

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Houlton School
Number of pupils in school	359
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Year 7 / Year 8 2022-2025
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Michael McCulley Principal
Pupil premium lead	Nathan Ellis Assistant Principal
Governor / Trustee lead	Liz Cheney, Academy Improvement Management Board (LGB) Partner / Johanne Thomas, Link TLET Trustee

Funding overview

Detail	Amount 22/23
Pupil premium funding allocation this academic year	£91,600
Recovery premium funding allocation this academic year	£10,764 (Estimated)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£102,364

Part A: Pupil premium strategy plan

Statement of intent

Houlton School is in its second year as an academy Free School that opened in September 2021 to pupils in Year 7 only. We have now welcomed our second cohort of pupils and currently have 359 pupils on roll which is one below our total PAN of 360 pupils in our second year. We envisage that this final place will be filled shortly as we are an oversubscribed school.

Of our 359 pupils, 82 are entitled to support from the PPG; 43 pupils in year 7 and 39 pupils in year 8. As such, this represents 23% of the cohort, with 19% being entitled to Free School Meals. This is slightly below average for state-funded secondary schools as the most recent year (2021-22) for which [national data](#) are available reflects that 22.5% of pupils are known to be eligible for free school meals. This national data also demonstrates that this is also below the average for the West Midlands which was 26.5% for 2021/22.

This statement contains funding estimates based on the information provided by primary schools and pupils' entitlements in Key Stage 2 as well as information that we already hold for our year 8 cohort. We have 3 pupils who are known to be eligible for service pupil premium (SPP), 9 children Previously Children Looked After (PCLA), and 70 children who are either currently, or have been entitled to free school meals in the last six years (FSM/E6). We anticipate this equating to a total Pupil Premium Grant of **£91,600**. This is supplemented by an estimated additional **£10,764** of Recovery Premium, the purpose for which is to support strategies to diminish the disproportionate impact of disruption to pupils' learning caused by the COVID-19 pandemic. This brings our estimated grand total for Pupil and Recovery Premium to **£102,364**.

In order to anticipate, respond to and diminish the emergence of any differences in the rates of progress for our cohorts we have considered national trends, insights from CAT4 diagnostic assessment tools, the [EEF toolkit](#), information gathered by our teaching staff and intelligence drawn from the Transforming Lives Educational Trust's other local secondary school. We will continue to make appropriate adjustments to our strategy based as we reflect on the progress our learners make and our local context.

At Houlton, our intention is that all pupils, irrespective of their background or the challenges they may face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects, through a personalised curriculum and high-quality teaching that adapts to their needs. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve the same or better progress as more advantaged pupils through enrichment and co-curricular activities, access to technology and access to learning materials from home. These are all key elements of our Pupil Premium strategy.

Our intention is also to consider the challenges faced by vulnerable pupils, such as those who have a social worker or who act as young carers. The activities that we have outlined in this statement are also intended to support these pupils' needs, regardless of whether they are formally 'disadvantaged' or not.

Our strategy has effective quality first teaching and continued professional development at the heart of its approach, with a focus on areas in which disadvantaged pupils require the most

support. The focus here is on equipping our highly effective teaching team with additional and refined pedagogical tools that result in high challenge and knowledge rich-accessible curricula which explore our 'Big Questions' across all subject areas. This is proven to have the greatest impact on diminishing the attainment difference whilst also benefiting all pupils in our school. Implied within the intended outcomes detailed below is the intention that pupils who are not from a disadvantaged background will also see their attainment levels being sustained and improved alongside the progress being made for their disadvantaged peers. However, our 'FIRST' strategy, which is employed by all staff and volunteers, means that we are able to focus on timely identification and intervention when issues and/or barriers are present that would prevent the desired and expected progress being made.

The 'FIRST' strategy is outlined below:

First marked, and first visited in lessons, every time;

Identified on Provision Maps with **personalised** interventions updated regularly;

Regularly challenged (data/progress/conduct points);

Seated strategically (and regularly reviewed);

Tackling missing work ('Whilst you were out' sheets and catch-up conversations);

Our strategy is also integral to wider school plans for continued education recovery, notably in its targeted support through the support of our Pupil Experience Leaders, Assess/Plan/Do review in individual subjects and our 'Secondary Ready' Programme from Young Life Warrior to support transition from KS2 to KS3.

Our overall approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils excel. Our approach will ensure that disadvantaged pupils are challenged in the work that they're set and, as a school, we act early to intervene at the point that need is identified. A whole school approach ensures that all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve (Aspiration).

We strive to build strong relationships with pupils and families so that we can understand the challenges that they face and respond accordingly in order to support each individual pupil holistically. We have robust data collection systems to allow us to monitor and analyse pupil progress, achievement, behaviour and attendance which support timely intervention and help raise the profile of disadvantaged pupils school wide. The overall goal and ultimate objective is that all staff are working collaboratively towards the achievement of a common goal: to diminish the gap between disadvantaged and all other pupils whilst also providing opportunities for disadvantaged pupils to access experiences to which that they might otherwise not have access within their local community and daily lives.

Challenges

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

Challenge number	Detail of challenge
1	<p>Raising the profile of DA pupils across the school to ensure that our 'FIRST' strategy is present every day and in every classroom. As a school with a growing staff body the embedding of this strategy is of particular significance and importance in order for pupils to make the expected progress in line with FFT20/5 data.</p>
2	<p>The partial school closures and continued influence of the Covid pandemic coupled with the current cost of living crisis will continue to have a negative and a significant impact upon DA pupils and their families. National studies supported that DA pupils suffered a greater impact of the pandemic than other pupils.</p> <p>It will be important to offer responsive and effective approaches to supporting DA pupils during this time who may experience additional barriers to curriculum and co-curricular access which negatively impact upon the progress being made academically in school.</p>
3	<p>When evaluating our GL CAT4 data, KS2 Test scores, information gathered from KS2 transition and experienced secondary school practitioner insight we are often presented with significant attainment gaps due to a lack of progress being made by DA pupils in comparison with their peers.</p> <p>This is often reflected in a reduced ability to access challenging curriculums as a result of barriers associated with reading comprehension, vocabulary, spelling and numeracy; these gaps are often within KS2 programmes of study which then only serve to create further widening of any gaps when KS3 programmes of study are undertaken.</p>
4	<p>Diminishing the gap in EBacc subjects for DA pupils to reduce the impact of the Covid pandemic as well as the well documented potential impact of being a DA pupil. Targeting the subject areas of MFL, Geography and History will be of particular focus.</p>
5	<p>Creating strong home/school relationships where DA families feel connected and part of the Houlton family and work in partnership with us to achieve the very best outcomes for their children.</p>

6	<p>Attendance can often be lower for DA pupils and absence from school has a significant impact on the progress achieved by all pupils. Persistent absence must be swiftly addressed to ensure that progress is maximised for pupils whilst pupil welfare is also carefully considered.</p> <p>DA pupils at Houlton School had a lower attendance than other pupils in the last academic year and so this is something that we must continue to address.</p>
7	<p>Raising aspirations of DA pupils with regards to their long-term goals beyond KS3-KS4 education. A proactive approach towards creating a culture of high aspiration amongst DA pupils should have a positive impact on progress and achievement as well as future post 16 choices.</p>
8	<p>Nationally, social and emotional issues are more common among disadvantaged pupils and this has been heightened by the pandemic. Anxiety, depression (diagnosed by medical professionals) and low self-esteem are common barriers. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.</p>
9	<p>A significant proportion of our disadvantaged pupils are in receipt of support from the PPG as a result of being Previously Children Looked After and most have experienced childhood trauma in a variety of forms. Therefore, trauma informed practice, pedagogy and the implementation of restorative practices are a priority for all of our staff in order to remove barriers to engagement in learning and social interaction around the school.</p> <p>This continues to be of the utmost importance as our staff body grows and our approaches towards supporting all pupils and especially DA pupils is disseminated to new staff via continued professional development.</p>

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
Improved attainment among disadvantaged pupils across the curriculum, ultimately leading to attainment and progress at the end of KS4 that is consistent with FFT20.	<p>Pupils are on-track to make progress in line with FFT20 according to SISRA analytics.</p> <p>End of KS4 attainment data to reflect this for each cohort in all subjects.</p>
Continued improvement of our quality of education across all year groups in all subject areas.	<p>An ambitious, broad and balanced curriculum for all, will continue to be implemented.</p> <p>A rigorous quality assurance programme will reflect high quality teaching across all faculties with staff effectively implementing CPD around responsive teaching and embedding formative assessment.</p> <p>Use of pupil and staff voice will allow continued reflection on the highly effective CPD sessions that will be required to continue to ensure that the very best teaching and learning is occurring.</p> <p>A coaching culture through Teacher Learning Communities (TLCs) will be established and embedded to ensure that we are engaged in a constant cycle of improvement.</p>
A raised profile for DA pupils across the school with a well embedded and consistent FIRST strategy within teacher practice.	<p>Teachers know which pupils in their teaching groups are DA.</p> <p>Teachers have strategic seating positions for all DA pupils in their classrooms and can evidence appropriate provisions being made to support their progress in line with their peers through use of provision maps.</p> <p>Staff are able to articulate provisions being made as appropriate for DA pupils.</p> <p>'FIRST' strategy is evidenced consistently through quality</p>

	assurance processes.
Improved reading comprehension among targeted disadvantaged pupils across KS3.	<p>GL standardised diagnostic testing shows an improvement in reading comprehension scores for DA pupils following strategic individual and/or small group intervention as well as a whole school strategy for 'reading for meaning' in class. Bedrock learning outcomes also demonstrate improved reading comprehension skills amongst DA pupils. Therefore, the disparity between DA pupils and all other pupils will be diminished.</p> <p>Work scrutiny and high standards of engagement in lessons will also reflect these improvements.</p> <p>Improvements in this area will also enable pupils to fully access the school's GCSE curriculum offer in the future.</p>
Improved spelling among targeted disadvantaged pupils across KS3.	<p>GL standardised diagnostic testing shows an improvement in spelling in terms of scores attained following strategic individual and/or small group intervention as well as a whole school strategy for 'reading for meaning'. The disparity scores between DA pupils and all other pupils will be diminished.</p>
A diminished gap in EBacc subjects between DA pupils and other pupils.	<p>Progress being made by targeted DA pupils compared to all other pupils of a similar prior attainment will show a diminished and / or closed gap.</p>
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<p>Rewards and consequences data and quality assurance programmes will demonstrate that DA pupils are more able to regulate their own behaviour for learning. These improvements will be underpinning by our whole school implementation of a restorative justice system and excellent pastoral care via</p>

	<p>form tutors and pupil experience leaders.</p>
<p>To achieve and sustain improved wellbeing for all pupils by enriching the lives of all pupils and raising their aspirations, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing will be demonstrated by high quality outcomes from, and engagement with, 'Young Life Warrior - Secondary Ready' (Y7) and self-regulation/empathy programmes.</p> <p>DA pupils will have the opportunity to access additional cultural capital through transformational learning experiences during trips, visits, activities, residential trips and further co-curricular opportunities.</p> <p>A significant and wide ranging co-curricular programme will be implemented and sustained throughout the school year with a focus on engagement of DA pupils. Participation at co-curricular provision will be quality assured.</p> <p>Pupil voice, parent surveys and teacher observation will also be used to provide qualitative and quantitative insight data with regards to pupil wellbeing.</p> <p>Staff will consistently utilise a restorative justice approach when addressing behaviour and choices that are not in keeping with Houlton School's high expectations.</p>
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ol style="list-style-type: none"> 1. The overall absence rate for all pupils being no more than 96%, and the attendance gap between DA pupils and all other pupils being diminished. 2. The percentage of all pupils who are persistently absent being below 9% and the difference for DA pupils compared to all other pupils being diminished.

To facilitate and achieve high levels of parental engagement with a particular focus on DA pupils.	Implementation of successful parental engagement activities throughout the school year.
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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: £ 34,122

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of GL Assessment diagnostic assessments inc. GL CAT4, NGRT and NGSTs²/ Mathematics Screening Tests.</p> <p>A triangulation of these baselining tools will support the generation of ambitious targets for disadvantaged pupils and training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Making an assessment of pupils' potential using a combination of knowledge-based and cognitive potential testing supports us with identifying disadvantaged pupils who may have fallen behind their peers generally, and in particular during the disrupted learning from the COVID-19 pandemic.</p> <p>Standardised tests provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through our waves model of personalised adaptations and quality first teaching.</p>	1, 2, 3
<p>Recruitment and retention of teaching staff.</p>	<p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending. Access to high quality teaching is the most important lever schools have to improve outcomes for pupils. Hattie ranks collective teacher efficacy as the largest influencing factor on pupil achievement making</p>	1, 7, 9

<p>Purchase of the SSAT 'Embedding Formative Assessment' professional development programme.</p> <p>Delivered by Assistant Principals within 'Teacher Learner Communities (TLCs)'.</p> <p>High quality additional CPD training focused on formative assessment, 'FIRST' strategy and the teaching and learning strategy to be delivered throughout the academic year.</p>	<p>this a crucial factor.</p> <p>This two-year professional development programme has been independently proven to increase pupil achievement.</p> <p>The Education Endowment Foundation (EEF) found learners made the equivalent of two months of additional progress. Learners in the lowest third for prior attainment made the greatest progress and teachers within TLCs felt they had improved their practice with regards to formative assessment.</p> <p>Formative assessment strategies / techniques and responsive teaching approaches to be shared with staff during training based on evidence based influences such as, but not limited to, Doug Lemov, Harry Fletcher-Wood and Tom Sherrington.</p> <p>The school's 'FIRST' strategy to be shared with staff frequently as part of CPD and highlighted/reviewed within quality assurance procedures.</p>	<p>1, 2, 3, 4, 7</p>
<p>Purchase of Beacon House Therapeutic resources and CPD programme to support the development of metacognitive and self regulation skills in pupils, in particular disadvantaged pupils and/or those who have experienced trauma.</p> <p>This will involve ongoing teacher training and support and release time.</p>	<p>Teaching metacognitive strategies to pupils helps pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment.</p>	<p>3, 7, 8, 9</p>
<p>Contextual mentoring and instructional coaching for all teaching staff including bespoke training for ECTs.</p> <p>This is in addition to the coaching cultures created within the TLCs</p>	<p>Effective mentoring and coaching for staff results in many positive impacts:</p> <ul style="list-style-type: none"> ● enhanced personal effectiveness ● professional development ● greater reflectivity and personal growth ● enhanced energy and job satisfaction ● greater openness to share 	<p>1, 2, 4</p>

<p>mentioned previously.</p>	<p>best practice</p> <ul style="list-style-type: none"> ● greater creativity ● creation of a whole school learning culture ● improved relationships ● greater staff and pupil engagement <p>In return indirectly having a positive impact on pupil progress and school improvement.</p>	
<p>Restorative justice training for staff.</p>	<p>Use of this whole school approach develops connectedness, accountability and reflectiveness which results in a more trusting and cohesive school community. This has also been shown to increase attendance, reduce exclusions, reduce truancy levels and improve attitudes towards learning and levels of achievement.</p> <p>Furthermore, the Department for Education also supports the impacts that this approach can have as an anti-bullying strategy.</p>	<p>5, 6, 7, 8, 9</p>
<p>Continuing to improve literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will continue to fund professional development and strategies (see separate Literacy Development Plan) to support improved comprehension and literacy skills.</p> <p>Bedrock vocabulary accessed by all pupils in Y7/Y8 as part of home learning.</p>	<p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English.</p> <p>Reading comprehension strategies have been judged by the EEF to have a potential impact of +7 months of progress among secondary aged pupils globally.</p>	<p>1, 2, 3, 4, 7</p>
<p>Continuing to enhance our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will continue to fund teacher release time to embed key elements of the guidance in school, and to access Maths</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and</p>	<p>1, 2, 3, 4, 7</p>

<p>Hub resources and CPD offers (including Teaching for Mastery training).</p> <p>NCTEM Year 5-8 Maths continuity hub is being established and led by our Head of Faculty to continue to enhance professional development, curriculum design, ensuring consistency across key stages and to support the establishment of Houlton School as a 'Central Maths School' that will host Maths events and showcase excellent practice in Maths learning and teaching.</p> <p>Use of SPARX Maths for independent learning which provides targeted access to the curriculum to help each individual pupil make progress according to any gaps in knowledge or learning needs.</p>	<p>help pupils to develop more complex mental models.</p> <p>Our Head of Faculty for Maths worked with NCTEM Maths Hub throughout last year. Specialist teachers came in and watched lessons at Houlton and we observed lessons in school with high DA levels. This resulted in a positive impact in relation to ensuring mixed attainment practice incorporates all pupils to maximise progress for all.</p>	
<p>Teaching Assistant Interventions and deployment training.</p>	<p>Teaching assistants provide a large positive impact on learner outcomes when deployed effectively including a largest impact when trained to deliver structured interventions.</p>	<p>1, 2, 3, 4,</p>

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

Budgeted cost: £34,121

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to adopt the targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan.</p>	<p>1, 2, 3, 4, 5, 7</p>

comprehend texts and address vocabulary gaps.		
<p>One to one tuition.</p> <p>Possible interventions might include but are not limited to: Catch-up literacy; Precision Teaching - spelling, reading and Maths interventions; Toe by Toe reading intervention.</p>	<p>One to one tuition is very effective at improving pupil outcomes and might be an effective strategy for providing targeted support for pupils identified as having low prior attainment or who are struggling in a particular area. The EEF suggests a potential impact of +4 months progress.</p>	1, 2, 3, 4, 5, 7
<p>Small group tuition.</p> <p>Possible additional interventions might include but are not limited to: 1. Reading and reading inference/reading for meaning 2. Word shark 3. IDL Numeracy</p>	<p>Small group tuition is effective when supported by initial diagnostic assessments to help target specific pupils.</p> <p>The EEF suggests a potential impact of +4 months progress.</p>	1, 2, 3, 4, 5, 7
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers (Not funded via Recovery Premium)</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, with Wave 2 and 3 interventions</p>	1, 2, 3, 4, 5, 7
<p>Homework club support sessions run daily.</p>	<p>It has been suggested that appropriately set homework linked to classroom learning and supported by homework clubs in school could have an impact of up to 5 months progress.</p>	1, 2, 3, 4, 5, 7

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

Budgeted cost: £34,121

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued adoption of a pupil focused, trauma informed set of interventions for specific pupils who require support with regulating their behaviour and emotions.</p> <p>This includes training for school staff, collaboration with our local behaviour hub and teacher release time.</p>	<p>There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties. EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression.</p>	<p>5, 7, 8, 9</p>
<p>A whole school, quality assured, approach to a wide ranging and well-established co-curricular programme.</p> <p>This programme provides opportunities to access additional cultural capital through transformational learning experiences during trips, visits, activities, residential and further co-curricular opportunities.</p> <p>Support will also be specifically provided for DA pupils to access music tuition.</p> <p>Residential educational visits will be heavily subsidised to support participation (50% discount)</p>	<p>We strongly believe that DA pupils should have access to all the opportunities their peers experience.</p> <p>All Pupils have access to co-curricular clubs daily both during and after school. Residential trips run each academic year for pupils.</p> <p>There is much evidence that supports the positive impact of co-curricular clubs on academic performance, attendance, attitudes towards school, confidence, teamwork and higher academic aspirations.</p> <p>There are also clear benefits that are cited such as relief of stress, socialising with peers and enjoyment.</p> <p>All DA pupils to go to London Science museum cultural/STEM visit.</p> <p>Y7 PGL and Y8 Languages/Art/History/Culture France (five day visits) enrichment visits promoted to DA pupils with a target of at least 75% take-up on visits from DA pupils.</p>	<p>5, 7, 8</p>

<p>'The Brilliant Club' Scholars' Programme.</p> <p>PhD tutors / world class researchers deliver the Scholars' Programme to small groups of pupils with 55% of those involved being from a DA background.</p> <p>Pupils access challenging courses on subjects beyond the curriculum in 'university-style learning' with two visits to the most competitive universities.</p>	<p>Independent analysis by UCAS show that pupils on the Scholars' Programme are significantly more likely to apply to, receive an offer from and progress to a highly-selective university than pupils with similar socio-demographic background and GCSE attainment.</p> <p>The Scholars' Programme is effective at increasing pupil self-efficacy in relation to university study.</p>	<p>1, 7</p>
<p>Continue to embed the principles of good practice set out in DfE's Improving School Attendance advice in partnership with Warwickshire Attendance Service.</p> <p>Staff will receive training and release time to develop and implement new procedures. Attendance Officer support and training.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>6</p>
<p>Parental engagement strategies including those around:</p> <ul style="list-style-type: none"> ● communication ● support with home learning ● developing skills to allow parental access to school curriculum ● sharing of resources 	<p>Positive parental engagement can have an average impact of 4 months additional progress and so it is crucial to consider innovative ways to engage with parents to avoid widening attainment gaps.</p>	<p>2, 5</p>
<p>Bespoke provisions based on individual pupil need including:</p> <ol style="list-style-type: none"> 1. Language for behaviour and emotions 2. Social games 	<p>These provisions are provided to appropriate all pupils as a responsive approach to identified and emerging support requirements. As such, some of these provisions will be accessed by DA pupils.</p>	<p>2, 5, 7, 8, 9</p>

<ul style="list-style-type: none"> 3. Social time supervision 4. Quiet lunch 5. Zones of regulation 6. Social thinking 7. Drawing and talking 8. Nurture group 9. Guy's Gift 10. Anxiety Gremlin 		
<p>Contingency fund for acute/and or issues arising/for individual departments to bid for.</p>	<p>Based on the experience of similar schools to ours, we are setting aside a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

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 2021 to 2022 academic year.

The 2021-22 academic year was the first year in which our Pupil Premium strategy was implemented within a brand new Free School with only year 7 pupils.

Based on the internal data processed using SISRA analytics 99.4% of all pupils were 'on/above track' based on their EOY 11 MEG. Therefore, reflecting a positive impact of high quality teaching and learning as well as effective provision/intervention for DA pupils. As our school grows and our approach to assessment develops further we will need to continue to analyse, monitor, evaluate and intervene in order to ensure pupils remain 'on' or 'above track' with regards to their progress. There is currently no statistically significant difference between the progress of advantaged and disadvantaged pupils at Houlton School and standardised tests (e.g. from GL Assessment and Bedrock learning) place both groups above national averages.

Reading comprehension among KS3 pupils targeted via intervention showed improvements for pupils including those who are disadvantaged.

We now have baseline data for behaviour based on our rewards and consequences system. As such, this will enable us to monitor the future impact of our approach towards supporting pupils in monitoring and regulating their own learning and behaviour.

Well-being and Young Life Warrior programmes were well received by pupils and supported the transition from primary to secondary school education. As such, the Young Life Warrior programme has been utilised again for this academic year. Rewards and consequences data reveals all pupils, including DA, are highly motivated, eager to learn and participate fully in all areas of school life, including our co-curricular programme.

Attendance of pupils continued to be impacted by the coronavirus pandemic in the 2021-22 academic year and so gauging the impact of our approach is more difficult to accurately measure. However, headline figures reflected that the attendance of PP pupils (42 pupils) was 89.3% and all other pupils was 94.46%. As such, a gap between these is evident which justifies and supports our continued focus on this area.

An impressive array of co-curricular activities was offered last year and we will continue to add value to this in the new academic year with the addition of two residential trips and further provision for co-curricular clubs during the school day and after school. This

co-curricular quality assurance process has been reviewed and improved to allow enhanced monitoring, intervention and support for pupils who may be missing out on valuable additional cultural capital.

The pupil premium strategy for Houlton School delivered positive results in the 2021-22 academic year. Our strategy has been developed further as part of an initial three-year plan and it will continue to be an ambitious strategy which we will continue to review and update according to the needs of our pupils.

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
Bespoke, post-pandemic 'Secondary Ready' Induction Programme created in partnership with Young Life Warrior.	Young Life Warrior Programme
Supportive coaching, mentoring and Restorative Practice Wave 2 and 3 Support / Anti-bullying Support.	Dale Vincent Coaching
The PhD Scholar's Programme for KS3 by The Brilliant Club	Scholars' Programme from the Brilliant Club
World Class Schools Quality Mark: Pupil Accreditation Programme	WCSQM
PiXL Edge and PiXL Green Edge Leadership LORIC Programme	PiXL Edge