

1. Summary information					
School	Havelock Infant School & Havelock Junior School				
Academic Year	2020 – 21	Total PP budget	HIS: As of 25/9/20 - £57,385 (+ underspend from 2019/20 - HIS: £1,787.48 = £59,172.48) HJS: As of 25/9/20 - £91,975 (+ underspend from 2019/20 - HJS: £15,794.22 = £107,769.22) *Based on numbers in Sept 2020	Date of most recent PP Review	Nov 2015 (HJS)
Total number of pupils	HIS: HJS:	Number of pupils eligible for PP	HIS: 42 (inc 3 service and 4 PP+) 17% of whole school HJS: 67 (inc 4 service and 6 PP+) 21% of whole school	Date for next internal review of this strategy	March 2021

2. 2019 PP attainment (EYFS, KS1 and KS2) **NO DATA FOR 2020 DUE TO COVID-19 LOCKDOWN**

	Reading		Writing		Maths	
SCHOOL EYFS GLD 2018 All – 78%	SCHOOL EYFS GLD PP 2018 – 58%		SCHOOL EYFS GLD NON PP - 82%			
EYFS GLD National All 2018 – 72%	SCHOOL GAP PP/Non PP = 24% = 1 child		SCHOOL PP/National all gap = 14% = 1 child			
SCHOOL YR 1 PHONICS – 95%	SCHOOL YR 1 PHONICS PP 2018 - 93%		YR 1 PHONICS National Non PP 2017 – 81%			
	Expected +		Expected +		Expected +	
EYFS – School 2018	86%		80%		86%	
EYFS – School PP 2018 (12)	58%		58%		58%	
<i>National EYFS Non PP 2017 (2018 KS1 ASP yet to be released)</i>	80%		76%		81%	
Gap between school & national	-22%		-18%		-23%	
Gap size in number of children diff	-2		-2		-2	
	Expected +	Higher	Expected +	Higher	Expected +	Higher
KS1 – School 2018	73%	29%	63%	14%	75%	25%
KS1 – School PP 2018 (17)	65%	18%	47%	6%	71%	24%
<i>National Non PP 2017 (2018 KS1 ASP yet to be released)</i>	79%	28%	72%	18%	79%	23%
Gap between school & national	-14%	-10%	-25%	-12%	-8%	+1%
Num of children diff	-2	-2	-4	-2	-1	0
KS2 – School 2018	82%	26%	84%	18%	83%	20%
KS2 – School PP 2018 (17)	82%	12%	76%	0%	76%	0%
National Non PP 2018	80%	33%	83%	24%	81%	28%
Gap between school & national	+2%	-21%	-7%	-24%	-5%	-28%
Num of children diff	0	-3	-1	-4	0	-4
KS1 - KS2 Progress 2016	-1.76		-1.22		-0.40	
KS1 – KS2 Progress 2017	-2.84		-0.56		-0.67	
KS1 – KS2 Progress 2018	-0.68		-2.32		-2.57	

EYFS – Attainment gaps between PP and National Non PP are the size of 2 children in reading, writing and maths. The gap in attainment at GLD is the size of 1 child.

KS1 – In reading and writing at expected + and greater depth the gap size is 2 children or more. In maths the gap is smaller and equivalent to 1 child at expected and no gap at greater depth.

KS2 – Gap sizes at expected in reading and maths are smaller than 1 child and only the size of 1 child in writing. At the higher standards however all subjects have a gap size of 3 children or more.

3. Barriers to future attainment (for pupils eligible for PP, including more able)	
Teaching	
A.	Our vulnerable pupils need the opportunity to practise basic skills in order to accelerate their progress in English and Maths (with the COVID lockdown the input for our vulnerable families was significantly decreased in the majority of cases so is in even more need this year). This year we will continue with the focus on extending children’s vocabulary across
B.	As a result of the COVID lockdown many of our vulnerable children have missed out on quality first teaching, social interactions and check-ins linked to mental health and wellbeing. We now need to work with our families to ensure that should the country go back into lockdown children have access to the online blended learning resources which will enable them to continue learning at home and checking in with teachers regularly. Should children now have the required access to devices telephone calls and paper based lessons with be distributed.
Targeted academic support	
A.	Our vulnerable families can often display negative or ambivalent attitudes to learning and a fixed mindset, which results in their children having underdeveloped self-regulation, and low aspirations for future education and career paths
Wider strategies	
A.	Our vulnerable children and families need support from an early age to ensure they have the best possible start in life; Our overall attendance was (this was highly affected by Lockdown in 2020) 88%/92% for all pupils and 85%/87% for our PP children. Lower attendance was heightened in a lot of cases by parental anxiety linked to the COVID-19 pandemic
B.	Our vulnerable families have a lower attendance at parents evening or other meetings held in school (such as OPP review meetings, information evenings, T&L observation session etc). Attendance at these meetings would help parents support learning outside school. This year many of our meetings will be carried out remotely via team – School will need to ensure that provision and access is put in place for our vulnerable families who struggle to access the necessary technology to connect them with school.

4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria
Teaching		
A.	‘Experience learning’ is enhanced through the introduction of subject specific skills that are developed and implemented throughout the schools; this will enhance all pupils’ ability to independently apply skills in a variety of subjects and activities	There will be a significant increase across English and Maths for all vulnerable pupils especially at greater depth (KS1) and higher standard (KS2).
A.	Basic skills are practised at every opportunity, including at Breakfast Club and library reading support Pupils’ use of self-assessment and personal challenge is extended into English and the wider curriculum	A higher percentage of vulnerable pupils will make increased progressed from their year group starting points to end of year outcomes.
B.	Continued access to learning should the country go into a local lockdown or back into a national lockdown.	Children will continue to make sustained progress despite being back in lockdown. Staff will engage with more vulnerable pupils regularly to ensure they are managing to engage with online/paper based learning

Targeted academic support		
A.	<p>Pupils are fully supported to manage their social, emotional and learning behaviours resulting in accelerated progress and higher attainment at the end of the academic year.</p> <p>Wellbeing is monitored effectively through the schools wellbeing tracker and Emotional/Social interventions and outside agencies are accessed without delay in order to have an impact</p> <p>Parents are more actively involved in their children’s learning and work with the school to prepare pupils for secondary education and beyond.</p>	<p>There will be a significant increase across English and Maths for all vulnerable pupils especially at greater depth (KS1) and higher standard (KS2).</p> <p>A higher percentage of vulnerable pupils will make increased progressed from their year group starting points to end of year outcomes. The Wellbeing Tracker is fully developed and in use; this will prompt action for vulnerable pupils so that interventions can be put in place, tracked and evaluated a minimum of 3x a year. Pink wellbeing forms and Yellow concerns forms will be used as necessary and appropriate to action support as effectively as possible and will be monitored regularly during DSL & inclusion meetings. Parents and carers of pupils eligible for PP understand the importance of involving themselves in their child’s education; they work alongside the school to promote aspirational thinking (see point below).</p>
Wider strategies		
A.	<p>Increased attendance rates for pupils eligible for PP, and vulnerable pupils.</p>	<p>Attendance for our vulnerable groups (including PP children) will be in line with all pupils at 96%</p>
B.	<p>Increased attendance by parents/Carers at parents evenings and other meetings/events put on to support learning.</p>	<p>There will be an increased percentage of parents of vulnerable pupils attending parents evenings and other meetings that will have a positive impact on their</p>

Planned expenditure						
Academic year		2020 - 2021				
Teaching						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Financial Update	Impact Overview
A	<p>TA support in class will ensure vulnerable children will have targeted support as part of whole class teaching</p> <p>TA support HIS £23,152.36 (30mins p/d) HJS £58,457.08 (1hr p/d)</p>	<p>PP pupils will benefit from target support as required within the whole class setting so they don't miss out on shared learning opportunities and are focused on task when needed.</p>	<p>As part of our school charter for supporting PP pupils (see below) TAs will know to support these pupils as required.</p> <p>Class teachers will deploy staff as required with a focus on children within vulnerable groups</p>	<p>Class teachers</p> <p>Oversight from Yr group DHTs</p>	<p>Final round up - Total spend HIS £23,152.36 HJS £58,457.08</p>	<p>Teaching assistants in each class and across year groups provided in the moment feedback and support to ensure children were making maximum progress possible.</p> <p>Interventions were run in year groups to address misconceptions and gaps.</p> <p>Children were supported on a daily basis to reflect on learning and receive support to address gaps identified in daily lessons.</p> <p>Small groups received specific teaching by TAs to ensure they are keeping up with the delivery of the curriculum.</p>

A & B	<p>Class sizes in KS2 kept under 30 and single aged classes.</p>	<p>PP pupils will receive much support and teacher time in smaller class sizes.</p> <p>Pupil feedback and interactions with class teacher increased due to lower class sizes.</p>	<p>HJS able to maintain 12 classes across KS2 without the need for mixed age classes.</p> <p>Year group planning ensures consistency across the classes and single aged classes mean curriculum is delivered to age related expectations.</p>	EHT P&P Gov committee	<p><u>Final round up - Total spend</u> HJS £17,000</p>	<p>Children received quality first teaching in classes in KS2 no larger than 30.</p> <p>Teacher time per PP pupil was maximised to ensure accurate assessment and tracking of provision needed.</p> <p>Feedback and marking was given in a timely manner so children could act upon instant feedback in order to make progress.</p> <p>Gaps between PP and Non PP were limited as much as possible and not growing as a result of lockdowns due to the quality of remote education provided.</p>
	<p>TA to run Book Buddies (HJS) and Library Club (HIS)</p> <p>Vulnerable pupils choose new books for their class and/or the school libraries</p> <p><u>Librarian support</u> HIS N/A HJS £1,375.59</p>	<p>PP pupils will benefit from targeted 1:1 support with reading that will impact on their end of year progress and attainment.</p> <p>PP pupils benefit from extra reading in a less formal atmosphere and having ownership of some of the book stock in school</p>	<p>Data drop 3x a year</p> <p>Pupil Progress meetings</p> <p>AR data collection and evaluation</p> <p>Pupil voice</p>	Inclusion DHT	<p><u>Final round up - Total spend</u> HIS N/A HJS £1,375.59</p>	<p>Due to COVID the Library and shared spaces for reading weren't open. The adult was redeployed to support at lunchtimes within the classrooms and on the playground. This helped with maintaining consistent behaviour approaches and building and strengthening of relationships between pupils and staff.</p>

B	Additional workshops for parents to support the use of teams for blended learning	Often children from our more vulnerable families do not complete learning outside of the school day. In the event of lock down there will be a requirement for children to continue learning at home which school would want to support parents with.	Send out teams information. CT to monitor children's access on teams and flag any that are not accessing remote learning. Contact parents of children not accessing learning to establish why – offer support where needed (phone calls, workshops etc...)	EHT DHT AHTs	<p><u>March 2021 update</u></p> <p><i>Letters sent during the Autumn term to explain about using teams. These continued through lockdowns. Staff called those parents who were struggling to engage and talked them through processes to help their children access remote learning.</i></p>	<p>Parents were supported throughout lockdown with newsletters, stand alone letters, opportunity to speak to staff regarding their children accessing teams.</p> <p>Throughout Lockdown 71% of PP pupils either engaged with learning on Teams or were in school daily. Where pupils weren't able to access Teams school sent home paper copies (and still do for homework) and the FSW and senior staff called regularly.</p>
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Targeted support						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Financial Update	Impact Overview
A	<p>Access to good quality learning resources to boost basic skills in the event of a 2nd lockdown therefore resulting in limited access to quality first teaching</p> <p><u>Basic skills booster books</u></p>	PP children often achieve lower levels than their peers as highlighted through the school tracking system and national data for R,W and M.	In the event of a 2 nd lockdown underperforming PP children will receive LCP learning resources to support R,W & M related to their year group.	DHT	<p><u>Final round up - Total spend</u></p> <p>Spend being gathered during Summer 2 – £1468.24</p>	<p>All PP pupils had access to high quality literature over the summer holiday to maintain reading interest and levels.</p> <p>Support for further reading sources signposted to children and parents.</p> <p>Reading attainment dips during summer holiday period minimised as reading material readily available.</p>
A	Pupil Progress Meetings to target PP children through a PP specific matrix	PP children will be highlighted separately within PPM through their own matrix tracker. Targeted interventions will then be put in place for any child struggling to maintain/increase their previous levels in R,W&M	<p>Data drop 3x a year</p> <p>Pupil Progress meetings</p> <p>Assessment lead to set up trackers & lead PPM</p> <p>SENCo to monitor impact of interventions</p>	Assessment Lead SENCO	N/A	<p>PP lead focused support on PP pupils during pupil progress meetings. Close monitoring of PP pupils and the strategies being used to support them are targeted and reviewed.</p> <p>Lowest 20% of cohorts had increased focus and identified on progress on provision map and support identified ready to make progress in Autumn term.</p>

A	Pastoral and Behaviour support.	When necessary students will be supported with behavioural/pastoral support by a senior member of staff. This support will involve deescalation strategies using team teach, strategies used with emotion coaching and restorative approaches.	Monitoring of behaviour data Reduction in internal isolations, fixed term and permanent exclusions Wellbeing trackers 3x Data drops Parent/pupil voice	Behaviour support (SLT) DHT responsible for behaviour Inclusion team		The schools Behaviour lead tracks and monitors behaviour throughout the schools and where significant behaviour is occurring in school they will support. The Summer impact report highlighted that many of the behaviour slips are not generated by PP children. Support offered immediately through the tracking system for any pupils requiring support.
A	Funding towards Educational Psychologist reviews for children identified by the SENCO <u>Educational Reviews</u> £5500 both schools (split)	A higher number of PP children require additional SEN support. The additional funding will be used to subsidise the school SEN cost for key pupils who require an EP review and mean that support can be draw on	PP children requiring EP reviews will have access to this process more readily Provision map will outline additional support in place as recommended from outside agencies	SENCO	<u>Final round up - Total spend</u> £5500 both schools (split)	6 children had external Educational Psychologist reports written and 1 child had an assessment from the behaviour support team. All children have received targeted support as a result of these assessments and provision adapted to ensure their individual needs were being met.
A	Wellbeing guidance and support	A higher percentage of vulnerable pupils were removed from school pre March lockdown due to parents anxiety about COVID-19.	In the event of a 2 nd lockdown The DHT, SENCO and Parent link worker to be used to contact families who have removed their children before school closure to see how best we can support the children to attend school	DHT SENCo PLW	N/A	The senior management team continued to support higher need behaviours. The amount of extreme behaviours have decreased since 2019 and there has been a noticeable decrease in behaviours with PP children (see behaviour reports)

Wider Strategies						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Financial Update	Impact Overview
	Access to Forest Schools for all pupils will particularly support vulnerable pupils to develop positive learning behaviours	Forest Schools are proven to provide enriching experiences for pupils in a safe yet challenging environment; they enable children to take risks, feel successful and transfer this positive attitude into other learning situations	Programme of visits organised	STeam Year Leaders	<u>Final round up - Total spend</u> No additional spend all allocated from PE budget	PE finding used to support a trip for all YR and Y6 pupils. Rest of school scheduled to resume visits in 2021/22 academic year. Postponed due to COVID in 2020/21.
	Support for Yr 4 and 6 children to enable them to attend the school residential HJS (Yr 6 only) £800 (Yr 4 to access for 2022 trip)	Additional to virtual voucher – deposit paid. Will mean virtual voucher can be used for trips and school clubs rather than 2 yrs being used up for Yr 6 residential	A greater number of PP children will have opportunity to attend school residential benefitting from increased social interactions with their peers and experience of new activities	Office staff	<u>Final round up - Total spend</u> £360 for Yr 6 Mount Cook deposit (9/17 children have made use of this scheme)	Due to COVID the residential was cancelled. Yr 5 children supported to pay for the deposit for 2022 which means they will be able to access the experience. Increased self esteem and motivation evidenced from children being able to go with their peers on this experience.
	PE events will be made inclusive to all pupils with an allocation of spaces made available at each event	Pupils will be offered opportunities to take part in sporting activities that they wouldn't normally be offered or engage in.	A review of pupils signing up will be reviewed before anyone has their space confirmed – if no PP claiming children they will be contacted to see if they would like to attend. Spaces will be decided as a % of the total number of spaces available.	PE leads Office Inclusion DHT	<u>March 2021 update</u> No events have taken place this year due to COVID	Due to COVID sports events were cancelled.

<p>Virtual Voucher £150 per PP pupil</p> <p>Virtual Voucher HIS £6090 HJS £11,050</p>	<p>Access to uniform, trips, after school clubs or activities; enable parents/carers to have a say in the provision for their child; pupils will also be able to buy books at open days to support the development of reading for pleasure.</p>	<p>Tracking via office spreadsheet; parents reminded of balance termly, and actively encouraged to use the voucher to fund sports clubs and other extra-curricular activities</p>	<p>Inclusion Leader Office Manager</p>	<p><u>Final round up - Total spend</u> HIS £1425.50 HJS £3292.45 (£1805.25 Yr5 Mount Cook payments)</p>	<p>Parents at limited options to use the virtual voucher last year due to COVID and clubs/trips not running. Uniform has been purchased, Yr 5 have used it to put towards the mount cook trip and 5 Yr 4 pupils accessed the clubs when they did resume in final part of summer term.</p> <p>Year 4 pupils experienced a club after school which increased self esteem and also offered opportunities to try a new sport.</p> <p>Unspent funds were reallocated to fund the summer reading books given to children at the end of the Summer term.</p>
<p>Virtual Voucher £30 per Services pupil</p> <p>HIS £90 HJS £120 (2020/21 only)</p>	<p>Access to uniform, trips, after school clubs or activities; enable parents/carers to have a say in the provision for their child; pupils will also be able to buy books at open days to support the development of reading for pleasure.</p>	<p>Tracking via office spreadsheet; parents reminded of balance termly, and actively encouraged to use the voucher to fund sports clubs and other extra-curricular activities</p>	<p>Inclusion Leader Office Manager</p>	<p><u>Final round up - Total spend</u> HIS £0 HJS £0 Reallocated to PP book spend</p>	<p>Due to clubs and trips not running SPP didn't access their VV. The guidance now outlines that SPP funding to be spent in a different way so from Sept 2021 SPP VV won't be allocated.</p>

	<p>Year 6 memory book (addition June 2021)</p> <p>HJS £287.20</p>	<p>Memory books will be purchased for all PP children due to a number of them not always being given one.</p>	<p>Parents will be told that memory books will be purchased for all children in Yr 6.</p>	<p>Office Manager/staff</p>	<p><u>Final round up - Total spend</u> HJS £287.20</p>	<p>All Yr 6 PP children were given a memory book at the end of the year.</p> <p>Increased self esteem and engagement noticed by children being able to access this experience like their peers.</p> <p>Memories of primary school will now remain with the children to encourage them to continue on their successful academic paths started at primary school.</p>
	<p>Milk for over 5s for</p> <p>14 pupils: £600.80 (HIS only)</p>				<p><u>Final round up - Total spend</u> HIS £400</p>	<p>All KS1 PP children had an entitlement to milk if they wanted it. 14 pupils took advantage of this offer.</p> <p>Health benefits of access to milk for the children on a daily basis.</p>

A/B	<p><u>Parent Link Worker</u> HIS £7146.09 HJS £9167.49</p> <p><u>Attendance Officer</u> £2,520 per school</p> <p><u>Breakfast Club</u> £5113.50 (split)</p> <p><u>Lunch Bunch</u> HIS £5,727.62 HJS £2,863.81</p>	<p>Evidence from 2015-16: participation in family support groups and support for parents enabled pupils to attend school feeling nurtured and ready to learn.</p> <p>Structured support and intervention by the Attendance Officer will enable pupils to attend school every day.</p> <p>Lunch Bunch supports those vulnerable pupils who may find the playground or social environment challenging</p> <p>Breakfast Club: EEF evidence Nov 2016 SDP Priority 3</p>	<p>Inclusion Team weekly meetings</p> <p>Attendance data</p> <p>PP tracker</p> <p>Wellbeing tracker</p>	<p>Pastoral and Attendance Officer</p> <p>Inclusion Leaders</p>	<p><u>Final round up - Total spend</u></p> <p><u>Parent Link Worker</u> HIS £7146.09 HJS £9167.49</p> <p><u>Attendance Officer</u> £2,520 per school</p> <p><u>Breakfast Club</u> £5113.50 (split) (plus food £n/a)</p> <p><u>Lunch Bunch</u> HIS £5,727.62 HJS £2,863.81</p>	<p><u>Parent Link Worker</u> New FLW appointed in February who has supported vulnerable families. Parents now have a support mechanism in school who can target interventions and signpost to further support. Parents more engaged with school. Individual support given to individual families to enable them to access education fully and overcome the barriers they face.</p> <p><u>Attendance Officer</u> Our independent attendance officer works closely with the school by doing home visits, parent contract meetings and has worked to raise the attendance of 12 PP children within the school over the last year. Attendance still needs to increase and further support offered to families in order to raise it. There was some improvement noted after the officer's involvement in some of the families.</p> <p><u>Breakfast Club</u> Breakfast club did not run during the year due to COVID bubble restrictions</p> <p><u>Lunch Bunch</u> 4 PP children attended lunch club last year who needed nurturing support at lunchtimes in order to regulate for afternoon learning.</p>
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B	Focus on encouraging parents of our vulnerable children to attend meeting/sessions such as parents evenings/attendance at meeting. <u>Office staff time</u> £300 (split)	Due to parents not attending school will aim to try the following: Office to directly call parents when parents evening times are released SEN/Vulnerable group coffee mornings Direct invites to events such as information evenings, observation mornings	Office will oversee calls & invites with the support of the Inclusion DHT.	Inclusion DHT Office	<u>Final round up - Total spend</u> <u>Office staff time</u> £300 (split)	Letters were written and sent to PP parents. PP parents were called prior to parents evening to encourage attendance and book in appointments. Office arranged and over saw clubs.
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COVID SPEND 2021

Due to many aspects of the strategy not being able to put into place the school redirected a lot of the funding

	To update ICT equipment across the schools to ensure pupils access good quality, up to date technology in order to support the teaching and learning of the curriculum.	Technology is ever advancing and is needed to be updated regularly. The whiteboard across KS1 and Yr 6 were at least 8 years old and in need of being update.	Hardware will be purchased and install over the summer by the central IT team. Year leaders will be informed of additional resources added to their teams that can be used to support learning.	EHT Office manager IT central team	<u>Final round up - Total spend</u> <u>ICT Equipment</u> HIS: £10,666 HJS: £5,333	HIS received 6 new interactive whiteboards and HJS 3. This means the children are accessing up to date hardware which is used to enhance lessons for all pupils. Teachers demonstrate and model with high quality resources. Children are given skills to access digital platforms to enhance learning for the future building essential future skills for life with the technological age.
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5. Current expenditure

July - TOTAL EXPENDITURE SO FAR:

Amended - HIS: £57,234.44

Amended - HJS: £89,847.49

July - UNSPENT BALANCE SO FAR:

HIS: £1,938.04 (carry forward for increased music session 2021/22)

HJS: £921.73 (carry forward to replace/Update ICT equipment 2021/22)

