

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	543
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2026
Date this statement was published	October 2024
Date on which it will be reviewed	September 2024
Statement authorised by	Michael McCulley Principal
Pupil premium lead	Nathan Ellis Assistant Principal
Governor / Trustee lead	<b>Liz Cheney</b> Vice Chair of LGB <b>Sue Crosson</b> Link TLET Trustee

### Funding overview

Detail	Amount 23/24
Pupil premium funding allocation this academic year	£146,820
Recovery premium funding allocation this academic year	£32,568
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£179,388</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Houlton School is in its third year as an academy Free School that opened in September 2021 to pupils in Year 7 only. We have now welcomed our third cohort of pupils and currently have 543 pupils on roll which is marginally above our PAN of 540 pupils in our third year.

Of our 543 pupils, 118 are entitled to support from the PPG; 37 pupils in year 7, 45 pupils in year 8 and 36 pupils in year 9. As such, this represents 21.7% of the cohort, with 88% of the 118 pupils being entitled to Free School Meals. This is slightly below average for state-funded secondary schools as the most recent year (2022-23) for which [national data](#) are available reflects that 23.8% 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 27.9% for 2022/23.

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 7, 8 and 9 cohorts. We have 3 pupils who are known to be eligible for service pupil premium (SPP), 10 pupils who are previously looked-after children (PLAC), 5 pupils who are looked-after children (LAC) and 104 children who are either currently, or have been entitled to free school meals in the last six years (FSM/Ever6). We anticipate this equating to a total Pupil Premium Grant of £146,820. This is supplemented by an estimated additional £32,568 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 £179,388

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 as well as other local schools. We will continue to make appropriate adjustments to our strategy as we reflect on the progress our learners make as well as any changes in our local context.

At Houlton School, our vision is to ensure that disadvantaged pupils are given equity of opportunity in order to fulfil their potential, gain cultural capital, have their aspirations raised and ultimately develop as well rounded individuals who can contribute positively within society. This vision applies irrespective of a pupil's background or the challenges that they may face; we want all pupils to make good progress and achieve high attainment levels across the curriculum, particularly in EBacc subjects, through a personalised curriculum, adaptive teaching and high-quality responsive teaching with embedded formative assessment. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve the same or better progress as their peers who do not have a 'disadvantaged background' through high quality learning and teaching experiences, enrichment and co-curricular activities, access to technology and access to learning materials from home.

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. There is also a focus on areas in which disadvantaged pupils require the most support. We ensure to equip 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 by their disadvantaged peers. However, our 'FIRST' strategy, which is employed by all staff, 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 non-teaching 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 is responsive to common challenges and individual needs, and is 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 are 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 which reflects the 'aspiration' core value pillar that forms one element of our school ethos.

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, attainment, 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 progress / attainment gaps between disadvantaged and all other pupils whilst also providing opportunities for disadvantaged pupils to access experiences and cultural capital which 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>Continuing to raise 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, our pupil and staff bodies are continuing to grow. As such, the continued embedding of this strategy is of particular importance in order for all pupils to have the same consistency and quality of provision in order to make the expected progress in line with FFT20/5 data.</p>
2	<p>Historic school closures as a result of the Covid pandemic continue to have an influence on pupils who join us at the start of their KS3 journey. Similarly, the clear and present cost of living crisis continues to have a negative and 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 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 have had a lower attendance than other pupils in the last three academic years. Whilst, attendance of our FSM6 pupils is higher in comparison to FFT national figures it remains a key priority that we must and will continue to address</p> <p>Attendance of SEND pupils was marginally below FFT national and again this will continue to be an area of focus. Attendance for EHCP pupils at Houlton School was above FFT national figures.</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 proportion of our disadvantaged pupils are in receipt of support from the PPG as a result of being previously looked-after children or looked-after children (LAC) and most are likely to 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 continues to grow 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
<p>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>	<p>Pupils are on-track to make the appropriate progress within our Key Stage 3 and 4 curriculum according to SISRA analytics.</p> <p>End of KS4 attainment data to give a final reflection on this for each cohort in all subjects.</p>
<p>Continued improvement of our quality of education across all year groups in all subject areas.</p>	<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 continuing to effectively implement 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 learning and teaching 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. As we move towards the 2024-25 academic year we will combine our Embedding Formative Assessment TLC approach with <a href="#">Tom Sherrington's WalkThrus</a> resources for CPD.</p>
<p>A raised profile for DA pupils across the school with a well embedded and consistent FIRST strategy within teacher practice.</p>	<p>Teachers can identify 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</p>

	<p>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>The 'FIRST' strategy is evidenced consistently through quality assurance processes.</p>
<p>Improved reading comprehension among targeted disadvantaged pupils across KS3.</p>	<p>GL standardised diagnostic testing will measure and show 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.</p> <p>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 enable pupils to fully access the school's GCSE curriculum.</p>
<p>Improved spelling among targeted disadvantaged pupils across KS3.</p>	<p>GL standardised diagnostic testing will show 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>
<p>Improved numeracy scores among targeted disadvantaged pupils across KS3.</p>	<p>Numeracy screeners will show an improvement in numeracy following strategic individual and/or small group intervention. The disparity scores between DA pupils and all other pupils will be diminished.</p>

<p>A diminished gap in EBacc subjects between DA pupils and other pupils.</p>	<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>
<p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<p>Rewards and consequences data and quality assurance programmes will demonstrate that DA pupils are able to regulate their own behaviour for learning.</p> <p>These improvements will be underpinning by our whole school implementation of a restorative justice system and excellent pastoral care via form tutors and non-teaching 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 monitored and action taken where pupils are not attending regularly.</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</p>



	behaviour and choices that are not in keeping with Houlton School's high expectations.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance demonstrated by:</p> <ol style="list-style-type: none"> <li>1. The overall attendance rate for all pupils being 96% or greater, and the attendance gap between DA pupils and all other pupils being diminished.</li> <li>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.</li> </ol>
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.

## 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: £ 71,194

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of <a href="#">GL Assessment diagnostic assessments</a> inc. GL CAT4, NGRT and NGSTs<sup>2/</sup> Mathematics Screening Tests.</p> <p>A triangulation of these baselining tools will support the</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><a href="#">Standardised tests</a> and our numeracy</p>	1, 2, 3

<p>generation of ambitious targets for disadvantaged pupils and training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>screeener 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>	
<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 <a href="#">pupil premium spending</a>. Access to high quality teaching is the <a href="#">most important lever</a> schools have to improve outcomes for pupils. Hattie ranks <a href="#">collective teacher efficacy</a> as the largest influencing factor on pupil achievement making this a crucial factor.</p>	<p>1, 7, 9</p>
<p><a href="#">SSAT 'Embedding Formative Assessment'</a> professional development programme (year 2) will now be delivered in the 2023-24 academic year having been purchased in the 2022-23 academic year when year 1 was delivered.</p> <p>Delivered by Assistant Principals within 'Teacher Learner Communities (TLCs)' in year 1. Middle leaders have now taken on the leading roles within TLCs and will continue to do so in year 2.</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>Purchase of Tom</p>	<p>The two-year SSAT EFA professional development programme has been independently proven to increase pupil achievement.</p> <p>The <a href="#">Education Endowment Foundation (EEF)</a> 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, <a href="#">Doug Lemov</a>, <a href="#">Harry Fletcher-Wood</a>, <a href="#">Dylan William</a> and <a href="#">Tom Sherrington</a>.</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>Long term, walkthrus can become a</p>	<p>1, 2, 3, 4, 7</p>

<p>Sherrington's WalkThrus CPD resources in preparation for SSAT 'Embedding Formative Assessment' professional development programme to come to the end of its two year cycle.</p> <p>These approaches will be combined as we head into the 2024-25 academic year.</p>	<p>deeply embedded feature of our school culture which is combined with TLCs to support a strong culture of professional reflection, deliberate practice, research-engagement and continuing improvement.</p>	
<p>Purchase of Beacon House Therapeutic resources and <a href="#">CPD programme</a> 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 <a href="#">metacognitive strategies</a> 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 mentioned previously.</p>	<p>Effective <a href="#">mentoring and coaching</a> for staff results in many positive impacts:</p> <ul style="list-style-type: none"> <li>● enhanced personal effectiveness</li> <li>● professional development</li> <li>● greater reflectivity and personal growth</li> <li>● enhanced energy and job satisfaction</li> <li>● greater openness to share best practice</li> <li>● greater creativity</li> <li>● creation of a whole school learning culture</li> <li>● improved relationships</li> <li>● greater staff and pupil engagement</li> </ul> <p>In return indirectly having a positive impact on pupil progress and <a href="#">school improvement</a>.</p>	<p>1, 2, 4</p>
<p><a href="#">Restorative justice</a> 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</p>	<p>5, 6, 7, 8, 9</p>

	<p>attendance, reduce exclusions, reduce truancy levels and improve attitudes towards learning and levels of achievement.</p> <p>Furthermore, the <a href="#">Department for Education</a> also supports the impacts that this approach can have as an anti-bullying strategy.</p>	
<p>Continuing to improve literacy in all subject areas in line with recommendations in the <a href="#">EEF Improving Literacy in Secondary Schools guidance</a>.</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/Y9 as part of home learning.</p>	<p>Acquiring disciplinary <a href="#">literacy</a> 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 <a href="#">English</a>.</p> <p>Reading comprehension strategies have been judged by the EEF to have a potential impact of <a href="#">+7 months</a> of progress among secondary aged pupils globally.</p> <p>Literacy plans for all departments / faculties are in place to support the whole school strategy.</p>	1, 2, 3, 4, 7
<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 Hub resources and CPD offers (including Teaching for Mastery training).</p> <p><a href="#">NCTEM</a> 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</p>	<p>The DfE non-statutory <a href="#">KS3 guidance</a> has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p><a href="#">To teach maths well</a>, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models.</p> <p>Our Head of Faculty for Maths worked with NCTEM Maths Hub throughout the last two years. Specialist teachers continue to attend and watch lessons at Houlton School 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>NCTEM continues to work with Houlton as part of origin maths hub.</p>	1, 2, 3, 4, 7

<p>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>Pupils are rewarded for increased further practice on Sparx with prizes and certificates celebrating achievement.</p> <p>Pupils are invited to take part in additional mathematical challenges hosted by UKMT.</p> <p>PP and SEND pupils are supported with homework set on Sparx with 3 weekly drop in sessions and are encouraged to go further in their homework.</p> <p>PP pupils are invited to attend lectures and university days as part of university outreach.</p>	<p>Members of staff are working on training to understand and showcase excellent practice. Head of Faculty is developing as a secondary specialist and is working with other schools in the areas to embed mastery in mathematics.</p>	
<p><a href="#">Teaching Assistant Interventions</a> 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 including those such as through our National Tutoring Programme.</p>	<p>1, 2, 3, 4,</p>

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

Budgeted cost:: £ 72,194

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to adopt the targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	<a href="#">Reading comprehension strategies</a> 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.	1, 2, 3, 4, 5, 7
<p><a href="#">One to one tuition.</a></p> <p>Possible interventions might include but are not limited to:</p> <p>Catch-up literacy; Precision Teaching - spelling, reading and Maths interventions; Toe by Toe reading intervention.</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.	1, 2, 3, 4, 5, 7
<p><a href="#">Small group tuition.</a></p> <p>Possible additional interventions might include but are not limited to:</p> <ol style="list-style-type: none"> <li>1. Reading and reading inference/reading for meaning</li> <li>2. Word shark</li> <li>3. IDL Numeracy</li> </ol>	<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
Engaging with the National Tutoring Programme to provide school-led tutoring for pupils who require additional support based on academic need as diagnosed by teaching staff and GL assessment data.	<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> <p><a href="#">Small group tuition</a> is effective when supported by initial diagnostic assessments to help target specific pupils.</p>	1, 2, 3, 4, 5, 7

A significant proportion of the pupils who receive tutoring will be disadvantaged.  (Not funded via Recovery Premium)	The EEF suggests a potential impact of +4 months progress.	
Homework club support sessions run daily.	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 <a href="#">5 months progress</a> .	1, 2, 3, 4, 5, 7

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued adoption of a pupil focused, trauma informed set of interventions for specific pupils who require support with regulating their behaviour and emotions.  This includes training for school staff, collaboration with our local behaviour hub and teacher release time.	There is evidence to suggest that <a href="#">CBT</a> can have a high impact on risk behaviours and behavioural difficulties. EIF's report on <a href="#">adolescent mental health</a> found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression.	5, 7, 8, 9
A whole school, quality assured, approach to a wide ranging and well-established co-curricular programme.  This programme provides opportunities to access additional cultural capital through transformational learning experiences during trips, visits, activities, residential	We strongly believe that DA pupils should have access to all the opportunities their peers experience.  All Pupils have access to co-curricular clubs daily both during and after school. Residential trips run each academic year for pupils.  There is much <a href="#">evidence</a> that supports the positive impact of co-curricular clubs on academic performance, attendance, attitudes towards school, confidence,	5, 7, 8

<p>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>teamwork and higher academic <a href="#">aspirations</a>.</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 France and Y9 Spain enrichment visits promoted to DA pupils with a target of at least 75% take-up on visits from DA pupils.</p>	
<p><a href="#">‘The Brilliant Club’ Scholars’ Programme</a>.</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 <a href="#">UCAS</a> 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 <a href="#">Scholars’ Programme</a> is effective at increasing pupil self-efficacy in relation to university study.</p>	1, 7
<p><i>Duke of Edinburgh (DofE)</i></p>	<p>We have put extensive provision in place to ensure that all PP pupils are able to access the DofE programme. We currently have 72 pupils enrolled with 14 of these being PP pupils. Provision in place includes a 50% reduction in the cost of the programme, a waving of the registration fee, a bursary from the DofE and an additional bursary for equipment that can be loaned to PP pupils. The impact of this provision will be reflected upon in the next academic year.</p>	5, 7, 8
<p>Continue to embed the principles of good practice set out in DfE’s <a href="#">Improving School Attendance</a> advice in</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	6



<p>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>Parental engagement strategies including those around:</p> <ul style="list-style-type: none"> <li>● communication</li> <li>● support with home learning</li> <li>● developing skills to allow parental access to school curriculum</li> <li>● sharing of resources</li> </ul>	<p>Positive parental engagement can have an average impact of <a href="#">4 months additional progress</a> and so it is crucial to consider innovative ways to engage with parents to avoid widening attainment gaps.</p>	2, 5
<p>Bespoke provisions based on individual pupil need including:</p> <ol style="list-style-type: none"> <li>1. Language for behaviour and emotions</li> <li>2. Social games</li> <li>3. Social time supervision</li> <li>4. Quiet lunch</li> <li>5. Zones of regulation</li> <li>6. Social thinking</li> <li>7. Drawing and talking</li> <li>8. Nurture group</li> <li>9. Guy's Gift</li> <li>10. Anxiety Gremlin</li> </ol>	<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>	2, 5, 7, 8, 9
<p>Provision of ingredients for Food Preparation and Nutrition lessons.</p>	<p>This provision is in place to remove any financial barriers for pupils accessing the practical element of learning in this area.</p>	2, 5
<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>	All

## 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.

#### **Attainment / Progress**

##### Curriculum

The 2022-23 academic year was the second year in which our Pupil Premium strategy was implemented within a brand new Free School with only year 7 and 8 pupils. Internal assessment data processed using SISRA analytics demonstrated findings regarding pupil progress which have informed our continued approach towards strategic approaches to supporting DA pupils including staff continued professional development.

The headline figures for year 7, gained from a spring term data entry, showed that 80.7% of all year 7 pupils were on or above track with regards to the progress that they were making. Examining the data in finer detail it was demonstrated that, in year 7, 78.6% of Pupil Premium pupils were on or above track with regards to progress whilst 81.4% of Non-PP pupils were on or above track. With regards to LAC pupils 87.5% were on or above track in comparison to 80.6% of Non-LAC pupils. Similarly, 82.5% of pupils with EAL were on or above track compared to 80.3% of non EAL pupils. #

The headline figures for year 8, gained from a summer term data entry, showed that 77.9% of all year 8 pupils were on or above track with regards to the progress that they were making. Examining the data in finer detail it was demonstrated that, in year 8, 66.8% of Pupil Premium pupils were on or above track with regards to progress whilst 80.9% of Non-PP pupils were on or above track. With regards to LAC pupils 73.3% were on or above track in comparison to 77.9% of Non-LAC pupils. Similarly, 82.5% of pupils with EAL were on or above track compared to 80.3% of non EAL pupils.

##### EBACC Subjects - Diminishing the Gap

SISRA analytics has provided us with a baseline for comparison as we move through the new academic year. It also allows faculty and subject leads to begin to provide intervention for pupils who require it within their curriculum areas.

When examining the data it is really pleasing to see a small gap within English and History in both Y8 and Y9. It is also positive to see that the work conducted by departments in order to decrease the gap for subsequent year groups is showing real promise; Maths, History, French and Spanish all showed reduced gaps with our subsequent cohort and in fact these gaps have developed positively in favour of our PP

pupils.

We strongly believe that there is a high quality of learning and teaching at Houlton School where DA pupils are really focused on. However, we recognise that we must continue to implement effective provision/intervention for DA pupils on a whole school and a departmental level. As our school continues to grow we are further developing the rigour of our assessment systems to ensure that analysis, monitoring and intervention for our pupils is actioned in a time efficient manner allowing our excellent practitioners to do all that they can to ensure that all pupils attain 'on' or 'above track' with regards to their progress.

Intervention Impacts (Reading, Spelling and Numeracy)

Academic progress snapshots as a result of the interventions which took place in school, including those accessed through the National Tutoring Programme, are as follows.

Reading (NGRT below 85)

The average reading gain was 39.4 months for current year 9.

Test	Sept 21	Feb 22	Progress	July 22	Progress	Feb 23	Progress	July 23
NGRT (below 85)	11	9	2/11 into average 5/11 improved	10 (1 new pupil)	5/9 existing improved	3	7/10 into average 9/10 improve Average reading gain was 39.4 months	2 (3 others on monitoring show variation in scores so continue)

The average reading gain was 27.1 months for current year 8.

Test	Sept 22	Feb 23	Progress	July 23	Progress
NGRT (below 85)	14	6	8/14 into average range 11/14 improved. Average reading gain 27.1 months	4 (1 new pupil)	2/4 into average range

Spelling (NGRT below 85)

Year 9

Test	Sept 21	Feb 22	Progress	July 22	Progress	Feb 23	Progress	July 23
NGST (Below 85)	25	16	9/25 into average 15/25 improved	13 (1 new pupil)	4/16 into average 7/16 improve	12	1/12 into average 5/12 make progress	12

Year 8

Test	Sept 22	Feb 23	Progress	July 23	Progress
NGST (below 85)	16	13	3/16 into average 12/16 improved	9	4/13 into average range 9/13 improved

Numeracy (below 30)

Year 9

Test	Sept 21	Feb 22	Progress	July 22	Progress	Feb 23	Progress	July 23
Numeracy (Below 30)	24	12	12/24 into average 22/24 improved	9 (8 plus 1 new pupil)	4/12 into average range 7/12 improved	5	4/9 into average range 9/9 improved	3

Year 8

Test	Sept 22	Feb 23	Progress	July 23	Progress
Numeracy (Below 30)	16	9	7/16 into average 13/16 improved.	2	7/9 into average All improved

We are really pleased with the impact of our interventions in all three of these areas and will continue to support pupils in improving their reading, spelling and numeracy with additional intervention based on their scores within the above tests. Improvements in all three of these areas supports pupils in better accessing their learning on a daily basis.

As a result of our testing we know that we have the following number of year 7 pupils with whom to provide additional support as outlined; NGRT - 15 pupils, NGST - 45 pupils and Numeracy 32 pupils. The impact with these pupils will be measured in next year's policy.

### National Tutoring Programme

#### Numeracy

Numeracy tuition was delivered for pupils who scored above 30 on our numeracy screener but who were identified by class teachers as being pupils who would benefit from further support. Year 7 and 8 PP pupils were primarily targeted with this support although other non-disadvantaged pupils also received support as appropriate. Following the first wave of numeracy tuition all pupils made an improvement in their numeracy screener score. The average improvement score was 10.2 points. The largest improvement was a 21 point improvement. A second wave of this provision is being offered to pupils and we will have the results from this later in the Autumn term of 2023.

#### Reading

Pupils who accessed National Tutoring support for English with a focus on reading improved on average by 3.4 points on the NGRT test. 14/19 pupils showed positive improvement with the major highlights being 2 pupils who achieved a 13 and a 23 point improvement.

#### Spelling

Pupils who accessed National Tutoring support for English with a focus on spelling improved by 3.6 points on average on the NGST test. 14/20 pupils showed positive improvement with the major highlights being 2 pupils who achieved a 10 and an 11 point improvement.

### Bedrock Learning

A pupil's vocabulary is one very tangible form of cultural capital and given that by age 3 the word gap between children from advantaged and disadvantaged families can reach upwards of 30 million (Hart, B. and Risley, T., The Early Catastrophe, 2003) we have utilised a range of approaches to expose pupils to as much exposure to a diverse range vocabulary. The Bedrock curriculum is structured to assign a vocabulary

curriculum perfect for their literacy ability, helping learners begin their vocabulary journey with challenging but accessible language. The content of the curriculum equips learners with a wide range of ambitious tier 2 language, all immersed in culturally rich fiction and nonfiction texts - altogether, Bedrock's approach to improving vocabulary tackles the specific needs of pupil premium learners, closing the attainment gap. Unfortunately, at the time of writing, we are still working with Bedrock in order to gain the appropriate analytical data in order to draw all of the conclusions required on the impact of this provision. However, we are happy that it is proving a positive tool for pupils and as such we are continuing to use it in this academic year.

### **Quality of Education**

The undertaking of the first year of the SSAT 'Embedding Formative Assessment programme has resulted in further improvement and refinement of the excellent learning and teaching across Houlton School. Staff voice, for the most part, reflected that the programme has supported them in becoming even more reflective and experimental in their classroom practice which they have discussed within TLCs with colleagues from all faculties across the school.

Similarly, staff voice and quality assurance through lesson visits focused on learning and teaching and provision for our DA pupils has reflected the impact of the professional development delivered within school. The focus of learning and teaching has been to embed formative assessment and to teach responsively and this has resulted in practitioners who are able to articulate the strategies that they skillfully employ, the reasons why they employ them and which strategies they are developing next within their teaching to benefit their pupils.

Our Challenge Partners 'Quality Assurance Review' where we were awarded 'Leading' also noted a number of strengths which have benefitted all pupils including those who are disadvantaged. Challenge Partners stated that '**teachers are real experts in their field. They set high expectations for pupils. They ensure that activities are planned skilfully, with a focus on increasing the depth of pupils' knowledge and understanding.**'

Challenge Partners also found that '**teachers use a range of strategies (ten agreed principles), such as responsive teaching. This is especially helpful for pupils with SEND or low prior attainers. Teachers expertly check what students know and how well they understand the work. They quickly identify and address misconceptions**'.

More specifically to DA pupils Challenge Partners found the following to be true of Houlton School, '**Leaders have created a highly inclusive learning environment for all pupils, including those who are disadvantaged and those with SEND. They address weaknesses with determination to meet the needs of the most vulnerable. As a result of their approach, all pupils in lessons are ready to learn**

*within a supportive and productive setting. Teachers know which pupils in their class need additional help with their learning. Adults use the strategies that are set out in support plans to help pupils with SEND. Typically, this enables those pupils to access the same curriculum as others in their class. Both pupils with SEND and the disadvantaged benefit from the same high expectations as their peers. This was very apparent in all lessons visited. When facing a problem or a challenge, they demonstrated high levels of resilience and a thirst for knowledge. For example, in a Year 8 history lesson, a pupil with an EHCP was asked: “Why did you choose the challenge question?” “Why not?” was the response.’*

Overall, we feel that we have ensured that an ambitious, broad and balanced curriculum is being implemented with high quality teaching being implemented as staff engage in a cycle of constant improvement as a result of the CPD that they are able to access.

### **Raising the Profile of DA Pupils**

The impacts of raising the profile of DA pupils have been significant. Actions taken have ensured that teachers have all of the information readily available to be keenly aware of who all the DA pupils that they teach are. Information regarding DA pupils is delivered to staff through structured CPD sessions to ensure that these learners are always at the front of the minds of our teaching staff.

All staff have access to our ‘SEND / Additional Needs Register’ and ‘Provision Maps’ which allow them to access all of the information regarding pupils who fall within this element of disadvantage. Information is available regarding provisions that should be put in place and staff actively add their own bespoke provisions, where appropriate, to provision maps to reflect how they are meeting the needs of pupils in their classrooms. Staff can access information about all of the levels of standardised scoring attained by the pupils that they teach as well as the resulting interventions that have been actioned by our inclusion team giving them greater insight of pupils that they teach.

With regards to PP pupils all staff have access to a ‘PP shared drive’ on google drive which holds information about all of our PP pupils. Again, the resources found here advise staff about the level of standardised scoring attained by the pupils that they teach as well as the resulting interventions that have been actioned by our inclusion team. It also highlights pupils who have been involved in the Brilliant Club ‘Scholars Programme’ which often indicates where additional stretch and challenge would be of benefit.

Overall, the profile of our DA pupils has been significantly raised. Teachers are strategically seating DA pupils using *Edulink* and quality assurance within lessons

reflects that our FIRST strategy is being implemented within the classroom with increasing consistency.

## Wellbeing and Aspiration Raising

### Young Life Warrior

The 'Young Life Warrior' secondary ready induction programme was again a huge success with our year 7 pupils. Having conducted a pupil voice survey regarding the induction programme, of the pupils surveyed the following headline figures were extremely pleasing.

- 100% of pupils 'enjoyed' the induction day and 53% selected the highest option of 'Yes, I enjoyed the day so much!'.
- 100% of pupils felt more confident about starting at Houlton School after the induction with 53% feeling 'a lot more confident'.
- 97% of pupils felt that the induction day helped them to make some new friends.

This is an induction programme that we will continue to invest in for our pupils.

### The Brilliant Club – Scholars' Programme

We ran two Brilliant club cohorts for Y8 and Y9 pupils last year. Our spring term cohort reflected the following demographic statistics:



**Pupil Premium**

**36 %**  
(10/28)



**No parental history of higher education**

**61 %**  
(17/28)



**Living in 40% most deprived areas according to IDACI**

**18 %**  
(5/28)



**Target Students meeting 1 or more of 3 criteria**

**86 %**  
(24/28)

Our summer term cohort reflected the following demographic statistics:



**Pupil Premium**

**37 %**  
(10/27)



**No parental history of higher education**

**56 %**  
(15/27)



**Living in 40% most deprived areas according to IDACI**

**15 %**  
(4/27)



**Target Students meeting 1 or more of 3 criteria**

**63 %**  
(17/27)



100% of pupils in both cohorts submitted their final assignments.

The impact of the programme can be measured using the information shared with us by the 'Brilliant Club Scholars Programme'.





### Spring Cohort

#### Pupil Premium

The Scholars Programme has been used at Houlton School to target disadvantaged high prior attainers as evidence shows that these students are especially at risk of underachievement nationally. As a supra-curricular intervention, The Scholars Programme develops outcomes that are important for raising students' attainment, including subject knowledge, critical thinking, and written communication.

On The Scholars Programme this term, **10 students were eligible for Pupil Premium**. Their average attendance was **97 %**, which means they received **68 hours of tutoring** from a PhD researcher. Of these students, **1** achieved a 1st and **5** received a 2:1.

Competency	Houlton School			UK Comparison		
	Baseline Average	Final Average	Average progress	Baseline Average	Final Average	Average progress
Written Communication	48	62	31 %	51	64	25 %
Subject Knowledge	48	64	33 %	49	62	26 %
Critical Thinking	47	63	32 %	50	63	25 %

		Houlton School			UK Comparison
		Before	After	Change	Change
<b>University Self-Efficacy:</b> the belief that students can get into and succeed at university.		3.4	3.9	12 %	7 %
<b>Outcomes</b>					
<b>Academic Skills</b>		3.5	3.9	9 %	2 %
<b>University Knowledge</b>		3.0	4.0	30 %	15 %
<b>Sense of Belonging</b>		3.6	3.8	4 %	3 %

Houlton School	% Strongly Agree + Agree	
	Before	After
<b>Academic Skills</b>		
I could cope with the level of study required at university	41 %	81 %
I can find key ideas easily when reading a text	67 %	74 %
I can assess how reliable information is when reading a text	59 %	63 %
I can clearly explain my ideas, even when writing about complicated things	52 %	81 %
I can confidently explain my ideas in small group discussions	63 %	59 %
I use a range of learning strategies for revision and homework	41 %	48 %
<b>University Knowledge</b>	<b>Before</b>	<b>After</b>
I know the steps I need to take to go to university in the future	33 %	63 %
I know a lot about what it is like to be a student at university	11 %	67 %
I know a lot about the differences between learning at school and learning at university	52 %	93 %
<b>Sense of Belonging</b>	<b>Before</b>	<b>After</b>
University is for people like me	48 %	59 %
I would fit in well with others at university	52 %	56 %
I could really be myself at university	56 %	56 %





*Summer Cohort*

### Pupil Premium

The Scholars Programme has been used at Houlton School to target disadvantaged high prior attainers as evidence shows that these students are especially at risk of underachievement nationally. As a supra-curricular intervention, The Scholars Programme develops outcomes that are important for raising students' attainment, including subject knowledge, critical thinking, and written communication.

On The Scholars Programme this term, **10 students were eligible for Pupil Premium**. Their average attendance was **100 %**, which means they received **70 hours of tutoring** from a PhD researcher. Of these students, **2** achieved a 1st and **5** received a 2:1.

Competency	Houlton School			UK Comparison		
	Baseline Average	Final Average	Average progress	Baseline Average	Final Average	Average progress
Written Communication	52	60	15 %	51	65	27 %
Subject Knowledge	50	63	27 %	49	63	27 %
Critical Thinking	49	62	25 %	51	64	26 %

		Houlton School			UK Comparison
		Before	After	Change	Change
University Self-Efficacy: the belief that students can get into and succeed at university.		3.4	3.9	16 %	7 %
<b>Outcomes</b>					
Academic Skills		3.6	3.8	6 %	2 %
University Knowledge		2.8	4.2	48 %	16 %
Sense of Belonging		3.5	4.0	12 %	2 %

Houlton School		% Strongly Agree + Agree	
<b>Academic Skills</b>		<b>Before</b>	<b>After</b>
I could cope with the level of study required at university		59 %	81 %
I can find key ideas easily when reading a text		67 %	67 %
I can assess how reliable information is when reading a text		74 %	74 %
I can clearly explain my ideas, even when writing about complicated things		56 %	52 %
I can confidently explain my ideas in small group discussions		59 %	78 %
I use a range of learning strategies for revision and homework		48 %	41 %
<b>University Knowledge</b>		<b>Before</b>	<b>After</b>
I know the steps I need to take to go to university in the future		26 %	81 %
I know a lot about what it is like to be a student at university		7 %	70 %
I know a lot about the differences between learning at school and learning at university		48 %	89 %
<b>Sense of Belonging</b>		<b>Before</b>	<b>After</b>
University is for people like me		44 %	70 %
I would fit in well with others at university		41 %	74 %
I could really be myself at university		59 %	70 %

It was lovely to see pupil voice feedback regarding the launch and graduation events such as that shown below.

#### Student comments at Launch Events



"I think that it was a really fun trip and I learnt lots of new things. It has encouraged me to work harder."

"I liked it a lot, I learnt more about the university, how it works and cleared up any misunderstanding."

"Very good and fun also a trip I won't forget it has also boosted my hopes of going to a university especially Oxford"

#### Student comments at Graduation Events



"It was a very interesting experience and helped me to gain a much better understanding of university."

"It has helped me with knowledge about university and what life for me could be like."

"I enjoyed graduation and the scholars programme has taught me a lot about essays."

### Student comments: End of Programme



"It was an amazing experience to be able to work in a group with my PhD tutor and it has encouraged me to take my learning a step further when coming to university, I learnt lots about the topic I was studying and can use it for my learning in the future"

We feel that the strength of evidence that we have received supports our continued engagement with the 'Brilliant Club Scholar Programme' with regards to both the academic impact and the impact upon the raising of our pupils' aspirations for their futures.

### Transformative Learning Experiences

In addition to our involvement with the Brilliant Club, our PP pupils have had access to a huge range of other transformative learning experiences where they have accessed additional cultural capital, gained benefits to their well-being, had their aspirations raised and hopefully experienced a huge amount of enjoyment. These trips/visits/experiences include but are not limited to the following:

- Oxford University trip (Keble College) - A raising aspirations trip (3 PP pupils attended)
- Velodrome trip - A trip to build confidence and experience something new (11 PP pupils attended).
- London Science Museum trip (all PP in school had access this trip)
- Year 7 PGL Residential (76% of PP pupils attended)
- Year 8 France Residential (92% of PP pupils attended)
- Careers Experience event (all PP pupils had access to this event)

For pupils who chose not to attend one of our residential trips a week of enrichment activities were provided which included the following trips/visits/experiences.

- Drayton Manor day trip (6 PP pupils attended)
- White Post Farm Animal Roadshow (6 PP pupils attended)
- Warwick Castle day trip (3 PP pupils attended)

The enrichment week also included sport, baking, mindfulness, art, gardening and languages.

All of the above trips/visits/experiences were fully funded or had 50% of the costs funded for all PP pupils who wished to attend.

Overall, we are proud of the wide ranging experiences that have been provided and subsidised for our DA pupils which undoubtedly provided enjoyment and a great deal of additional cultural capital.

### Careers Experience Event

With regards to our careers event all pupils in Y7/8 were involved and met with at least 6 employers from a variety of industries. All pupils received advice on next steps with regards to apprenticeships and university routes and have set up and accessed a Unifrog account.

### Co-curricular Programme

In the last academic year we provided a significant and wide ranging co-curricular programme for our pupils. 63 different clubs were offered over the course of the 2022-23 academic year which means that our pupils had an incredibly diverse plethora of co-curricular clubs / activities that they could join.

It is our strong ambition that all pupils will attend at least one co-curricular club per fortnight during an academic year. During the year an analytical tracking tool was created to support us in monitoring attendance at clubs and beginning to intervene where pupils were not accessing co-curricular clubs as per our expectation. Headline figures showed that 75% of all PP pupils attended at least one club on a fortnightly basis throughout the last academic year. This compared to 64% of non PP pupils who attend at least one club on a fortnightly basis. Within these percentages, most pupils attended multiple clubs and achieved attendance figures far in excess of one club per fortnight.

Whilst we continue to have work to do in order to encourage all of our pupils to attend a club at least once per fortnight we are pleased to see that the gap which exists is in favour of our PP pupils. Overall, in the 2022-23 academic year 8,953 club attendances were recorded which far exceeds the 6,480 attendances were all pupils to attend one club per fortnight once our co-curricular programme was launched. The benefit of pupils engaging in co-curricular activities and developing positive relationships with each other, and our staff, outside of formal lesson time cannot be overlooked.

### Music Lessons

Our additional music lesson provision has been substantial for our PP pupils with the intention of enriching their school experience. 96% of PP pupils at Houlton School accessed free weekly music lessons. 53% of pupils with SEND also attended additional music lessons. Pupils were able to select lessons from any of the following areas: drums, guitar, keyboard, saxophone, vocals and flute. Keyboards were also loaned to a number of pupils to further support their development from home.

We are very proud of this provision for our pupils particularly considering that the [‘Music in schools: wider still, and wider’](#) report on quality and inequality in music education highlighted that only 6% of pupils with SEND were involved in additional instrumental or vocal tuition. Similarly, a review of Music Education in England by [Musicians’ Union](#) stated clearly that their research reflected that ‘children from poor

backgrounds are not getting the same access to music education as their wealthier peers'. As a result, the report recommended that 'free access to instrumental lessons for children from low income families' should be provided; a recommendation that we feel that we have clearly taken action upon.

In addition, 9 of our PP pupils took part in 6 months of planning and rehearsals before then delivering three full shows of the School of Rock musical. A 'Carols by Candlelight Service' was also performed to a number of our parents and staff and again 3 of our PP pupils performed in this. Finally, two of our year 7 PP pupils were able to visit Benn Hall to take part in an Orchestra experience where they were able to undertake instrumental performance on their instruments.

Restorative Justice, Mentoring and Additional Support

As a result of our pupil premium funding we have been able to fund access to restorative justice (RJ) training for a number of our staff. This has allowed the school to ensure that RJ is at the heart of all of the interactions that we have with our pupils and particularly those that take place as part of our positive behaviour policy. The impact of this can be seen in the positive and purposeful relationships and interactions that pupils have with each other, our staff and visitors to our school.

Whilst behaviour at Houlton School is extremely positive there are some areas for us to continue to focus upon. In terms of data regarding consequences and rewards our analysis shows that on average 2.98 C3 consequence points were issued per PP pupil in school whilst 0.93 C3 consequence points were issued per pupil who is not PP. Our PP pupils were issued with 250 C3 consequence points whilst Non-PP were issued with 259. As such, this reflects that our PP cohort contributed disproportionately given that they only constituted 23% of our total pupil body. This was a similar picture for C1, C2, C4 and C5 consequence points as can be seen in the table below.

	C1	C2	C3	C4	C5
All	2450	326	529	32	57
Female	761	75	176	9	28
Male	1689	251	353	23	29
PP	907	161	260	19	28
Non-PP	1543	165	269	13	29

We will aim to close these gaps in the new academic year through a further improved robustness of our approach to RJ and timely, purposeful engagement with parents / carers of our PP pupils.

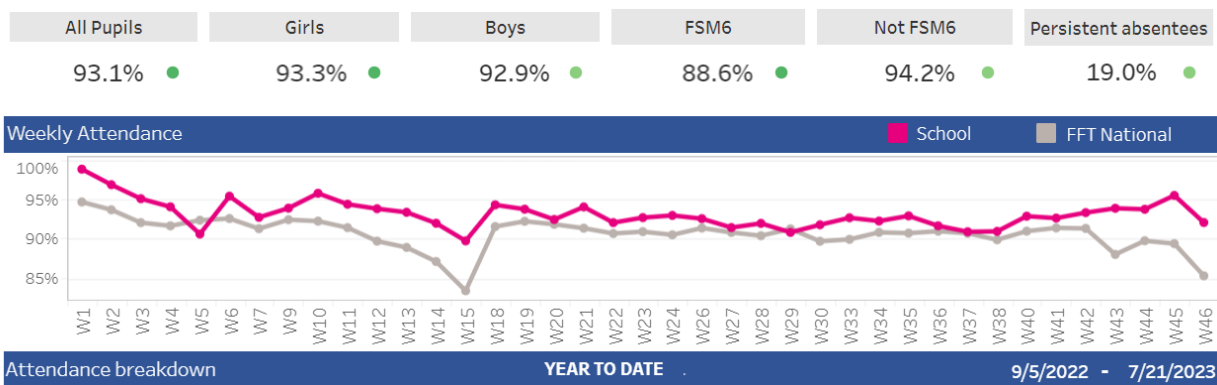
We have also been able to offer bespoke provisions / programmes to support the welfare of all pupils including those who are DA. These have included but are not limited to 'Stopping the Pain - a programme for teens who self injure', quiet lunch and

anxiety gremlin. All of these provisions have their own specific impact on the wellbeing of the pupils who access them; none of which can be underestimated.

We are also engaging 'On Track Mentoring', to support us in addressing the areas for development within our PP cohort that are highlighted above. This programme provides positive role models and consistent external relationships that can support pupils in working through barriers to their education. The programme builds confidence and self-esteem while also addressing behaviour concerns in order to help pupils recognise and realise their potential. Our senior leadership team are also working with pupils throughout the year to provide an additional layer of support and guidance.

## Attendance

Our school attendance headlines for 2022-23 are as follows:

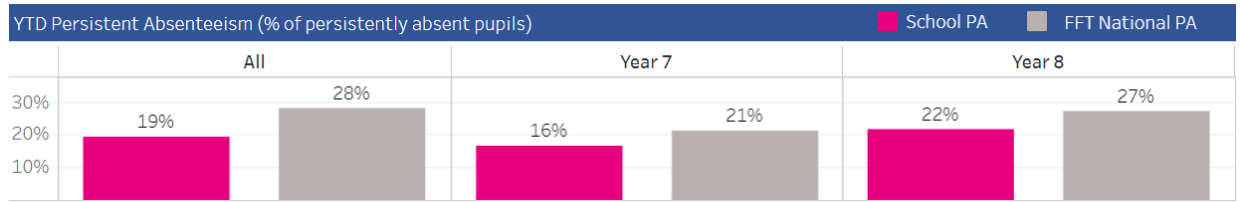


Further noteworthy breakdown is as follows:

All Pupils		Pupils		All	Year 7	Year 8
All Pupils	352	School		93.1%	94.0%	92.2%
		FFT National		90.7%	92.8%	91.2%
		Difference		+2.4% ●	+1.1% ●	+1.0% ●
<b>FSM6</b>				<b>All</b>	<b>Year 7</b>	<b>Year 8</b>
FSM6	68	School		88.6%	91.9%	84.4%
		FFT National		85.3%	88.7%	86.2%
		Difference		+3.3% ●	+3.1% ●	-1.8% ●
<b>Not FSM6</b>				<b>All</b>	<b>Year 7</b>	<b>Year 8</b>
Not FSM6	284	School		94.2%	94.5%	93.8%
		FFT National		92.6%	94.4%	93.1%
		Difference		+1.6% ●	+0.1%	+0.8%



SEND			All	Year 7	Year 8
Support	48	School	85.3%	89.4%	81.4%
		FFT National	85.9%	89.5%	86.5%
		Difference	-0.5%	-0.1%	-5.1%
EHCP			All	Year 7	Year 8
EHCP	6	School	85.7%	72.2%	94.2%
		FFT National	82.9%	86.7%	83.7%
		Difference	+2.8%	-14.5%	+10.5%
Not SEND			All	Year 7	Year 8
Not SEND	298	School	94.5%	95.1%	94.0%
		FFT National	91.8%	93.7%	92.3%
		Difference	+2.8%	+1.4%	+1.8%



It is pleasing to see that our attendance data, including persistent absenteeism, compares positively with regards to FFT National data; specifically with regards to FSM6 pupil attendance being 3.3% above the national average. It is also positive to see that our attendance data for FSM6 pupils is only 2.1% below that of all pupils nationally and only 4% behind pupils who are not disadvantaged nationally. However, we still feel that there is work to do within our own context to continue to narrow the gap between attendance of FSM6 and SEND pupils compared to the attendance of their non-disadvantaged peers given that we have a 5.6% and a 9% gap in these areas respectively.

We have already begun working on the strategic approach for this academic year to close the gap in these areas. Of course, there are also specific ongoing individual circumstances that have impacted our attendance data and these offer some explanation towards why a certain percentage of the attendance gaps outlined exist at present. We will continue to commit our focus in this area in order to achieve the outcomes outlined in this policy with regards to attendance in the 2023-24 academic year.

**Pupil Premium - Parental Engagement**

Systems for monitoring parental engagement at events at Houlton School continue to be refined and more robust monitoring has been actioned as a priority for 2023-24.

Data for 2022-23 is as follows:

Year 7 PGL Information Evening - 81 attendees (14/33 PP pupils)

Year 8 Parents Evening - 158 attendees (20/40 PP pupils - 50% v 138/140 Non-PP pupils - 98.5%)

### **Final Statements**

In January, our Trust led pupil premium health check stated clearly that 'DA pupils at Houlton School are 'getting a good deal'. It was noted that we have a 'clear strategy' and that this was 'having a positive impact for DA pupils in terms of their motivation, behaviour, participation and in most of their work'.

Our pupil premium strategy development and implementation has certainly strengthened further since January. We feel that the pupil premium strategy for Houlton School delivered positive results in the 2022-23 academic year. Our strategy continues to develop as part of an initial three-year plan (now in year two) and we will continue to have an ambitious strategy which is reviewed and updated according to the needs of our pupils and our local context.

## **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*

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