

Havelock Infant and Junior Schools Pupil Premium Strategy 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Dec 2023	220	330
Proportion (%) of pupil premium eligible pupils Dec 2023	18%	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22 2022/23 2023/24	
Date this statement was published	31 st December 2023	
Date on which it will be reviewed	November 2024	
Statement authorised by	Rachel Kiziak	
Pupil premium lead	Jenny Carter	
Governor / Trustee lead	C of G – Alison McGowan PP Lead – Jonathan Firth	

Funding Overview 2023-2024		
Detail	Amount	
Pupil premium funding allocation this academic year (based on Census Oct 2022)	£53,835	£97,485
Recovery premium funding allocation this academic year (based on Census Oct 2022)	£6,235	£10,440
Pupil premium funding carried forward from previous years (enter £0 if not applicable) Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024	£0	£0
Total budget for this academic year	£60,070	£107,925

Part A: Pupil premium strategy plan

Statement of intent

At the Havelock Infant and Junior Schools our intention is for all pupils, irrespective of background, to make good progress from their starting points, through having access to a high-quality curriculum full of experiences that will excite and motivate them to have a lifelong love of learning. As a school we strongly believe it is our role to be wholly inclusive, in order to raise aspirations and educational outcomes for all, to unlock a future full of opportunity.

We are aware that for some there are barriers that may hinder learning opportunities causing some form of disadvantage in academic achievements and experiences compared to others. The focus of this strategy is to identify the challenges our more vulnerable families encounter and consider support and possible resolution in order to give them the same opportunities as their peers.

Our evidence-based approach is centred around ensuring all pupils access 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. Where needed gaps may be addressed through targeted support and intervention.

Our strategy highlights common challenges seen across our schools and outlines how, as a school, we are working with our community in order to support and address these needs. In order to be effective:

- We promote a whole school approach in taking responsibility for raising expectations and aspirations for all pupils, with additional focus toward those pupils who are considered disadvantaged in some way.
- We continually review the academic needs of our pupils in order to implement appropriate challenge ensuring good progress for all. Evidence is gathered in a variety of ways including curriculum assessments, observations of behaviour, data, gaining the voice of the child, focused intervention work.
- We work to expand our pupil's cultural capital by offering a wide range of extra-curricular experiences they might not have ordinarily been offered.
- We offer a nurturing environment that allows pupils to become independent, responsible, considerate and caring young adults. Early intervention will be given through support from the class teacher, TAs, Family Support Worker, SENDCo and outside agencies (where required).

Challenges

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

Challenge number	Detail of challenge
1 - Attainment	Internal data analysis for Summer 2023 shows outcomes in Phonics, Reading, Writing and Maths for disadvantaged pupils are significantly below their non-PP peers in all year groups. The end of year data for Reception highlighted that 25% (word reading), 25% (writing), 25% (number) PP children are working in line with age related expectations in Reading Writing and Maths compared to their non-PP peers. This trend continues throughout KS1 and KS2.
2 - Attendance	A high proportion of disadvantaged pupils have a low attendance percentage including being late, meaning they miss out on a significant amount of learning during the school year. Data comparisons show that in November 2023 our PP children's attendance is sitting at % which is 5% lower than non-PP children. 40% of our PP pupils are persistently late with children arriving on average (in the Autumn term), more than 30 late at the Junior school and 55mins late at the Infant school. This impacts negatively on both academic learning and children's personal wellbeing.
3 - SEND	34% of PP pupils are also receiving SEND support meaning additional provision is required to help them access learning across the curriculum.
4 - Wellbeing	In the Autumn 1 2023 Wellbeing tracker feedback, 27% of the children identified on the tracker were PP (this was 31% of all PP children). Additional support or monitoring is put into place for all pupils identified and is reviewed termly by the Wellbeing team to ensure children's wellbeing needs are being supported. Since enrolling with the Mental Health Support Team service, 38% of the referrals have been for pupils from our vulnerable families. Since Sept 2023 50% of pupils accessing the service have also been in receipt of PP funding. Our family support worker liaises with a high proportion of PP families regularly with issues associated with low wellbeing and mental health.

	Low numbers of PP children engage with our daily extra-curricular activities which give an opportunity to mix with their peers, gain new skills, exercise and broaden their life experiences.
5 – Parental engagement	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 Analysis from our most recent parents evening showed that just around a quarter of non-attending parents at parents evening were those whose children are entitled to PP funding.

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
Attainment PP children will be achieving in line with peers in all areas	School & National data will demonstrate <ul style="list-style-type: none"> ➤ The gap in attainment between PP and Non PP pupils will be significantly narrowed PP children will be fully accessing a robust and ambitious curriculum delivered through quality first teaching with a reduction in the amount of children removed for out of class intervention groups
Attendance School attendance for PP pupils will be in line with or above the school expected 96%	Sustained high attendance by the end of 2023/24 supported by <ul style="list-style-type: none"> ➤ Systems for monitoring attendance being fully re-established by 2022/23 in order to monitor attendance regularly and put correct monitoring measures in place ➤ The attendance gap between PP pupils and their peers will be reduced by at least 5%

	Persistent lateness will be addressed through systematic school procedure reducing the percentage to below 10%
SEND PP children with SEND will access the curriculum alongside their non-PP peers	All PP pupils with highlighted SEND needs will <ul style="list-style-type: none"> ➤ Have access to the same curriculum as their peers with reasonable adjusted if required ➤ SEND pp pupils will make continued or accelerated progress through the assess, plan, do review cycles PP children requiring targeted intervention will be assessed for outside agency support by the SENDCo
Wellbeing Wellbeing of all our pupils particularly for our PP pupils will be improved or support with targeted intervention	Wellbeing trackers will show a decrease of PP pupils needing supported. <ul style="list-style-type: none"> ➤ Pupil voice will indicate what is working well for pupils in school and what is still an identified need to support wellbeing ➤ For those children still requiring intervention systems, referral and monitoring will be used to ensure regular and effective support is offered/given Participation in extracurricular activities will increase for our PP pupils
Parental Engagement Higher representation of PP families will be seen/recorded at school meetings	Increased parental engagement will be seen through <ul style="list-style-type: none"> ➤ Increased attendance at parents' evenings, OPP meetings and other informative sessions Increased support from home with reading being completed at least 2x a week to begin with and homework being completed (even if in part) once a week.

Activity in this academic year: 2023-2024

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: ~~£4530~~/£6465

Activity	Evidence that supports this approach	Challenge number(s) addressed
To continue to implement a well sequenced, ambitious curriculum for all pupils to access.	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
Purchase phonics resources, access to the phonics portal to support staff to assess, plan and see model lessons in order to deliver high quality phonics sessions. Resources used to support home learning to help parents engage in supporting their children with Phonics	Phonics is an integral part to early reading and writing. In some cases where children have not master this in KS1 support is needed with lower KS2 children. (+5 months) Phonics EEF (educationendowmentfoundation.org.uk)	1, 5

All EYFS pupils will go through a screening process in the first 3 weeks of starting school and programmes will be put in to support individual's oracy skills. Whole class interventions will be used as well	Research has shown a rise in speech issues with Early years and infant pupils which in turn has an impact on reading, writing and other academic subjects as well as social interactions. (+7months) Communication and language approaches EEF (educationendowmentfoundation.org.uk)	1, 3, 4
PiXL used to support assessment across school	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, 3
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, 3, 4

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

Budgeted cost: ~~£31,790~~/£58,326

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Engagement with the National Tutoring programme	<p>Additional focused opportunities for those pupils who are struggling to keep up with their peers has an increased impact on their overall outcomes. (+5months)</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p>	1,2,3,4
TA will be effectively deployed across the schools to support and enhance the learning of all pupil, especially those from disadvantaged backgrounds	<p>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</p> <p>Making best use of Teaching Assistants</p> <p>EEF Research Teaching assistant interventions (+4 mths additional progress)</p>	1,3,4
Support will be given to pupils who struggle during unstructured times with the help of Lunch club	<p>Evidence strongly suggests that children who are emotionally and socially settled have better outcomes</p> <p>Improving behaviour in schools</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning</p>	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	<p>Pupils with SEND provision often require additional assessments from outside agencies in order to support with formal diagnosis.</p>	3, 4

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

Budgeted cost: ~~£20,842~~/£38,801

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
The school will promote regular attendance in a variety of ways and when need will seek support from the Attendance officer	Good attendance is known to significantly increase academic outcomes, social and emotional stability and in turn life opportunities Improving school attendance The link between absence and attainment at KS2 and KS4	1,2,4, 5
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	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.	4,5
PP children at the junior school will have the opportunity to take part in learning an instrument through	Children from disadvantaged background often don't get the same opportunities as their peers however opportunities that open up a	4,5

individual or small group music tuition sessions	wider cultural capital can increase life experiences and raise aspirations EEF Art participation (+3mths additional progress)	
PP children will be assisted to attend school residentials by having the deposit paid	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 EEF outdoor learning and adventure – Studies show positive impact but currently there is limited evidence	4,5
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 scheme where books are selected with the children's reading ability in mind and given to them before the school closes in July	Regular reading is proven to enhance academic outcomes and life opportunities. Reading material linked to phonic/reading level ability which also encourage a love for reading will aid the development of reading. Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)	1,4,5
School will purchase milk for PP pupils in order to support healthy lifestyles	Healthy eating boosts individuals health, wellbeing and working levels. Parents – Cool Milk	4

Total budgeted cost:	HIS - £57,162/ HJS - £103,592
Contingency Dec 2023	HIS - £ 2,908/ HJS - £4,333

Part B: Review of outcomes in the previous academic year 2022-2023

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

During the academic year of 2022/23 Havelock Infant and Junior Schools have used internal data, alongside national data from 2021/22 and provisional data from 2022/23 to monitor the performance of our PP pupils. We have used this data to build our whole school development plan targets and also support in the construction of our PP strategy to support our pupils who, in some cases, are at a disadvantage to their non-PP peers.

In order to use this data most effectively to support our PP pupils we compare results of end of key stage tests (at EYFS, KS1 and KS2), the phonics screening and the multiplication screening (Yr 4) to national PP/FSM pupils.

We continually monitor and review our intend outcomes as laid out at the beginning of this strategy and make changes to our approaches as needs arise. Our main focus is to ensure all our PP children are given all the opportunities they can to make progress in-line with their peers. A review of our intended outcomes is laid out in the table below with impact judgements and steps for moving into the next academic year.

Intended outcome	Success criteria	Impact Narrative to date	Impact Judgement
Attainment PP children will be achieving in line with peers in all areas	School & National data will demonstrate 1. The gap in attainment between PP and Non-PP pupils will be significantly narrowed	1. Although the gap between PP and non PP pupils has not narrowed, the majority of pupils across the schools have maintained their progress from the previous year group with 33% making increased progress from their previous year group levels.	1. Not met – Sustain

	2. PP children will be fully accessing a robust and ambitious curriculum delivered through quality first teaching with a reduction in the amount of children removed for out of class intervention groups	2. All PP pupils have full access to our cornerstones curriculum. Where there is a need for support scaffolding and adaptive teaching is used to support access to	2. Met – Change to Oracy in EYFS
Attendance School attendance for PP pupils will be in line with or above the school expected 96%	<p>Sustained high attendance by the end of 2023/24 supported by</p> <ol style="list-style-type: none"> 1. Systems for monitoring attendance being fully re-established by 2022/23 in order to monitor attendance regularly and put correct monitoring measures in place 2. The attendance gap between PP pupils and their peers will be reduced by at least 5% 3. Persistent lateness will be addressed through systematic school procedure reducing the percentage to below 10% 	<ol style="list-style-type: none"> 1. All systems for monitoring attendance are now fully reinstated and a new trust wide policy has been implemented. Monitoring is now taking place each term on a 5-week review. The independent Welfare officer is informed when internal monitoring doesn't improve. 2. At the Junior school the gap between PP pupils and their peers for attendance is below 5% however at the infant school this sits just slightly above 5%. With the introduction of the new policy we aim to diminish the gap even further during 2023/24 3. The schools introduced measures to address persistent lateness and although this hasn't completely closed the gap there has been a small amount of impact this year. 	<ol style="list-style-type: none"> 1. Partly met – Sustain to embed 2. Sustain – to continue improvements 3. Sustain – to continue improvements

		The new policy will support further work in the next academic year	
SEND PP children with SEND will access the curriculum alongside their non-PP peers	All PP pupils with highlighted SEND needs will <ol style="list-style-type: none"> 1. Have access to the same curriculum as their peers with reasonable adjusted if required 2. SEND pp pupils will make continued or accelerated progress through the assess, plan, do review cycles 3. PP children requiring targeted intervention will be assessed for outside agency support by the SENDCo 	<ol style="list-style-type: none"> 1. All SEN/PP pupils access the same curriculum as non-SEN/PP peers. Staff have had training over the academic year on the use of the SEN 5 a day and are implementing this within the classroom setting. 2. There is generally a low number of pupils in each year group who are PP and SEN. Where there are both identified, 50%+ of pupils have maintained standards of working within their year group curriculum or above in 4 year groups in at least 1 area (Reading, Writing or Maths). 3. 6 PP pupils with identified SEN needs have received support/target intervention from an outside agency during 2022/23. 	<ol style="list-style-type: none"> 1. Sustain to embed 2. Sustain to embed 3. Sustain to embed
Wellbeing Wellbeing of all our pupils particularly for our PP pupils will be improved or support with targeted intervention	Wellbeing trackers will show a decrease of PP pupils needing supported. <ol style="list-style-type: none"> 1. Pupil voice will indicate what is working well for pupils in school and what is still an identified need to support wellbeing 	<ol style="list-style-type: none"> 1. An increased amount of pupil voice opportunities have taken place this year however this still needs to be developed in order to gain a key understanding across all 	<ol style="list-style-type: none"> 1. Sustain

		<p>year groups around our PP pupils voice and their views in order to support wellbeing. Under 40% of flagged pupil on the School's wellbeing tracker we PP pupils and where pupils were identified discussion for further work/intervention was discussed by the Wellbeing Team and for those in need of a high level of support pupils met with a member of the team or a referral was made (with parental consent).</p>	
	<p>2. For those children still requiring intervention systems, referral and monitoring will be used to ensure regular and effective support is offered/given</p>	<p>2. The school has accessed a range of outside agencies for guidance/intervention for pupils requiring additional support for wellbeing. These include referrals to EIPT (Education and Inclusion Partnership Team), MHST (Mental Health Support Team), School outreach support and Educational Psychologist guidance, Youthworks, the school nursing team. Over the year 16 PP children have been offered support from an outside agency.</p>	2. Sustain
	<p>3. Participation in extra-curricular activities will increase for our PP pupils</p>	<p>3. Attendance at extra-curricular activities that happen outside of school hours remains low for PP</p>	3. Sustain – develop clubs that are

		pupils. School does however, make sure certain activities are either solely for pupils in receipt of PP funding or there are a number of PP children are selected to attend. All PP pupils are fully funded for trips (with the exception the residential where a large proportion is funded). Low attendance is due to a number of factors and the school is looking at encouraging higher numbers of PP pupils to attending as part of 2023/24 developments.	accessible for all pupil including some to be available at lunchtimes
Parental Engagement Higher representation of PP families will be seen/recorded at school meetings	Increased parental engagement will be seen through 1. Increased attendance at parents' evenings, OPP meetings and other informative sessions	1. Although there hasn't been significant increase in attendance at parents evening from representing our PP families, all PP families are called by the school office and encouraged to make an appointment. From data collected across the year groups PP numbers are lower due to families having siblings across multiple year groups, where this is considered, our PP family non-attendance is lower than our non-PP family non-attendance. The	1. Sustain to embed

	<p>2. Increased support from home with reading being completed at least 2x a week to begin with and homework being completed (even if in part) once a week.</p>	<p>school will continue to ring and encourage attendance at parents evenings but will also consider alternative opportunities to meet with parents to discuss their children's progress. There has been an increase in attendance at OPP meetings when comparing June 2022 figures to June 2023 from our PP families.</p> <p>2. There has been a decrease in homework being completed across the school especially in KS1. Supporting our PP pupils to access and complete their home work will be a focus for the next academic year</p>	Not met- continue
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Part B: Review of outcomes in the previous academic year 2021/2022

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

During the academic year of 2021/22 Havelock Infant and Junior Schools have used internal data (alongside national data from 2018/19) to monitor the performance of our PP pupils. During 2019/20 and 2020/21 all national testing was placed on hold due to the pandemic so accurate monitoring in relation to national testing and results was temporarily suspended.

Schools performance data for 2021/22 has been released to schools but without the requirement of publishing publicly. This was to take account of the previous disruptions to schooling during the pandemic and has been put in place for one year only. We have used this data to build our whole school development plan targets and also support in the construction of our PP strategy to support our pupils who, in some cases, are at a disadvantage to their non-PP peers.

In order to use this data most effectively to support our PP pupils we compare results of end of key stage tests (at EYFS, KS1 and KS2), the phonics screening and for the first time this year the multiplication screening (Yr 4) to national PP pupils. We also investigated comparisons with pre-pandemic data around PP pupils.

Data indicated that, although our PP children made progress during academic year 2021/22 from their post pandemic starting points, the end of year outcomes across reading, writing and maths in all year groups was still significantly lower than their non-pp peers. It is important to note that although schools were fully open and COVID guidance and restrictions were reduced absence both of pupils and staff remained high as isolation guidance was still in place.

Absence and lateness amongst PP pupils remained and still remains a significant focus point for the school to tackle. Attendance for PP pupils is currently sitting at 92.79% compared to non-PP at 95.97%. For this reason, attendance still remains a key focus of the strategy.

Since the return of pupils, post pandemic the schools have seen a higher rate of emotionally based school avoidance. The school accesses as many resources as it can, including the introduction of the Mental Health Support Team in February 2022, school outreach support and Educational Psychologist guidance. The wellbeing team (consisting of the Deputy Head, SENDCo, SEN assistant and the Family Link Worker) formally meet 3x per year to action support as a result of teachers completing the school's wellbeing tracker. Although there hasn't been a significant increase of PP pupils being flagged their remains a high proportion of the children who are raised who are PP.

Both the Infant and the Junior schools have seen a decrease in parental engagement since before the pandemic predominately linked to the fact direct access to school was significantly reduced for so many pupils. Although we continued with many of our home school links online (parents evening, OPP meetings, homework etc) it hasn't been the same as having face to face contact with our families. The school is actively looking to open up school to parents more during 2022/23 with face to face parents' evenings and OPP meetings returning and also the introduction of parent forums/feedback meetings and online safety sessions in school. With a change in our school behaviour approach staff

are also more visible in the mornings for parents to approach and the senior leaders are on the gates to welcome and address any concerns raised.

We continually monitor and review our intend outcomes as laid out at the beginning of this strategy and make changes to our approaches as needs arise. Our main focus is to ensure all our PP children are given all the opportunities they can to make progress in-line with their peers.

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?	Service PP funding has been included allocated into the main PP plan to enable adult support should the children need emotional support during any deployment. From 2021 all funding has been 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?

During 2022/23 the school was not made of aware of any deployments so children have had check-in if required in the same way as any of their peers.

Further information (optional)

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