul>
<p>Disadvantaged children have well-developed language and vocabulary</p>	<ul style="list-style-type: none"> <li>• Observations show that children in receipt of pupil premium engaging well with speaking and listening and explicit tier 2 and 3 vocabulary.</li> <li>• Writing scrutiny shows children in receipt of PPG begin to independently use tier 2 and tier 3 vocabulary in their work.</li> </ul>
<p>Disadvantaged pupils have access to a high quality, well-resourced curriculum.</p>	<ul style="list-style-type: none"> <li>• All PP pupils make good progress in all areas of the curriculum. Resources for the curriculum are high quality and are available for all pupils.</li> </ul>
<p>Disadvantaged pupils have access to a wide range of cultural, sporting and educational enrichment activities, equal to their peers.</p>	<ul style="list-style-type: none"> <li>• All PP pupils have a bespoke opportunity to enjoy sports clubs, music tuition, residential visits and wider opportunities, at least equal to their peers.</li> </ul>
<p>PP pupils who also have SEND will make similar rates of progress to SEND children nationally.</p>	<ul style="list-style-type: none"> <li>• PP pupils with SEND will have SMART targets, specific individualised strategies to use and personalised support in place.</li> <li>• SEND PP pupils are making progress from their starting points.</li> <li>• SEND PP pupils make progress in line with SEND nationally.</li> <li>• SEND PP pupil's work books show progress from their starting point.</li> </ul>

## Activity in 2024-2027

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: £ 8,516

Activity	Evidence that supports this approach	Challenge Addressed
Developing effective high quality-first teaching and class support through collaborative peer work, coaching, and CPD (HLTA one morning per week professional development and teacher and LSA participation in LearnAt's US project) with a focus on effective feedback, rapid intervention, scaffolding and flexible grouping, Zones of Regulation, Tier 2 and 3 vocabulary and adaptive teaching.	<a href="https://educationendowmentfoundation.org.uk/education-feedback- -EEF">https://educationendowmentfoundation.org.uk/education-feedback- -EEF</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a> <a href="https://niot.org.uk/news-events/new-research-mentoring-new-teachers">https://niot.org.uk/news-events/new-research-mentoring-new-teachers</a>  +EEF Maths and English Guidance ( See links below)	1 2 4 6
Regular SEND/ Writing / Maths Surgeries and Pupil Progress Meetings with teachers to analyse data of PP children and provide support, guidance and challenge in order to close the gaps of focus children. Attendance checked as part of monitoring.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</a> <a href="https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools">https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</a> <a href="https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/">https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/</a>	1 3 4 6
Continued implementation of Little Wandle Letters and Sounds (a DfE validated Systematic Synthetic Phonics programme) to secure stronger phonics teaching for all pupils. Training for all staff new to EYFS, KS1 or LKS2	<a href="#">Phonics   EEF</a>	1 4 6

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

Budgeted cost: £16,023

Activity	Evidence that supports this approach
Enhanced learning support within all classes, providing structured intervention, rapid response support intervention, and one to one SEND and other support.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>
One to one and small group tuition weekly by teachers/LSAs. Interventions to include number sense, Little Wandle interventions, reading sessions, Literacy Gold and Maths Guidance.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group</a> <a href="https://www.littlewandlelettersandsounds.org.uk/about-us/our-pedagogy/">https://www.littlewandlelettersandsounds.org.uk/about-us/our-pedagogy/</a> <a href="https://numbersensemaths.com/research-principles">https://numbersensemaths.com/research-principles</a> <a href="https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools">https://www.gov.uk/government/publications/teaching-mathematics-in-primary-schools</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>

## Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7600

Activity	Evidence that supports this approach	Challenge Addressed
ELSA training and provision plus 3 afternoons.	<a href="#">Other Research – ELSA Network</a> <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a> <a href="#">Behaviour interventions   EEF</a>	2 3

<p>Develop relationships further with families to identify and support potential barriers for PP pupils with attendance at less than 95% or those with persistent absence. Provide a “soft start” for those PP children who struggle to get into school.</p>	<p>DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="#">Working together to improve school attendance (applies from 19 August 2024)</a></p>	<p>3</p>
<p>Subsidised opportunities for swimming lessons, attendance at sports clubs, extracurricular visits and residential visits.</p>	<p><a href="https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/side-by-side/bucks-challenge-group/the-buckinghamshire-challenge-handbook/">https://schoolsweb.buckscc.gov.uk/school-improvement-and-equalities/side-by-side/bucks-challenge-group/the-buckinghamshire-challenge-handbook/</a></p> <p><a href="https://researchschool.org.uk/unity/news/reviewing-and-refining-your-pupil-premium-strategy-seven-steps-and-helpful-evidence-informed-resources">https://researchschool.org.uk/unity/news/reviewing-and-refining-your-pupil-premium-strategy-seven-steps-and-helpful-evidence-informed-resources</a></p>	<p>2 3 5</p>

**Total budgeted cost: £32,139**

## 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 2024 to 2025 academic year.

<p><b>Disadvantaged pupils make at least expected progress, and attainment is at least equal to peers at all assessment points.</b></p> <p><b>PP pupils who also have SEND will make similar rates of progress to SEND children nationally.</b></p> <p>We have analysed the educational performance of our school’s disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. Other qualitative evidence has been used such as wellbeing and general observations. These were discussed throughout the year in Pupil Progress meetings and SEND Surgeries.</p> <p>We recognise that numbers of PP children are very small and needs of children vary per cohort so this needs to be taken into account when comparing data. 4 PP pupils transferred</p>
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from other schools too. A forensic approach is used rather than looking at groups of children as the data is less meaningful. The low numbers also make it more challenging when tracking data over time as we are not comparing like for like. With the introduction of a new data platform (Insight), we will continue to track progress of individual pupils and offer support on their needs, whether this be academic support, or related to social and emotional needs. We also looked for opportunities where children could make accelerated progress e.g. during data analysis in Pupil Progress Meetings and SEND/Writing and Maths Surgeries. We continue to have some of our PP children on our SEND register and focus on these children in data meetings to ensure that these children are making progress (6 out of 16 children). We recognise that attainment of PP children is generally lower than non-PP children so this will be an ongoing focus area.

We focused on supporting children in the class setting rather than having 'corridor kids' and this has supported progress. We will continue to develop this in 25/26 with a focus on personalised feedback and rapid intervention. Support staff and teachers were included in this Professional Development as the impact on staff subject knowledge should translate into positive pupil outcomes.

**Disadvantaged pupils are well supported in their mental health and wellbeing, and this is no longer a barrier to achieving good outcomes.**

ELSA support continues to be a growing need across all school, and 6 PP children had regular ELSA sessions. Several PP children also have reading support alongside our therapy dog who visits school once a fortnight. Decisions around which children should attend these sessions was regularly reviewed but all staff offer pastoral support. Recognising the needs of individuals is a strength of the school and staff regularly communicate with each other, with families, SLT, SEND lead and the ELSA if they have concerns about an individual child-relationships are key. The focus on well-being was singled out in our SIAMs inspection as being a strength of the school. SLT are a regular presence on the gate and conversations with families are key to supporting this for example, Early Help and Nurse referrals have been made to support some PP pupils. The Sanctuary is available for some PP pupils during lunchtime and is run by the ELSA. We are part of the PINS project for 25-26 and one family of PP pupils attended this. We also planned in time for a weekly Sensory Circuit session, and this was attended by several PP children. The Circle of Life Garden is also an important part of our school environment and used as part of alternative provision for small groups of children, as well as classes.

**All children in receipt of PPG have good or better attendance.**

Attendance was a concern for 6 PP pupils (10% or more sessions missed) but closer analysis of this shows that 3 of these children had poor attendance due to illness. One child was persistently late, and support was provided to address this, but this needs to be monitored in 25-26.

**Disadvantaged children have well-developed language and vocabulary.**

We place a strong emphasis on vocabulary, ensuring it is integrated throughout all subjects. Our pedagogical approach promotes language through exploration of new vocabulary and use of stem sentences, for example. Teachers have high expectations for all children and Cold Calling, Think Pair Share and support from adults, promotes this objective. Our reading curriculum is carefully thought out and in a recent external review, the reviewer noted that reading was a strength. This was evidenced in our KS2 SATS results (93% EXP, 38% GDS)

In last year's Year 6 cohort, there was only 1 PP child, but he achieved expected standard in reading. The Little Wandle scheme supports this in the Early Years and Year 1 and we have invested in adult support to ensure that children receive 3 small group sessions each week, one of these being related to comprehension. Little Wandle interventions were used for some PP children.

**Disadvantaged pupils have access to a high quality, well-resourced curriculum.**

Children have had items such as textbooks and items needed for an alternative provision timetable such as cooking and gardening. Interventions such as Literacy Gold, Little Wandle, and Number sense have been purchased to address gaps in learning. Before school Maths Clubs were also run as interventions with some PP children attending.

**Disadvantaged pupils have access to a wide range of cultural, sporting and educational enrichment activities, equal to their peers.**

Our PE Lead ensures that all children have access to a variety of sports and sporting events. Residential are heavily subsidised and no PP child has missed out from attending a school trip due to lack of funds. Teachers ensure that all PP children have the opportunity to take part in committees or as ambassadors for our school.

One-page profiles have been created for our PP children to ensure that this outcome is addressed and successful.

## 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
N/A	N/A
N/A	N/A

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A

What was the impact of that spending on service pupil premium eligible pupils?	N/A
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