

## Pupil premium strategy statement

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

It outlines our pupil premium strategy, 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	709
Proportion (%) of pupil premium eligible pupils	21.16%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Michael McCulley Principal
Pupil premium lead	Nathan Ellis Assistant Principal
Governor / Trustee lead	Patricia Keating, Academy Improvement Management Board (LGB) Partner / Johanne Thomas, Link TLET Trustee

### Funding overview

Detail	Amount 24/25
Pupil premium funding allocation this academic year	£177,460
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£177460</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Houlton School is in its fourth year as an academy Free School that opened in September 2021 to pupils in Year 7 only. We have now welcomed our fourth cohort of pupils and currently have 709 pupils on roll which is marginally below our PAN of 720 pupils in our fourth year.

Of our 709 pupils, 149 are entitled to support from the PPG; 44 pupils in year 7, 34 pupils in year 8, 41 pupils in year 9 and 30 pupils in year 10. As such, this represents 21.01% of the cohort, with 137 pupils being entitled to Free School Meals. This is below average for state-funded secondary schools as the most recent year (2023-24) for which [national data](#) is available reflects that 24.6% 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 28.9% for 2023/24.

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 2 pupils who are known to be eligible for service pupil premium (SPP), 9 pupils who are previously looked-after children (PLAC), 4 pupils who are looked-after children (LAC) and 143 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 £.

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 as we reflect on the progress our learners make as well as our local context.

At Houlton School, our intention is that all pupils, irrespective of their background or the challenges they may face, make good progress and achieve high attainment levels across the curriculum, particularly in EBacc subjects, through a personalised curriculum 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. 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. 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 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 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 to 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.</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 non DA pupils at Houlton School in the last four academic years.</p> <p>In the 2023-24 school year attendance of FSM6 pupils was 2% lower than FFT national data, attendance of SEND pupils was 4.1% below FFT national data and attendance for EHCP pupils was 8.9% below national figures. As such, this continues to be a key focus of our pupil premium strategy.</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 continue to be utilised to ensure that we are engaged in a constant cycle of improvement. As we enter 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. This will help us to embed the Houlton School 'Core 12' teaching techniques as well as providing direction to individual staff for further teaching and learning related CPD.</p>
<p>A raised profile for DA pupils across the school with a well embedded and</p>	<p>Teachers know which pupils in their teaching groups are DA.</p> <p>Teachers have strategic seating</p>

<p>consistent FIRST strategy within teacher practice.</p>	<p>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 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 access the school's GCSE curriculum appropriately.</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</p>

	<p>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>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 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>



	Staff will consistently utilise a restorative justice approach when addressing 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: £70,984

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</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>	1, 2, 3

<p>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><a href="#">Standardised tests</a> and our numeracy screener 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 pupil premium spending. 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) was delivered in the 2023-24 academic year having been purchased in the 2022-23 academic year when year 1 was delivered. The learning taken from this programme will continue to be implemented within the school.</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 Sherrington's WalkThrus CPD resources has occurred and a robust approach for CPD</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> 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>1, 2, 3, 4, 7</p>

<p>with regards to teaching and learning has been well planned. The approach for 2024-2026 combines the Teacher Learner Communities approach (SSAT) with a focus on 12 core strategies for implementation over the next two years.</p>	<p>A core 12 of teaching techniques / approaches utilising Walkthrus as well as other influences as outlined above will become a deeply embedded feature of our school culture. The TLCs will 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 attendance, reduce exclusions, reduce truancy levels and improve</p>	<p>5, 6, 7, 8, 9</p>

	<p>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>	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>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</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. <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>	1, 2, 3, 4, 7

<p>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><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 small group tutoring programme which will continue despite the removal of the funding previously provided by the National Tutoring Programme.</p>	<p>1, 2, 3, 4,</p>

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

Budgeted cost: £70,984

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 comprehend texts and</p>	<p><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.</p>	<p>1, 2, 3, 4, 5, 7</p>

address vocabulary gaps.		
<p><a href="#">One to one tuition.</a></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><a href="#">Small group tuition.</a></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>Provide school-led tutoring for pupils who require additional support based on academic need as diagnosed by teaching staff and GL assessment data.</p> <p>A significant proportion of the pupils who receive tutoring will be disadvantaged.</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> <p><a href="#">Small group tuition</a> 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
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: £35,492

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 <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.</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 <a href="#">evidence</a> that supports the positive impact of co-curricular clubs on academic performance, attendance, attitudes towards school, confidence, 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 Y8/9 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' <a href="#">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>	<p>1, 7</p>
<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. Provision in place includes a 50% reduction in the cost of the programme, a waiving of the registration fee, a bursary from the DofE and an additional bursary for equipment that can be loaned to PP pupils.</p>	<p>5, 7, 8</p>
<p>Continue to embed the principles of good practice set out in DfE's <a href="#">Working Together to Improve School Attendance</a> advice in partnership with Warwickshire Attendance Service. Staff will receive training and release time to develop and implement new procedures. Attendance Officer support and training.</p>	<p>The DfE guidance is designed to:</p> <ul style="list-style-type: none"> <li>* help schools, trusts, governing bodies and local authorities maintain high levels of school attendance.</li> <li>* summarise the roles and responsibilities of parents and carers, schools, trusts, governing bodies and local authorities</li> <li>* summarise the support that should be provided to families, and to pupils who are persistently or severely absent, or at risk of becoming so</li> <li>* provide details of the legal interventions available to schools and local authorities when attendance support does not work, is not engaged with or is not appropriate</li> <li>* provide details of what schools are required to record in their attendance and admission register</li> </ul>	<p>6</p>



<p>Tailored approach for the robust monitoring of attendance of all groups with key staff focusing targeted actions on PP and SEND pupils.</p>	<p>* Fortnightly review of the attendance of key pupils.  * Robust intervention for PP/SEND pupils.  * HoY action weekly to support pupils and families with attendance to school.  * Bespoke reward systems focused on attendance at school.</p>	<p>6</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>	<p>2, 5</p>
<p>Bespoke provisions based on individual pupil need including but not limited to:</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>	<p>2, 5, 7, 8, 9</p>
<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>	<p>2, 5</p>
<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 2022 to 2023 academic year.

#### **Attainment / Progress**

##### Curriculum

The 2023-24 academic year was the third year in which our Pupil Premium strategy was implemented within a new Free School with only year 7, 8 and 9 pupils. Internal assessment data processed using SISRA analytics demonstrated important 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 summer term data entry, showed that 82.5% of all grades were on or above track. Examining the data in finer detail it was demonstrated that, in year 7, 79.8% of grades achieved by Pupil Premium pupils were on or above track whilst 83.2% of grades achieved by Non-PP pupils were on or above track. In terms of pupils with SEN, 76.9% of grades achieved by pupils coded SEN E and 81.9% of grades achieved by pupils coded SEN K were on or above track. In comparison, 82.9% of grades with no SEN were on or above track. With regards to grades achieved by LAC pupils 62.5% were on or above track in comparison to 82.6% of grades achieved by Non-LAC pupils. 79.6% of grades achieved by pupils with EAL were on or above track compared to 82.9% of grades achieved by non EAL pupils. It is worth noting that the average grade for year 7 pupils was making expected progress.

The headline figures for year 8, gained from a summer term data entry, showed that 82.6% of all grades were on or above track. Examining the data in finer detail it was demonstrated that, in year 8, 78.8% of grades achieved by Pupil Premium pupils were on or above track whilst 83.9% of grades achieved by Non-PP pupils were on or above track. In terms of pupils with SEN, 100% of grades achieved by pupils coded SEN E and 81.9% of grades achieved by pupils coded SEN K were on or above track. In comparison, 82.6% of grades achieved by pupils with no SEN were on or above track. With regards to grades achieved by LAC pupils 88.2% were on or above track in comparison to 82.6% of grades achieved by Non-LAC pupils. 83.9% of grades achieved by pupils with EAL were on or above track compared to 82.3% of grades achieved by non EAL pupils. It is worth noting that the average grade for year 8 pupils was making expected progress.

The headline figures for year 9, gained from a spring term data entry, showed that 79.1% of all grades were on or above track. Examining the data in finer detail it was demonstrated that, in year 9, 71.9% of grades achieved by Pupil Premium pupils were on or above track whilst 80.5% of grades achieved by Non-PP pupils were on or above track. In terms of pupils with SEN, 68.4% of grades achieved by pupils coded SEN E and 66.1% of grades achieved by pupils coded SEN K were on or above track. In comparison, 81.3% of grades achieved by pupils with no SEN were on or above track. 78.7% of grades achieved by pupils with EAL were on or above track compared to

79.2% of grades achieved by non EAL pupils. It is worth noting that the average grade for year 9 pupils was making expected progress.

#### EBACC Subjects - Diminishing the Gap

SISRA analytics continues to provide us with data for comparison as we move through each new academic year. It also allows faculty and subject leads to begin to provide intervention for pupils who require it within their curriculum areas. As a result, in Spanish (Y9/Y8) and History (Y7/Y9) we have seen a positive gap in favour of PP pupils. We strongly believe that there is a high quality of learning and teaching at Houlton School where DA pupils are 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 (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.

##### Spelling (NGST below 85)

20 year 7 pupils received intervention via the National Tutoring Programme. 80% of the pupils saw an improvement in their NGST scores following access to the tutoring delivered via the National Tutoring Programme initiative.

##### Numeracy (below 30)

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.

100% of the 22 year 8 and 9 pupils, who received numeracy support via the National Tutoring Programme initiative, saw an improvement in their screener score.

We are really pleased with the impact of our interventions in 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.

#### **Quality of Education**

The completion of the two year SSAT 'Embedding Formative Assessment' programme has resulted in further improvement and refinement of the high quality learning and teaching across Houlton School. Staff voice 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.

Overall, we feel that we have continued to ensure that an ambitious, broad and balanced curriculum is being implemented. High quality teaching is 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 continues to be a high priority and we have sustained an approach that significantly raises their profiles in school. 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 regarding the induction programme, of the pupils surveyed the following headline figures were extremely pleasing.

- 100% of pupils in the Fora enjoyed the induction day
- Pupils felt the day allowed them to build confidence with being in the school and helped them to make some new friends.

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

Brilliant Club - Scholars Programme

We ran 3 Brilliant club cohorts for Y7, Y8 and Y9 pupils last year. Our autumn term cohort reflected the following demographic statistics:



**Pupil Premium**

**50 %**  
(7/14)



**No parental history of higher education**

**50 %**  
(7/14)



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

**14 %**  
(2/14)



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

**86 %**  
(12/14)

Our spring term cohort reflected the following demographic statistics:



**Pupil Premium**

**20 %**  
(8/41)



**No parental history of higher education**

**54 %**  
(22/41)



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

**15 %**  
(6/41)



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

**76 %**  
(31/41)

Our summer term cohort reflected the following demographic statistics:



**Pupil Premium**

**29 %**  
(8/28)



**No parental history of higher education**

**46 %**  
(13/28)



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

**18 %**  
(5/28)



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

**68 %**  
(19/28)

Final assignments were submitted in each cohort as follows: Autumn (86%), Spring (100%) and Summer (96%).

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

### Autumn 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, **7 students were eligible for Pupil Premium**. Their average attendance was **93 %**, which means they received **52 hours of tutoring** from a PhD researcher. Of these students, **3** received a 2:1.

	Houlton School		UK Comparison	
	Overall	Pupil Premium	Overall	Pupil Premium
Baseline assignment mark average	47	48	50	48
Final assignment mark average	59	59	63	61
Average progress between baseline and final assignment	26 %	24 %	28 %	28 %
% 1st/2.1 final assignment grades	42 %	60 %	67 %	58 %
% Final assignment submission rate	86 %	71 %	86 %	84 %
% Tutorial attendance	94 %	93 %	89 %	87 %

Competency	Houlton School			UK Comparison		
	Baseline Average	Final Average	Average progress	Baseline Average	Final Average	Average progress
Written Communication	50	61	22 %	50	63	26 %
Subject Knowledge	47	62	31 %	51	65	28 %
Critical Thinking	43	54	26 %	49	62	28 %

Houlton School	% Strongly Agree + Agree	
Academic Skills	Before	After
I could cope with the level of study required at university	80 %	100 %
I can find key ideas easily when reading a text	60 %	80 %
I can assess how reliable information is when reading a text	40 %	80 %
I can clearly explain my ideas, even when writing about complicated things	60 %	60 %
I use a range of learning strategies for revision and homework	40 %	60 %
University Knowledge	Before	After
I know the steps I need to take to go to university in the future	80 %	80 %
I know a lot about what it is like to be a student at university	40 %	60 %
I know a lot about the differences between learning at school and learning at university	60 %	80 %
Sense of Belonging	Before	After
University is for people like me	80 %	100 %

Houlton School	% Strongly Agree + Agree
Academic Skills	After
I have a good level of knowledge in the subject that my The Scholars Programme tutorials focused on	80 %
I am confident that I can complete university-style assignments to a high standard	80 %
I know what plagiarism is and how to avoid it	80 %
What I achieved on The Scholars Programme motivates me to keep working hard	60 %
I will be able to study at the university of my choice if I continue to work hard at school	80 %
I would feel confident talking to researchers like my tutor in the future	60 %

*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, **8 students were eligible for Pupil Premium**. Their average attendance was **91 %**, which means they received **58 hours of tutoring** from a PhD researcher. Of these students, **2** achieved a 1st and **4** received a 2:1.

	Houlton School		UK Comparison	
	Overall	Pupil Premium	Overall	Pupil Premium
Baseline assignment mark average	53	50	51	49
Final assignment mark average	65	64	63	61
Average progress between baseline and final assignment	23 %	28 %	25 %	23 %
% 1st/2.1 final assignment grades	85 %	75 %	69 %	57 %
% Final assignment submission rate	100 %	100 %	87 %	81 %
% Tutorial attendance	92 %	91 %	88 %	84 %

Competency	Houlton School			UK Comparison		
	Baseline Average	Final Average	Average progress	Baseline Average	Final Average	Average progress
Written Communication	51	61	20 %	51	63	23 %
Subject Knowledge	58	71	22 %	52	64	24 %
Critical Thinking	50	64	26 %	50	63	26 %



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	56 %	72 %
I can find key ideas easily when reading a text	67 %	69 %
I can assess how reliable information is when reading a text	56 %	69 %
I can clearly explain my ideas, even when writing about complicated things	54 %	69 %
I can confidently explain my ideas in small group discussions	67 %	46 %
I use a range of learning strategies for revision and homework	44 %	49 %
<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	44 %	62 %
I use a range of learning strategies for revision and homework	44 %	49 %
<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	44 %	62 %
I know a lot about what it is like to be a student at university	41 %	64 %
I know a lot about the differences between learning at school and learning at university	72 %	82 %
<b>Sense of Belonging</b>	<b>Before</b>	<b>After</b>
University is for people like me	59 %	64 %
I would fit in well with others at university	59 %	67 %
I could really be myself at university	51 %	67 %

Houlton School	% Strongly Agree + Agree
<b>Academic Skills</b>	<b>After</b>
I have a good level of knowledge in the subject that my The Scholars Programme tutorials focused on	62 %
I am confident that I can complete university-style assignments to a high standard	69 %
I know what plagiarism is and how to avoid it	90 %
What I achieved on The Scholars Programme motivates me to keep working hard	64 %
I will be able to study at the university of my choice if I continue to work hard at school	82 %
I would feel confident talking to researchers like my tutor in the future	67 %

### 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, **8 students were eligible for Pupil Premium**. Their average attendance was **91 %**, which means they received **58 hours of tutoring** from a PhD researcher. Of these students, **3** achieved a 1st and **1** received a 2:1.

	Houlton School		UK Comparison	
	Overall	Pupil Premium	Overall	Pupil Premium
Baseline assignment mark average	55	56	50	49
Final assignment mark average	67	66	63	61
Average progress between baseline and final assignment	22 %	19 %	25 %	24 %
% 1st/2.1 final assignment grades	81 %	57 %	66 %	58 %
% Final assignment submission rate	96 %	88 %	86 %	81 %
% Tutorial attendance	93 %	91 %	87 %	84 %

Competency	Houlton School			UK Comparison		
	Baseline Average	Final Average	Average progress	Baseline Average	Final Average	Average progress
Written Communication	55	65	19 %	51	62	23 %
Subject Knowledge	56	69	23 %	51	64	25 %
Critical Thinking	53	66	25 %	50	62	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.		3.6	3.9	7 %	7 %
<b>Outcomes</b>					
<b>Academic Skills</b>		3.8	3.9	2 %	2 %
<b>University Knowledge</b>		3.1	3.7	22 %	15 %
<b>Sense of Belonging</b>		3.9	4.1	3 %	2 %

Houlton School	% Strongly Agree + Agree	
Academic Skills	Before	After
I could cope with the level of study required at university	68 %	68 %
I can find key ideas easily when reading a text	47 %	68 %
I can assess how reliable information is when reading a text	47 %	74 %
University Knowledge	Before	After
I know the steps I need to take to go to university in the future	53 %	79 %
I know a lot about what it is like to be a student at university	21 %	58 %
I know a lot about the differences between learning at school and learning at university	21 %	58 %
Sense of Belonging	Before	After
University is for people like me	74 %	84 %
I could really be myself at university	68 %	84 %

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 (2 PP pupils attended)
- London Science Museum trip (100% of pupils had access this trip)
- Y7 PGL Residential (66% of PP pupils attended - 25% of the trip were PP)
- Y8 France Residential (53% of PP pupils attended - 27% of the trip were PP)
- Y9 Spain Residential (42% of Y9 PP pupils attended - 19% of the trip were PP)
- Careers Experience event (100% of PP pupils had access to this event)
- Peter Pan Theatre Trip (30 Y7-Y9 PP pupils attended - 25% of the trip were PP)
- Tate Modern Trip (15% of Y9 PP pupils attended)
- Dovedale Geography Trip (43% of the Y8 PP cohort attended - 16% of the trip were PP).

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.

- White Post Farm Animal Roadshow (10 PP pupils attended)
- Snowdome Trip (6 PP pupils attended)
- Paintballing Trip (9 PP pupils attended)
- Bake Off Enrichment (4 PP pupils participated)
- Garden Design Enrichment (3 PP pupils participated)
- Ceramics Enrichment (7 PP pupils participated)
- RSC Workshop (1 PP pupil participated)

The enrichment week also included a host of other exciting activities and events.

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 and undoubtedly provided enjoyment and a great deal of additional cultural capital.

### Duke of Edinburgh Award

*At Houlton School, significant progress has been made in enabling disadvantaged pupils to access the DofE Award. In the academic year 2023/24, 30% of PP pupils in Year 9 participated in the Bronze DofE program, supported by 50% funding from the school, amounting to a total of £1,375.*

#### *Year Two Participation*

##### *Bronze Level:*

*Participation has grown, with 34% of PP pupils currently enrolled. An increase in the cost has also increased our school financial support to £1650. This increase reflects the school's commitment to expanding access.*

##### *Silver Level:*

*20% of PP pupils are participating, a notable percentage when compared to the total pupil numbers involved in Silver. Efforts are ongoing to further increase engagement at this level.*

##### *Completion Rates:*

*From the 2023/24 Bronze cohort, it is estimated that 90% of PP pupils will complete the program in time for the celebration event in December. This high completion rate*

*highlights the effectiveness of targeted support and the dedication of both staff and pupils.*

Financial Support and Sustainability:

The financial support provided by Houlton School plays a crucial role in removing barriers for disadvantaged pupils. Subsidizing 50% of the cost has made the program accessible to many families who would otherwise struggle to afford participation. Continued investment is vital to sustain and expand the program, ensuring that more pupils can benefit in the future.

The DofE Award is a powerful tool for bridging the opportunity gap faced by disadvantaged pupils. At Houlton School, the program's positive impact is evident in increased participation, high completion rates, and the personal growth observed among pupils. To build on this success, it is recommended that:

1. **Further Funding:** Resources continue to be allocated to increase participation at higher award levels (Silver and Gold).
2. **Outreach Efforts:** Targeted communication with PP families to raise awareness of the program's benefits.
3. **Community Partnerships:** Collaborations with local organizations to provide additional support and resources for expeditions and activities.

By continuing to prioritise and expand access to the DofE Award, Houlton School can empower even more disadvantaged pupils to achieve their potential and continue to thrive.

### Careers Experience Event

With regards to in school careers events all pupils in school have been involved and met with at least 8 employers from a variety of industries. Year 7 and 8 took part in the Speedy Careers alongside their independent careers advice and workshops. Year 9 had more in depth sessions with specific careers fields relevant to their options choices alongside interactive workshops from Warwickshire College, Prospects and the military. All pupils received advice on next steps with regards to apprenticeships and university routes and have set up and accessed a Unifrog account. All pupils had had sessions with Prospects, our external careers advisory service. The school continues to meet the Gatsby Benchmarks in all areas.

### Co-curricular Programme

In the last academic year we provided a significant and wide ranging co-curricular programme for our pupils. Over 40 different clubs were offered over the course of the 2023-24 academic year which means that our pupils had an incredibly diverse plethora of co-curricular clubs / activities that they could join.

It is our ambitious aim 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 begin to intervene where pupils were not accessing co-curricular clubs as per our expectation. Our figures demonstrated that there was a small gap in attendance at clubs once per fortnight by our disadvantaged pupils compared to non-disadvantaged (PP 6% gap and SEND 1% gap). Many PP pupils attended multiple clubs and achieved attendance figures far in

excess of one club per fortnight. We continue to have work to do in this area to ensure that as many disadvantaged pupils as possible are attending at least one co-curricular club per fortnight. This is particularly important as 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. 45% of PP pupils at Houlton School accessed free weekly music lessons. 23% 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, 5 of our PP pupils took part in 6 months of planning and rehearsals before then delivering shows of the school musical.

### 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 over the academic Year 2023\_24 1025 C3 behaviour detentions were given across PP pupils as opposed to 1473 across the non -PP cohort. As an average therefore C3 data equates to an average of 8.4 C3’s per pupil across the PP cohort as opposed to 3.2 C3’s across the non PP cohort. 45% of the PP cohort received one or more C3 consequences. 37% of the non PP cohort received 1 or more C3 consequence.

Fixed Term suspension data shows that 10.8% of the full cohort received one or more FTS, of the PP cohort, 17.2% received one or more FTS.

Where recurring FTS have been issued, 2.9% of the whole cohort went on to receive three or more FTS consequences whereas the recurrence in PP pupils was 11.1%.

### Rewards

Houlton School takes a rewards focussed approach with pupils being given clear direction both in lessons and in the wider school community on how to achieve rewards. Rewards are given for Values being demonstrated both in terms of the school character values and also for British Values. All lessons as part of the bell task make clear how pupils can achieve rewards through exceptional work.

Of the Non PP cohort, 121446 rewards incidences were recorded throughout the academic year as compared to 13676 rewards incidences recorded for PP pupils. Of their cohort this equates to an average of 276 reward points per non PP pupil and 115 reward points per PP pupil.

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.

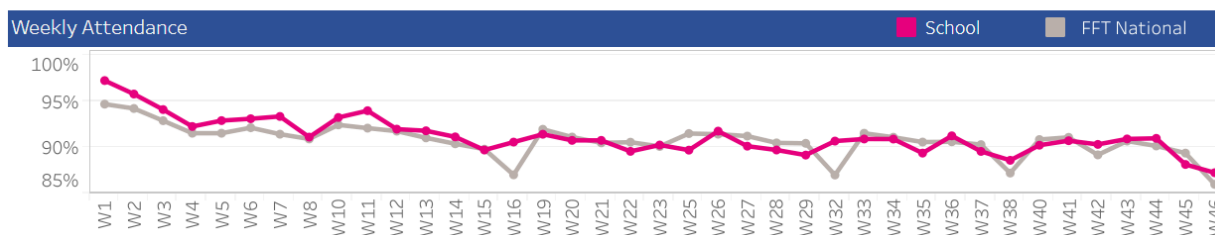
We have also been able to offer bespoke provisions / programmes to support the welfare of all pupils including those who are DA. These have included but are not limited to 'Stopping the Pain - a programme for teens who self injure', quiet lunch and anxiety gremlin. All of these provisions have their 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. PP pupils are supported also with targeted support for individuals with reoccurring consequences through the Focus 12 mentoring initiative.

### Attendance

Our school attendance headlines for 2023-24 are as follows:

Attendance Headlines						YEAR TO DATE		4 Sept 23 - 19 Jul 24	
All Pupils	Girls	Boys	FSM6	Not FSM6	Persistent absentees				
91.1%	91.2%	90.9%	83.4% ●	92.9%	22.9%				



Further noteworthy breakdown is as follows:

Attendance breakdown			YEAR TO DATE				4 Sept 23	- 19 Jul 24
<b>All Pupils</b>	<b>Pupils</b>		<b>All</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>		
All Pupils	533	School	91.1%	92.9%	90.8%	89.4%		
		FFT National	90.8%	93.0%	91.3%	90.3%		
		Difference	+0.2%	-0.1%	-0.5%	-0.9%		
<b>Gender</b>			<b>All</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>		
<b>Female</b>	<b>270</b>	School	91.2%	94.2%	91.2%	88.5%		
		FFT National	90.4%	93.1%	91.1%	89.8%		
		Difference	+0.7%	+1.1%	+0.2%	-1.3%		
<b>Male</b>	<b>263</b>	School	90.9%	91.9%	90.3%	90.4%		
		FFT National	91.2%	92.9%	91.6%	90.8%		
		Difference	-0.2%	-1.0%	-1.3%	-0.4%		
<b>FSM6</b>			<b>All</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>		
FSM6	103	School	83.4%	87.5%	84.8%	76.5%		
		FFT National	85.4%	89.0%	86.2%	84.5%		
		Difference	-2.0%	-1.5%	-1.4%	-8.1%		
<b>Not FSM6</b>	<b>430</b>	School	92.9%	94.3%	92.4%	92.0%		
		FFT National	92.8%	94.6%	93.3%	92.4%		
		Difference	+0.1%	-0.3%	-0.9%	-0.4%		
<b>SEND</b>			<b>All</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>		
<b>Support</b>	<b>74</b>	School	81.5%	90.8%	75.8%	72.5%		
		FFT National	85.5%	89.4%	86.4%	84.3%		
		Difference	-4.1%	+1.4%	-10.5%	-11.8%		
<b>EHCP</b>	<b>12</b>	School	72.9%	83.9%	51.2%	73.1%		
		FFT National	81.8%	86.1%	82.7%	80.6%		
		Difference	-8.9%	-2.1%	-31.5%	-7.5%		
<b>Not SEND</b>	<b>447</b>	School	93.2%	93.8%	92.9%	93.0%		
		FFT National	92.1%	94.0%	92.6%	91.7%		
		Difference	+1.1%	-0.1%	+0.3%	+1.3%		

YTD Persistent Absenteeism (% of persistently absent pupils)		Year Groups	School	FFT National
<b>All</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	
23%	19%	24%	25%	27%
27%	20%	25%	28%	

YTD Persistent Absenteeism (% of persistently absent pupils)		School PA	FFT National PA
<b>All</b>	<b>Year 7</b>	<b>Year 8</b>	
19%	16%	22%	28%
28%	21%	27%	

It is pleasing to see that our overall attendance percentage and our persistent absenteeism compares positively with regards to FFT National data. However, we have work to do with regards to the attendance of our DA pupils whose attendance has fallen below FFT national data for FSM6, SEND Support and EHCP. The gap between our own FSM6 / Not FSM6, SEND and Not SEND has grown and as such is an area requiring specific strategy and increased focus. We have further developed, refined and begun to implement a new strategic approach for this academic year to close the gap



in these areas. It is worth noting that 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 2024-25 academic year.

### **Final Statements**

We feel that the pupil premium strategy for Houlton School delivered positive results in the 2023-24 academic year. Our strategy continues to develop as part of a revised three-year plan 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>