

1. Summary information					
School	Havelock Infant School & Havelock Junior School				
Academic Year	2019 - 20	Total PP budget	HIS: £43,550 HJS: £87,120	Date of most recent PP Review	Nov 2015 (HJS)
Total number of pupils	HIS: 252 HJS: 335	Number of pupils eligible for PP	HIS: 40 (inc 4 service) 16% of whole school HJS: 73 (inc 2 service) 22% of whole school	Date for next internal review of this strategy	September 2020

2. Current PP attainment (2019 EYFS, KS1 and KS2)						
	Reading		Writing		Maths	
SCHOOL EYFS GLD 2019 All – 73%	SCHOOL EYFS GLD PP 2019 – 36%		SCHOOL EYFS GLD NON PP - 79%			
EYFS GLD National All 2019 – 72%	SCHOOL GAP PP/Non PP = 43% = 4 children		SCHOOL PP/National all gap = 36% = 3 children			
SCHOOL YR 1 PHONICS – 90%	SCHOOL YR 1 PHONICS PP 2019 - 79%		YR 1 PHONICS National FSM 2019 – 70%			
	Expected +		Expected +		Expected +	
EYFS – School 2019	74%		74%		87%	
EYFS – School PP 2019 (11)	36%		36%		55%	
Gap between school PP and Non PP	-38%		-38%		-32%	
Gap size in number of children diff	4		4		3	
	Expected +	Higher	Expected +	Higher	Expected +	Higher
KS1 – School 2019	74%	23%	64%	12%	76%	26%
KS1 – School PP 2019 (19)	67%	17%	44%	11%	61%	11%
National Non PP 2019	78%		72%		78%	
Gap between school PP & national	-11		-28		-17	
Num of children diff	2		5		3	
KS2 – School 2019	76%	19%	77%	14%	78%	28%
KS2 – School PP 2019 (22)	61%	9%	65%	0	60%	17%

National Non PP 2019	73%	27%	78%	20%	79%	27%
Gap between school PP & national	-12%	-19%	-13%	-20%	-19%	-10%
Num of children diff	2	4	2	4	4	2
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	
KS1 – KS2 Progress 2019	-0.98		- 2.21		-0.63	

Attainment and progress data for the year 2019-2020 is unavailable due to the school closure in March 2020 which prevented any end of year assessments to take place and KS1 and KS2 SATs to be cancelled.

3. Barriers to future attainment (for pupils eligible for PP, including more able)

In-school barriers

A.	Our vulnerable pupils need the opportunity to practise basic skills in order to accelerate their progress in English and Maths (continued emphasis this year is being placed on extending children's vocabulary across years R-6 in light of new Ofsted expectations); they also need to be empowered to develop their resilience and independence in learning so that they make at least good progress (in particular RWM KS1 and GPS KS2)
B.	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

External barriers

C.	Our vulnerable children and families need support from an early age to ensure they have the best possible start in life; attendance was 93%/91% (target 96%) in July 2019 compared to 95%/95% for all pupils and this adversely affects our vulnerable pupils;
C.	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. In October 2019 there 4 parents from the infants did not attend parents evening 3 (75% of non-attendance) of which were from our vulnerable families and 31 parents did not attend 19 (61% of non-attendance) of which were from our vulnerable families at the Junior school.

4. Desired outcomes (Desired outcomes and how they will be measured)

Success criteria

A.	<p>‘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</p> <p>Basic skills are practised at every opportunity, including at Breakfast Club and library reading support</p> <p>Pupils’ use of self-assessment and personal challenge is extended into English and the wider curriculum</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.</p>
B.	<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>
C.	Increased attendance rates for pupils eligible for PP, and vulnerable pupils.	Attendance for our vulnerable groups (including PP children) will be in line with all pupils at 96%
	Increased attendance by parents/Carers at parents evenings and other meetings/events put on to support learning.	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 child(ren)’s education.

5. Planned expenditure					
Academic year		2019 - 20			
i. Quality of teaching for all					
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
A. see desired outcome above B. see desired outcome above	Restructuring 2019/20 to include one Assistant Head teacher who is one of 2 Inclusion Leaders (Vulnerable Pupils) who will support Year leads and class teachers to drive forward this strategy	This role is one of two Inclusion Leads (the other being for SEN). Last year’s improved results demonstrated that having a dedicated PP lead to drive forward change was instrumental in closing the gaps for PP pupils. SDP Priorities 1, 2, 3 & 4	The Strategic Team (ST) and the Governing Body (GB) to be fully aware of both the spend and the impact of Pupil Premium funding; updates to be presented to the GB termly and governors to challenge where appropriate	Inclusion AHT (Vulnerable Pupils)	AHT kept strategy up to date with the support of the Bursar, reported to governors 3x a year with the impact report and attended PPM to support staff with PP children support. End of year impacts not available as school closed for most pupils in March 2020
A. see desired outcome above B. see desired outcome above	Teachers will be trained to level 1 accreditation and be able to deliver Philosophy for Children as an integrated part of the curriculum. Cost HIS £917 HJS £1283	PP children will have the opportunity to take part in P4C enquires which will allow them to develop their ability to deepen their thinking skills and consider philosophical questions and how to answer questions	P4C will be built into the SDP for 2019/20 and will form one of the schools development working parties. All year groups will be asked to build P4C sessions into their curriculum during the year establishing the routines of a P4C session with all children including our PP children	AHT	Two training days completed and all teachers who took part achieved Level 1 accreditation. P4C now incorporated into curriculum planning Cost : £2200 for training days (whole school)
A. see desired outcome above	TA support in class will ensure vulnerable children will have targeted support as part of whole class teaching TA support HIS £10,687.50 HJS £28,500	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.	As part of our school charter for supporting PP pupils (see below) TAs will know to support these pupils as required. Class teachers will deploy staff as required with a focus on children within vulnerable groups	Class teachers Oversight from Yr group DHT & AHTs	JULY 2020- Evaluation not possible due to COVID closure Staff costs: Unchanged HIS £10,687.50 HJS £28,500

A. see desired outcome above	<p>TA to run Book Buddies (HJS) and Library Club (HIS) Vulnerable pupils choose new books for their class and/or the school libraries</p> <p><u>Librarian support</u> HIS £3117.95 HJS £1550</p>	<p>PP pupils will benefit from targeted 1:1 support with reading that will impact on their end of year progress and attainment. 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 Pupil Progress meetings AR data collection and evaluation Pupil voice</p>	AHT	<p>July 2020- arrangements ended as a result of COVID closure.</p> <p>Costs: HIS £3083.73 HJS £1550</p>
A. see desired outcome above	<p>Targeted group 'Team Read' for 2018/19. To support boys reading and raise aspirations and enjoyment of reading.</p> <p><u>Resources</u> TBC</p>	<p>PP targeted boys will benefit from additional reading sessions to build the enjoyment of reading through peer support & up to date novels/texts. The group is also lead by a male member of staff to raise aspirations linked to reading.</p>	<p>Data drop 3x a year Pupil Progress meetings AR data collection and evaluation Pupil voice</p>		Did not take place due to COVID 19
A. see desired outcome above	<p>Speech programme run by a trained SALT and a TA and an additional group run by a trained TA</p> <p><u>Speech groups</u> £2,499.97 (HIS only)</p>	<p>To support early speech development, understanding and vocabulary and group supported 1 session a week by a trained SALT and then for a further 2 sessions per week by a trained TA. The trained TA will also support a number of other pupils for 2 sessions per week.</p>	<p>Data will be monitored regularly and feedback and analysis of the group will be carried out by the DHT responsible for assessment and Year group lead.</p>	<p>SENCo Assessment Lead Yr R leader</p>	<p>Speech support in place although support ended when school closed.</p> <p>Costs: £2499.97</p>
A. see desired outcome above	<p>Set up basic skills interventions in Breakfast Club</p>	<p>All opportunities for development of basic skills are explored and vulnerable pupils benefit from extra, non-pressurised, fun activities that boost their progress over time</p>	<p>Data drop 3x a year Pupil Progress meetings Liaise with the B/Club staff</p>	AHT	<p>Breakfast Club suspended due to COVID in March 2020. And safety restrictions prevent re-opening in September 2020</p>
<p>A. see desired outcome above</p> <p>B. see desired outcome above</p>	<p>Progress and attainment of PP children will be highlighted and discussed through PPM</p>	<p>The assessment lead will create a matrix grid for PP children's levels of attainment to be discussed as part of Pupil Progress Meetings at each data drop point. In order to monitor progress and attainment.</p>	<p>PP matrix grids will be created for PPMs in December, March and July alongside the grids for all pupils</p>	Assessment lead	<p>End of year assessments not available due to COVID-19</p>

A. see desired outcome above B. see desired outcome above	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	Summer term dates - Did not take place due to COVID-19
ii. 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
A. B. C. see desired outcomes above	Develop opportunities for someone to come and talk to Yr 6 children about career & employment options	Raising children's awareness of future possibilities; links with the wider community	Links will be made with the Montsaye school careers advisor.	AHT	Did not take place due to COVID-19
B. See desired outcome from above	Pastoral and Behaviour support. SLT Support HIS £2,510 HJS £8,960	When necessary students will be supported with behavioural/pastoral support by a senior member of staff. This support will involve de-escalation 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) AHT responsible for behaviour Inclusion team	All in place in 2020 but evaluation of new policies not possible due to COVID closure Costs: HIS £2,510 HJS £8,960
C. See desired outcome from above	The school's Family Support Advisor will link more closely with our PP families in order to establish positive relationships between school and home. HIS £6981.42 HJS £12,741.10	The School's Family Support Advisor will have additional hours to work with and run events to engage with families who are harder to reach. These will include; Weekly attendance monitoring of PP children, Support groups for vulnerable families-coffee mornings, Stay and play, Work with pp pupils, Contact on pp opportunities available to families, Monitor virtual voucher spending for pp families, Invites to learning sessions and parents evening, Advice sessions, Homework club	More events/support sessions will be put on to engage harder to reach families. Attendance at school meetings will increase	FSA	Family Support Advisor hours used to monitor attendance of PP pupils, offer support groups for vulnerable families, hold Stay and Play sessions and ensure invites made to PP families for parents' evenings and learning sessions. Home work club set up School closure March 2020 New FSA appointed March 2020 HIS £6981.42 HJS £12,741.10

B. See desired outcome from above	<p>Children at HJS to be offered group music tuition sessions and take part in whole year group music sessions</p> <p>HJS Music Tuition Group Tuition £700</p>	Pupils will be offered opportunities to take part in music activities that they wouldn't normally be offered or engage in (often due to the cost of tuition)	<p>Letter to be sent to pupils</p> <p>Office staff will keep note of who is taking advance of music tuition</p> <p>All pupils will have involvement in year group music sessions</p>	AHT Office staff	<p>All in place. No changes necessary</p> <p>HJS Music Tuition Group Tuition £667.50</p>
B. See desired outcome from above	<p>Support for Yr 4, 5 and 6 children to enable them to attend after school clubs if all their virtual voucher has been used to subsidise the school residential</p> <p>HJS £ 1000</p>	If PP children in Yrs 4,5 & 6 express an interest in taking part in before or after school clubs but have used their virtual voucher money for residential there will be an option for then to take part in 1 additional club per year	Attendance at clubs will continue into Yrs 4, 5 and 6	Office Staff AHT	<p>All in Place 01/09/20</p> <p>March 2020 school closure and social distancing measures prevent clubs starting until November 2020</p> <p>Cost: £1522.25</p>
B. See desired outcome from above	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 staff AHT	<p>HJS</p> <p>2x Yr R, 6x Yr 1 & 11x Yr 2 PP children attending clubs (No clubs from Easter)</p> <p>12x KS1 children attended inter-school sports events</p> <p>HJS</p> <p>24x KS2 PP children attended after school clubs</p> <p>35x KS2 children attended in school clubs (lead by sports crew)</p> <p>12x KS2 PP children attended inter-school sports events</p>

B. See desired outcome from above	<p>Include sessions over the week for vulnerable children (especially with wellbeing/behavioural needs) to experience handling and looking after farm and other animals</p> <p>Farm sessions HIS £ TBC HJS £ TBC</p>	Through identification by class teachers on the wellbeing tracker create a support group where children experience handling and caring for animals in order to build confidence, self esteem, support behaviour issues.	Qualitative evidence collected from pupils, parents/carers and staff; The wellbeing tracker will be used to document the needs of, and impact, on pupils	Inclusion DHT Farm group	Did not take place
-----------------------------------	---	---	--	-----------------------------	---------------------------

iii. Other approaches					
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
B. See desired outcome from above	<p>Virtual Voucher £150 per PP pupil Virtual Voucher £30 per PP service child for clubs and trips</p> <p>Virtual Voucher HIS £5,520 HJS £10,710</p>	<p>Access to uniform, trips, after school clubs or activities, residential trips; 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>SDP Priority 1</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	Inclusion Leader Office Manager	<p>July 2020 HIS £2,390 HJS £4850.40</p>

<p>B. See desired outcomes above</p> <p>C. See desired outcomes above</p>	<p><u>Pastoral and Attendance Manager</u> £10,538.69 per school</p> <p><u>Parent Link Worker</u> See above</p> <p><u>Attendance Officer</u> £2,520 per school</p> <p><u>Breakfast Club</u> HIS £2881.68 HJS £2881.68 Food costs: To be added</p> <p><u>Lunch Bunch</u> £5,932 (HIS only)</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. Structured support and intervention by the Attendance Officer will enable pupils to attend school every day. 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>9/09/20 – Pastoral manager, Parent link worker, attendance officer.</p> <p>Breakfast Club not operating from March 2020 onwards due to COVID restrictions</p> <p><u>Pastoral and Attendance Manager</u> £10,538.69 per school</p> <p><u>Parent Link Worker</u> See above</p> <p><u>Attendance Officer</u> £1,560 per school</p> <p><u>Breakfast Club</u> HIS £2881.68 HJS £2881.68 Food costs: £500 x 2 schools</p>
<p>B. See desired outcomes above</p> <p>C. See desired outcomes above</p>	<p>Focus on encouraging parents of our vulnerable children to attend meeting/sessions such as parents evenings/attendance at meeting.</p> <p><u>Office staff time</u> £150</p>	<p>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</p>	<p>Office will oversee calls & invites with the support of the Inclusion DHT.</p>	<p>Inclusion DHT Office</p>	<p>09/09/19 – 20/03/20 Systems in place in the school office for encouraging parents of vulnerable children to attend meetings and parent sessions. No parents evening took place in Spring. <u>Office staff time</u> £150</p>

Other expenditure:

Milk for over 5s for 10 pupils: £715 (HIS only)

SEN linked additional support for PP children: £3000 HJS

Home Learning book packs from CGP to all PP pupils - £ 608.25

TOTAL EXPENDITURE SO FAR:

HIS: £ 41762.52

HJS: £71325.78

UNDERSPENT

HIS: £1787.48

HJS: £15794.22