

Havelock Infant and Junior Schools Pupil Premium Strategy 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

The statement has been completed inline with the guidance on [using pupil premium](#).

| School Overview | | |
|--------------------------------------------------------------------------------------------------------|---------------------------------------------------|------------------------|
| Detail | Data | |
| School name | Havelock Infant School | Havelock Junior School |
| Number of pupils in school | 246 | 316 |
| Proportion (%) of pupil premium eligible pupils | 21% | 22% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 | |
| Date this statement was published | 31 st December 2021 | |
| Date on which it will be reviewed | October 2022 | |
| Statement authorised by | Rachel Kiziak | |
| Pupil premium lead | Jenny Allen | |
| Governor / Trustee lead | C of G - Hannah Henry PP Lead – Alison McGowen | |

| Funding Overview | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|
| Detail | Amount | |
| Pupil premium funding allocation this academic year | £55,040 | £98,700 |
| Recovery premium funding allocation this academic year | £5,510 | £9,860 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £1,938 | £921 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ 62,488 | £109,481 |

Part A: Pupil premium strategy plan

Statement of intent

At the Havelock Infant and Junior Schools we want all pupils to have access to a high quality curriculum full of experiences that will excite and motivate pupils to have a lifelong love of learning. We understand that for some there are barriers, often in multiple amounts, that may hinder these opportunities causing some form of disadvantage from their peers. As a school we strongly believe it is our role to be wholly inclusive to all in order to raise aspirations for a future full of opportunity.

Through quality first teaching and a well ordered, creative and ambitious curriculum we aim to equip all pupils with the knowledge and skills that will carry them through their educational journey and into careers they might not have expected to achieve. We want to expand their cultural capital by offering a wide range of extra-curricular experiences they might not have ordinarily been offered. We want to offer a nurturing environment that will allow them to become independent, responsible, considerate and caring young adults. And at any point in their journey, where it is required, we want to ensure pupils receive the additional support they may need to narrow the gaps between their peers. This may include academic support, support for SEND needs and support for SEMH needs.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | In school data analysis for Summer 2021 shows outcomes in reading, writing and maths for disadvantaged pupils are significantly below their non-PP peers in all year groups. |
| 2 | A high proportion of disadvantaged pupils have lower attendance including being late, meaning they miss out on a significant amount of learning during the school year Monitoring and evaluation linked to attendance in November 2021 highlighted that just under 60% of PP pupils had less than 96% attendance. |
| 3 | There are a large number of disadvantaged pupils who also display SEND needs meaning additional provision is required to support access to learning Over half of our current PP children also have identified SEND needs with 5 having EHCPs. |

| | |
|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 4 | <p>The schools deal with and manage a range of behaviours occasionally, due to the severity of the behaviours displayed, these result in isolation periods with senior members of staff or fixed term exclusions.</p> <p>Just under 50% of the behaviours recorded on the school logging system are linked to our PP pupils.</p> |
| 5 | <p>Engagement in extra-curricular activities to broaden life experiences has a lower take up than other pupils in the school</p> <p>Although clubs have been limited or not taking place during the pandemic up take from our PP pupils</p> |
| 6 | <p>It is often difficult to engage parents of disadvantaged pupils in aspects of school life such as parents evenings, support meetings and home learning activities</p> <p>Analysis from our most recent parents evening showed that just under 60% of non-attending parents at parents evening were those whose children are entitled to PP funding.</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 |
|---------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| An ambitious and progressive curriculum will be fully established across school | A progressive curriculum across Yrs R – 6 will be in place ensure knowledge and skills are build on each year for all pupils |
| Pupils will make accelerated progress in reading, writing and maths | The attainment gap between PP and non-PP children will close. |
| PP attendance will increase | Attendance for disadvantaged pupils will be in-line with the schools expectation of at least 96%. |
| Parents will have regular attendance information | 6x yearly attendance check ins will be made available for all. For those children falling below 90% school or independent monitoring will be carried out to raise attendance. |
| Pupils will access a wide range of interventions as required | Regular, additional support will be in place through provision maps and EHCPs to ensure pupil's attainment and progress from their starting points increases. Children will also have access to wellbeing support via wellbeing trackers and forms, initially within |

| | |
|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | school but external sources may be used if required. |
| Behaviour incidents, especially isolations and FTEs will be reduced and appropriate behaviour support will be in place as required. | There will be a reduction in level 3 and level 4 behaviours across the schools but especially linked to PP pupils |
| Strong home/school links will continue to be established with families who struggle to engage with school | Parents will have access to a variety of services as required. These will include Family link worker and the Independent Welfare and Attendance officer. Offers of support will regularly be advertised on newsletters and noticeboards and through emails. |
| Pupils will have regular opportunity to take part in extra curricular activities to enrich their life experiences | Monitoring will highlight increased numbers of disadvantaged pupils who are accessing extra curriculum clubs. |

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: **£2000 (HIS)** **£4400 (HJS)**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Purchase and embed a new curriculum format Train staff in how to plan and implement the new curriculum format. | A school curriculum is required to be well sequenced, accessible for all pupils and give the skills and knowledge in order for children to succeed in life Ofsted Framework Quality first teaching Embedding a new curriculum - Cornerstones | 1 |
| Develop the assessment process across school especially within Yr 3-5 | Assessments at set points in the year can provide insight into what children have learnt, retained and recall. EEF-Diagnostic-Assessment-Tool.pdf (educationendowmentfoundation.org.uk) | 1 |

| | | |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Develop feedback process that impact formative assessment | Quality, meaningful feedback given to pupils impacts learning EEF Assessment and Feedback (+6mths additional progress) | 1 |
| Reading monitoring system in place to ensure progression is tracked | Monitoring reading progress ensures children forward or can be offer appropriate support EEF Reading comprehension strategies (+6 mths additional progress) | 1 |
| Run a Yr 4 Self-efficacy project using the MALS questionnaire as a basis Extend to other year groups with training | How pupil view of themselves as learners has significant impact on academic outcomes Self-efficacy and motivation Spiral enquiry model | 1,2,4,5 |

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

Budgeted cost: **£38300 (HIS)** **£74100 (HJS)**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| TA will be effectively deployed across the schools to support and enhance the learning of all pupil, especially those from disadvantaged backgrounds | TA across both schools are used for a variety of reasons and are a valuable resource in aid children's learning and access to the curriculum Making best use of Teaching Assistants EEF Research Teaching assistant interventions (+4 mths additional progress) | 1, 3, 4 |
| Support will be given to pupils who struggle during unstructured times with the help of Lunch club | Evidence strongly suggests that children who are emotionally and socially settled have better outcomes Improving behaviour in schools Social and emotional learning | 3, 4 |

| | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| As a result of assessments and observations (both in school and out of school) the SEND budget will be supported with funding for PP pupils who require SEND Ed Psych assessments | Pupils with SEND provision often require additional assessments from outside agencies in order to support with formal diagnosis. | 3 |
| Through the use of the 'Maths on the move' programme pupils will be given support to embed mathematical concepts and learning in an active way | Learning in engaging ways can increase active involvement learning and aid retention Cognitive Science approaches in the classroom MOTM Research and evidence paper | 1, 3, 4 |
| Pupils will be given targeted behavioural support through the Think For The Future programme | In School monitoring and Evaluation about behaviour support Classroom management and organisation Improving behaviour in schools EEF Behaviour interventions research (+4 mths) | 2, 3, 4 |

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

Budgeted cost: **£18200 (HIS)** **£26200 (HJS)**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Links between home and school will be established through a variety of channels such as office staff, family support workers, the schools independent attendance officer | There frequently a number of barriers as to why parents struggle engage with school and these can vary immensely. The office staff and family support worker can often be used as a positive link between home and school to reduce disengagement EEF Research around Parental Engagement (+4 mths additional progress) | 2, 4, 5, 6 |

| | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| <p>The school will promote regular attendance in a variety of ways and when need will seek support from the Attendance officer</p> | <p>Good attendance is known to significantly increase academic outcomes, social and emotional stability and in turn life opportunities</p> <p>Improving school attendance</p> <p>The link between absence and attainment at KS2 and KS4</p> | <p>2, 6</p> |
| <p>Support will be given to families through the schools Virtual Voucher in order for them to be able to access clubs, trips, memory books and other opportunities for their children. A proportion will be allocated to the purchase of uniform</p> | <p>Knowing the families within our community and their specific needs, additional funding for uniform, extra-curricular activities and any quick responses to needs that are not identified in other areas will be beneficial.</p> | <p>5</p> |
| <p>PP children at the junior school will have the opportunity to take part in learning an instrument through individual or small group music tuition sessions</p> | <p>Children from disadvantaged background often don't get the same opportunities as their peers however opportunities that open up a wider cultural capital can increase life experiences and raise aspirations</p> <p>EEF Art participation (+3mths additional progress)</p> | <p>5</p> |
| <p>PP children will be assisted to attend school residential by having the deposit paid</p> | <p>Children from disadvantaged background often don't get the same opportunities as their peers however opportunities that open up a wider cultural capital can increase life experiences and raise aspirations</p> <p>EEF outdoor learning and adventure – Studies show positive impact but currently there is limited evidence</p> | <p>5</p> |
| <p>In order to encourage and maintain reading during the summer break all children in receipt of PP funding will be part of the summer reading</p> | <p>Regular reading is proven to enhance academic out comes and life opportunities. Reading material linked to phonic/reading level ability which also encourage a love for reading will aid the development of reading.</p> | <p>1, 5, 6</p> |

| | | |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--|
| scheme where books are selected with the children's reading ability in mind and given to them before the school closes in July | Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk) | |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|--|

| | | |
|-----------------------------|-----------------------------|----------------------|
| Total budgeted cost: | £58500 (HIS) | £104700 (HJS) |
| | Contingency 31/12/21 | |
| | £4100 (HIS) | £4500 (HJS) |

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to the pandemic and school closures a large number of PP pupils were unable to receive face to face teaching. All pupils had access to remote learning which included 3 face to face online sessions per day. The school ensured all pupils including PP pupils had access to devices through a loaning system which meant that an increased amount of money was spent on devices to ensure the schools technology met the requirements for purpose.

In school data monitored outcomes at the end of the 2020/21 school year and from that Pupil Progress Meetings set out provision to be put in place ready for September 2021 to address any gaps in learning that may have occurred due to the prolonged period time out of school.

As restrictions lifted, school opened up opportunities for more extra-curricular activities (although still heavily limited) with a number of PP pupils accessing these groups.

The summer reading scheme was introduced and all pupils received age appropriate texts to ensure they had access to books during the school break when reading material might be limited.

(See [2020/21 PP Strategy final review](#) for a detailed breakdown of outcomes)

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

| Programme | Provider |
|-----------|----------|
| | |
| | |

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

| Measure | Details |
|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How did you spend your service pupil premium allocation last academic year? | Until last year Service PP funding supported service children with a small virtual voucher that could be used to part fund clubs and trips. Money was also allocated into the main PP plan to enable adult support should the children need emotional support during any deployment. From 2021 all funding will be directed in this way as guidance indicates additional funding for club etc is not required for service PP children. |
| What was the impact of that spending on service pupil premium eligible pupils? | Children attended clubs when available and enjoy social interactions with his peers. Within the last year we have been unaware of any parents being deployed, all service PP children have been extremely settled in school. |

Further information (optional)

| |
|--|
| |
|--|