

1. Summary information					
<b>School</b>	Havelock Infant School & Havelock Junior School				
<b>Academic Year</b>	2018 - 19	<b>Total PP budget</b>	HIS: <i>£50,000</i> HJS: <i>£81,000</i> Approx amounts - TBC when PP budget amounts are finalised.	<b>Date of most recent PP Review</b>	Nov 2015 (HJS)
<b>Total number of pupils</b>	HIS: 241 HJS: 321	<b>Number of pupils eligible for PP</b>	HIS: 38 (inc 3 service) 16% of whole school HJS: 70 (inc 1 service) 22% of whole school	<b>Date for next internal review of this strategy</b>	July 2019

## 2. Current PP attainment (2018 EYFS, KS1 and KS2)

	Reading		Writing		Maths	
<b>SCHOOL EYFS GLD 2018 All – 78%</b>	<b>SCHOOL EYFS GLD PP 2018 – 58%</b>		<b>SCHOOL EYFS GLD NON PP - 82%</b>			
<b>EYFS GLD National All 2018 – 72%</b>	<b>SCHOOL GAP PP/Non PP = 24% = 1 child</b>		<b>SCHOOL PP/National all gap = 14% = 1 child</b>			
<b>SCHOOL YR 1 PHONICS – 95%</b>	<b>SCHOOL YR 1 PHONICS PP 2018 - 93%</b>		<b>YR 1 PHONICS National Non PP 2017 – 81%</b>			
	Expected +		Expected +		Expected +	
EYFS – School 2018	86%		80%		86%	
EYFS – School PP 2018 (12)	58%		58%		58%	
National EYFS Non PP 2017 (2018 KS1 ASP yet to be released)	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%
National Non PP 2017 (2018 KS1 ASP yet to be released)	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)		
<b>In-school barriers</b>		
<b>A.</b>	Our vulnerable pupils need the opportunity to practise basic skills in order to accelerate their progress in English and Maths (this year a high emphasis this year is especially being placed on extending children’s vocabulary across years R-6); 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>B.</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	
<b>External barriers</b>		
<b>C.</b>	Our vulnerable children and families need support from an early age to ensure they have the best possible start in life; attendance was <b>92.71%/94.71%</b> (target 96%) in July 2018 compared to <b>96.01%/96.25%</b> for all pupils and this adversely affects our vulnerable pupils;	
<b>C.</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. In October 2018 there 16 parents from the infants did not attend parents evening 14 ( <b>65% of non-attendance</b> ) of which were from our vulnerable families and 24 parents did not attend 15 ( <b>64% of non-attendance</b> ) of which were from our vulnerable families at the Junior school.	
4. Desired outcomes ( <i>Desired outcomes and how they will be measured</i> )		Success criteria
<b>A.</b>	‘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 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	There will be a significant increase across English and Maths for all vulnerable pupils especially at greater depth (KS1) and higher standard (KS2). A higher percentage of vulnerable pupils will make increased progressed from their year group starting points to end of year outcomes.
<b>B.</b>	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. 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 Parents are more actively involved in their children’s learning and work with the school to prepare pupils for secondary education and beyond. Vulnerable pupils access 1:1/small group coaching which empowers them to build resilience and independence, and embrace challenge as evidenced by class teachers, Year Leaders and the Strategic Team.	There will be a significant increase across English and Maths for all vulnerable pupils especially at greater depth (KS1) and higher standard (KS2). 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).

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 2018 - 19

### 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
<p>A. see desired outcome above</p> <p>B. see desired outcome above</p>	<p>Restructuring 2018/2019 to include one Deputy Head teacher who is one of 2 Inclusion Leaders (Vulnerable Pupils) who will support Year leads and class teachers to drive forward this strategy</p> <p><b>DHT time</b>  HIS £3,900 half a day per week  HJS £7,800 1 day per week</p>	<p>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 &amp; 4</p>	<p>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</p>	<p>Inclusion DHT (Vulnerable Pupils)</p>	
<p>A. see desired outcome above</p> <p>B. see desired outcome above</p>	<p>Develop a staff programme of training and professional development using the EEF Teaching Toolkit to identify and trial high impact interventions and approaches Teachers to access the toolkit as part of their leadership courses and use their knowledge to train other staff</p>	<p>The EEF Toolkit enables the school to access research that raises attainment, and empowers pupils and staff to provide high quality learning opportunities for all pupils</p>	<p>Time allocated for Inclusion DHT to study the research, and involve members of staff in planning for training and professional development opportunities; time for LT meetings and SMs over the year; plan opportunities for staff to trial approaches with follow up evaluation</p>	<p>Inclusion DHT</p>	

A. see desired outcome above	<p>TA support in class will ensure vulnerable children will have targeted support as part of whole class teaching</p> <p><b>TA support</b>  HIS £6,425.80  HJS £11,837</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>	
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><b>Librarian support</b>  HIS £3050  HJS £1320</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  Pupil Progress meetings  AR data collection and evaluation  Pupil voice</p>	<p>Inclusion DHT</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><b>Resources</b>  £200 (HJS only)</p>	<p>PP targeted boys will benefit from additional reading sessions to build the enjoyment of reading through peer support &amp; 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>	<p>DHT responsible for Team Read</p>	
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><b>Speech groups</b>  £2,536.50 (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  DHT  Yr R leader</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</p> <p>Liaise with the B/Club staff</p>	<p>Inclusion DHT</p>	

A. see desired outcome above B. see desired outcome above	Development of continuous provision activities through Years 2-6	This is linked to the whole school development plan for 2018/19 in order for children to become independent, resilient learners.	Classrooms will incorporate continuous provision more readily including use of the outdoors.	DHT responsible for curriculum	
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	

## 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
B. see desired outcome above	Develop enterprise projects from Yr 2 - 6 by working together to design and make products for fairs and fetes; the School Council will be involved in deciding how any profit is spent.	Pupils benefit from empowerment to develop self-regulation, positive attitudes to learning and a growth mindset; this will have a positive impact on their learning.	Involvement of staff working with children from Yrs 2-6	DHT responsible for open day	
	External Enterprise Club targeting specific pupils.  <b>Enterprise club</b> STBC (HJS only)		The group will be led by an external enterprise club lead	Inclusion DHT	
A. B. C. see desired outcomes above	Develop careers week at HJS where opportunities for future employment are shared	Raising children's awareness of future possibilities; links with the wider community	Newsletters and Parentmail Parent voice	Inclusion DHT	

B. See desired outcome from above	Coaching programme supported by a member of staff within school	Through identification by class teachers on the wellbeing tracker. A trained member of staff with work with children who need further coaching support to raise aspirations, resilience and independence  SDP Priority 3	Qualitative evidence collected from pupils, parents/carers and staff; The wellbeing tracker will be used to document the needs of, and impact, on pupils Ownership of the process by pupils and staff	Inclusion DHT Trained coach KS2 Year Leaders	
B. See desired outcome from above	Pastoral and Behaviour support.  SLT Support HIS £4,430 HJS £8,866	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) DHT responsible for behaviour Inclusion team	
B. See desired outcome from above	Children at HJS to be offered group music tuition sessions and take part in whole year group music sessions  <b><u>HJS Music Tuition</u></b> Group Tuition £1,215	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)	Letter to be sent to pupils Office staff will keep note of who is taking advance of music tuition All pupils will have involvement in year group music sessions	Inclusion DHT Office staff	
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 Inclusion DHT	

B. See desired outcome from above	<b>Possible additional spending during the year – Still awaiting costings and approval as of 14/11/18</b>				
	Develop a wellbeing club using the Pacesetters organisation  £ TBC (HJS only)	Through identification by class teachers on the wellbeing tracker. Pacesetter club will be run with identified children in order to raise aspirations, resilience and independence  SDP Priority 3	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 Pacesetters	
B. See desired outcome from above	Include sessions over the week for vulnerable children (especially with wellbeing/behavioural needs) to experience handling and looking after farm and other animals  <b>Farm sessions</b> HIS £ TBC HJS £ TBC	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.  SDP Priority 3	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	
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Update</b>
B. See desired outcome from above	Virtual Voucher £150 per PP pupil  Virtual Voucher HIS £5,250 HJS £10,200	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 to support the development of reading for pleasure. SDP Priority 3	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>B. See desired outcomes above C. See desired outcomes above</p>	<p><b><u>Pastoral and Attendance Manager</u></b> £10,380 per school</p> <p><b><u>Parent Link Worker</u></b> HIS £4,485 HJS £8,331</p> <p><b><u>Attendance Officer</u></b> £2,700 per school</p> <p><b><u>Breakfast Club</u></b> £6,560 HIS £3,280 HJS £3,280</p> <p><b><u>Lunch Bunch</u></b> £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 Breakfast Club: EEF evidence Nov 2016 SDP Priority 3</p>	<p>Inclusion Team weekly meetings Attendance data PP tracker Wellbeing tracker</p>	<p>Pastoral and Attendance Officer Inclusion Leaders</p>	
<p>A. See desired outcomes above B. See desired outcomes above C. See desired outcomes above</p>	<p>All staff will be part of creating a charter in order to ensure our vulnerable pupils are given equal opportunities/access to opportunities that may not always be available for them.</p>	<p>Evidence shows that PP children do not always have the same opportunities as non PP children eg a higher % of PP children are not supported in home learning activities or represented at parents evening (Barriers 2/3). To overcome this lack of equality Havelock Staff will create a PP first Charter in order to create equal opportunities for all children</p>	<p>Staff will be part of the development of the charter to ensure ownership. It will be revisited at Leadership team meetings and staff meetings to update and ensure it is being implemented and is part of the ethos of the school</p>	<p>Inclusion DHT All staff</p>	
<p>B. See desired outcomes above 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><b><u>Office staff time</u></b> £100</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 &amp; invites with the support of the Inclusion DHT.</p>	<p>Inclusion DHT Office</p>	

**Other expenditure:**

Milk for over 5s for 17 pupils: £715 (HIS only)

SEN linked additional support for PP children: £4000

**TOTAL EXPENDITURE SO FAR:**

**HIS: £49,184.30 (this includes salaries to end of the academic year)**

**HJS: £70,229 (this includes salaries to end of the academic year)**

**UNSPENT BALANCE:**

**HIS: £815.70**

**HJS: £10,771**