

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. In future years, it will also include an evaluation of the impact the previous year’s spending of pupil premium had within our school.

School overview

Detail	Data
School name	Houlton School
School Context	11-18 Free School Academy Transforming Lives Educational Trust (TLET)
Number of pupils in school	180 (Currently open for Y7 pupils only)
Proportion (%) of pupil premium eligible pupils	22% 39 pupils (31 FSM/E6, 6 PCLA, 2 SC)
Academic year/years that our current pupil premium strategy plan covers	2021-2022 to 2024-2025
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Michael McCulley, Principal
Pupil premium lead	Michael McCulley, Principal
Governor / Trustee lead	Liz Cheney, Academy Improvement Management Board (LGB) Partner / Johanne Thomas, Link TLET Trustee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,295*
Recovery premium funding allocation this academic year	£6,000*
Pupil premium funding carried forward from previous years	£0 nil
Total budget for this academic year	£50,295*

*Estimated - we will not receive any funding for this cohort until May 22 based on our October census, as we are a brand new Free School that opened in September 2021.

Part A: Pupil premium strategy plan

Statement of intent

Houlton School is a brand new academy Free School that opened in September 2021 to pupils in Year 7 only. We were pleased to be over-subscribed and, therefore, full to our PAN of 180 pupils in our founding year. Of our 18 pupils, 39 are entitled to support from the PPG; this represents 22% of the cohort, with 17% being entitled to Free School Meals, which is slightly below average for state-funded secondary schools in the most recent year for which national data are available (19%, 2020-21¹).

This statement contains funding estimates based on the information provided by primary schools and pupils' entitlements in Key Stage 2. We have 2 services children (SC), 6 children Previously Children Looked After (PCLA), and 31 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 **£44,295**. This is supplemented by an additional **£6,000** of Recovery Premium, the minimum funding available to secondary schools, 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 **£50,295**.

As a brand new school we have combined national trends and the EEF toolkit (as well as intelligence drawn from our Trust's other local secondary school) to anticipate the likely priorities for diminishing the emergence of any differences in rates of progress for our founding and future cohorts. Of course, as we learn more about our pupils this academic year we will respond appropriately with adjustments to this strategy based on 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 that adapts to their needs.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve the same or better progress that all pupils nationally make, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support these pupils' needs, regardless of whether they are formally 'disadvantaged' or not.

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

¹ <https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics>

'FIRST' means we identify and intervene with them quickly where issues and/or barrier with their progress are identified.

The 'FIRST' strategy is employed by all staff and volunteers:

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 education recovery, notably in its targeted support through the support of the Pupil Experience Leader, Assess/Plan/Do in individual subjects and our 'Secondary Ready' Programme from Young Life Warrior.

Our 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. To ensure they are effective we will:

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

Challenges

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

Challenge number	Detail of challenge
1	The mathematics attainment of disadvantaged pupils is generally lower than that of their peers and both the Mathematics Screening Test and teacher diagnostic assessments suggest that many pupils struggle with problem solving tasks.
2	NGRT and NGST assessments from GL indicate that that disadvantaged pupils generally have lower levels of reading comprehension and vocabulary than peers. This impacts their progress in all subjects. Bedrock learning will support the development of pupils' vocabulary and accelerate their reading comprehension.
3	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.

	This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.
4	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.
5	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.
6	Disadvantaged pupils have found the return to regular attendance at school following school partial closures more challenging. Attendance for this group is usually lower than that for more advantaged peers.
7	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 and pedagogy is a priority for our newly established teams in removing barriers to engagement in learning and socially around the school.

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.	<ul style="list-style-type: none"> Pupils are on-track to make progress in line with FFT20 according to SISRA analytics.
Improved reading comprehension among disadvantaged pupils across KS3.	<ul style="list-style-type: none"> GL Standardised assessments and Bedrock learning outcomes demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	<ul style="list-style-type: none"> Rewards and Consequence data and classroom visits demonstrate disadvantaged pupils are more able to monitor and regulate their own learning and behaviour.

<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> • High quality outcomes from, and engagement with, Young Life Warrior 'secondary ready' and self-regulation/empathy programmes • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils (outside of COVID-related absence) being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being diminished. • the percentage of all pupils who are persistently absent being below 9% (outside of COVID-related absence) and the difference for disadvantaged pupils being diminished

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: **£16,765**

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. 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 teaching³.</p>	1, 2, 3
<p>Purchase of Beacon House Therapeutic resources and CPD programme⁴ 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 attainment⁵.</p>	4
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of the guidance in school, and to</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 approaches⁶.</p> <p>To teach maths well, teachers need to</p>	1, 3, 4

² <https://www.gl-assessment.co.uk/assessments/secondary/>

³ [Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF](#)

⁴ <https://beaconhouse.org.uk/resources/>

⁵ [Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF](#)

⁶ [Teaching mathematics at key stage 3 - GOV.UK \(www.gov.uk\)](#)

access Maths Hub resources and CPD offers (including Teaching for Mastery training).	assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models ⁷ .	
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and strategies (see separate Literacy Development Plan) to support improved comprehension and literacy skills	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject ⁸ . Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English ⁹ .	2

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

Budgeted cost: **£16,765**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting the a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	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 ¹⁰ .	2
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. A significant proportion of the pupils who receive tutoring	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 ¹¹	1, 2, 3

⁷ [KS2 KS3 Maths Guidance 2017.pdf \(educationendowmentfoundation.org.uk\)](#)

⁸ [Improving Literacy in Secondary Schools](#)

⁹ [word-gap.pdf \(oup.com.cn\)](#)

¹⁰ [Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF](#)

¹¹ [One to one tuition | EEF \(educationendowmentfoundation.org.uk\)](#)

will be disadvantaged, including those who are high attainers.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£16,765**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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 difficulties¹². 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 depression¹³.</p>	5
<p>Embedding 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>	6
<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

Total budgeted cost: £50,295

¹² [Cognitive Behavioural Therapy - Youth Endowment Fund](#)

¹³ [Adolescent mental health: A systematic review on the effectiveness of school-based interventions | Early Intervention Foundation \(eif.org.uk\)](#)

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 2020 to 2021 academic year.

Houlton School is a brand new Free School and was not open during the academic year 2020-2021.
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Externally provided programmes

Programme	Provider
Bespoke, post-pandemic 'Secondary Ready' Induction Programme created in partnership with <i>Young Life Warrior</i> .	<i>Young Life Warrior</i> Programme https://younglifewarrior.com/home
Supportive coaching, mentoring and Restorative Practice Wave 2 and 3 Support / Anti-bullying Support	Dale Vincent Coaching https://dalevincentcoaching.com/

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Houlton School is a brand new Free School and was not open during the academic year 2020-2021.
What was the impact of that spending on service pupil premium eligible pupils?	Houlton School is a brand new Free School and was not open during the academic year 2020-2021.