

1. Summary information					
School	Havelock Infant School & Havelock Junior School				
Academic Year	2020 - 21	Total PP budget	HIS: As of 25/9/20 - £57,385 (+ underspend from 2019/20 - HIS: £1,787.48 = £59,172.48) HJS: As of 25/9/20 - £91,975 (+ underspend from 2019/20 - HJS: £15,794.22 = £107,769.22) <i>HIS first payment £14,087.50 (6/10)</i> <i>HJS first payment £24,106.25 (6/10)</i> *Based on numbers in Sept 2020	Date of most recent PP Review	Nov 2015 (HJS)
Total number of pupils	HIS: 253 HJS: 324	Number of pupils eligible for PP	HIS: 42 (inc 3 service and 4 PP+) 17% of whole school HJS: 67 (inc 4 service and 6 PP+) 21% of whole school	Date for next internal review of this strategy	January 2021

2. 2019 PP attainment (EYFS, KS1 and KS2) NO DATA FOR 2020 DUE TO COVID-19 LOCKDOWN						
	Reading		Writing		Maths	
SCHOOL EYFS GLD 2018 All – 78%	SCHOOL EYFS GLD PP 2018 – 58%		SCHOOL EYFS GLD NON PP - 82%			
EYFS GLD National All 2018 – 72%	SCHOOL GAP PP/Non PP = 24% = 1 child		SCHOOL PP/National all gap = 14% = 1 child			
SCHOOL YR 1 PHONICS – 95%	SCHOOL YR 1 PHONICS PP 2018 - 93%		YR 1 PHONICS National Non PP 2017 – 81%			
	Expected +		Expected +		Expected +	
EYFS – School 2018	86%		80%		86%	
EYFS – School PP 2018 (12)	58%		58%		58%	
<i>National EYFS Non PP 2017 (2018 KS1 ASP yet to be released)</i>	80%		76%		81%	
Gap between school & national	-22%		-18%		-23%	
Gap size in number of children diff	-2		-2		-2	
	Expected +	Higher	Expected +	Higher	Expected +	Higher

KS1 – School 2018	73%	29%	63%	14%	75%	25%
KS1 – School PP 2018 (17)	65%	18%	47%	6%	71%	24%
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)

In-school barriers

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| A. | Our vulnerable pupils need the opportunity to practise basic skills in order to accelerate their progress in English and Maths (with the COVID lockdown the input for our vulnerable families was significantly decreased in the majority of cases so is in even more need this year). This year we will continue with the focus on extending children's vocabulary across 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. | 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

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| C. | Our vulnerable children and families need support from an early age to ensure they have the best possible start in life; Our overall attendance was (this was highly affected by Lockdown in 2020) 88%/92% for all pupils and 85%/87% for our PP children. Lower attendance was heightened in a lot of cases by parental anxiety linked to the COVID-19 pandemic |
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	<p>Our vulnerable families have a lower attendance at parents evening or other meetings held in school (such as OPP review meetings, information evenings, T&L observation session etc). Attendance at these meetings would help parents support learning outside school. This year many of our meetings will be carried out remotely via team – School will need to ensure that provision and access is put in place for our vulnerable families who struggle to access the necessary technology to connect them with school.</p>
	<p>As a result of the COVID lockdown many of our vulnerable children have missed out on quality first teaching, social interactions and check-ins linked to mental health and wellbeing. We now need to work with our families to ensure that should the country go back into lockdown children have access to the online blended learning resources which will enable them to continue learning at home and checking in with teachers regularly. Should children now have the required access to devices telephone calls and paper based lessons will be distributed.</p>
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)	
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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 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</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. 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.</p>
C.	<p>Increased attendance rates for pupils eligible for PP, and vulnerable pupils.</p> <p>Increased attendance by parents/Carers at parents evenings and other meetings/events put on to support learning.</p> <p>Continued access to learning should the country go into a local lockdown or back into a national lockdown.</p>

ANY BOXES HIGHLIGHTED ARE ON HOLD DUE TO RESTRICTIONS LINKED TO SCHOOLS COVID GOVERNMENT GUIDANCE

5. Planned expenditure

Academic year 2020-21

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	<p>TA support in class will ensure vulnerable children will have targeted support as part of whole class teaching</p> <p>TA support HIS £23,152.36 (30mins p/d) HJS £58,457.08 (1hr p/d)</p>	<p>PP pupils will benefit from target support as required within the whole class setting so they don't miss out on shared learning opportunities and are focused on task when needed.</p>	<p>As part of our school charter for supporting PP pupils (see below) TAs will know to support these pupils as required.</p> <p>Class teachers will deploy staff as required with a focus on children within vulnerable groups</p>	<p>Class teachers</p> <p>Oversight from Yr group DHTs</p>	
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>Librarian support HIS N/A HJS £1,375.59</p>	<p>PP pupils will benefit from targeted 1:1 support with reading that will impact on their end of year progress and attainment. 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>	Inclusion DHT	
A. see desired outcome above	<p><i>Speech programme run by a trained SALT and a TA and an additional group run by a trained TA</i></p> <p>Speech groups £--</p>	<p><i>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.</i></p>	<p><i>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.</i></p>	<p>SENCo Assessment DHT Yr R leader</p>	

A. see desired outcome above	Set up basic skills interventions in Breakfast Club	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	Data drop 3x a year Pupil Progress meetings Liaise with the B/Club staff	Inclusion DHT	
A. see desired outcome above	Access to good quality learning resources to boost basic skills in the event of a 2 nd lockdown therefore resulting in limited access to quality first teaching Basic skills booster books £600 (over both schools)	PP children often achieve lower levels than their peers as highlighted through the school tracking system and national data for R,W and M.	In the event of a 2 nd lockdown underperforming PP children will receive LCP learning resources to support R,W & M related to their year group.	DHT	
A. see desired outcome above B. see desired outcome above	Pupil Progress Meetings to target PP children through a PP specific matrix	PP children will be highlighted separately within PPM through their own matrix tracker. Targeted interventions will then be put in place for any child struggling to maintain/increase their previous levels in R,W&M	Data drop 3x a year Pupil Progress meetings Assessment lead to set up trackers & lead PPM SENCo to monitor impact of interventions	Assessment Lead SENCO	
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	
B. See desired outcome from above C. See desired outcome from above	Pastoral and Behaviour support.	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	
<i>B. See desired outcome from above</i>	<i>Children at HJS to be offered group music tuition sessions and take part in whole year group music sessions</i> <i><u>HJS Music Tuition</u></i> <i>Group Tuition £</i>	<i>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)</i>	<i>Letter to be sent to pupils</i> <i>Office staff will keep note of who is taking advance of music tuition</i> <i>All pupils will have involvement in year group music sessions</i>	<i>Inclusion DHT</i> <i>Office staff</i>	
B. See desired outcome from above	Support for Yr 4 and 6 children to enable them to attend the school residential HJS (Yr 6 only) £800 (Yr 4 to access for 2022 trip)	Additional to virtual voucher – deposit paid. Will mean virtual voucher can be used for trips and school clubs rather than 2 yrs being used up for Yr 6 residential	A greater number of PP children will have opportunity to attend school residential benefitting from increased social interactions with their peers and experience of new activities	Office staff	

B. See desired outcome from above	<p>Funding towards Educational Psychologist reviews for children identified by the SENCO</p> <p><u>Educational Reviews</u> £5500 both schools (split)</p>	<p>A higher number of PP children require additional SEN support. The additional funding will be used to subsidise the school SEN cost for key pupils who require an EP review and mean that support can be drawn on</p>	<p>PP children requiring EP reviews will have access to this process more readily</p> <p>Provision map will outline additional support in place as recommended from outside agencies</p>	SENCO	
B. See desired outcome from above	<p>PE events will be made inclusive to all pupils with an allocation of spaces made available at each event</p>	<p>Pupils will be offered opportunities to take part in sporting activities that they wouldn't normally be offered or engage in.</p>	<p>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.</p>	<p>PE leads Office Inclusion DHT</p>	
B. See desired outcome from above	<p><i>Include sessions over the week for vulnerable children (especially with wellbeing/behavioural needs) to experience handling and looking after farm and other animals</i></p> <p><u>Farm sessions</u> HIS £ TBC HJS £ TBC</p>	<p><i>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.</i></p> <p>SDP Priority 3</p>	<p><i>Qualitative evidence collected from pupils, parents/carers and staff; The wellbeing tracker will be used to document the needs of, and impact, on pupils</i></p>	<p><i>Inclusion DHT Farm group</i></p>	

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	Update
B. See desired outcome from above	Virtual Voucher £150 per PP pupil Virtual Voucher HIS £6090 HJS £11,050	Access to uniform, trips, after school clubs or activities; enable parents/carers to have a say in the provision for their child; pupils will also be able to buy books at open days to support the development of reading for pleasure.	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	
B. See desired outcome from above	Virtual Voucher £30 per Services pupil HIS £90 HJS £120 (2020/21 only)	Access to uniform, trips, after school clubs or activities; enable parents/carers to have a say in the provision for their child; pupils will also be able to buy books at open days to support the development of reading for pleasure.	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	
C. See desired outcome from above	Additional workshops for parents to support the use of teams for blended learning	Often children from our more vulnerable families do not complete learning outside of the school day. In the event of lock down there will be a requirement for children to continue learning at home which school would want to support parents with.	Send out teams information. CT to monitor children's access on teams and flag any that are not accessing remote learning. Contact parents of children not accessing learning to establish why – offer support where needed (phone calls, workshops etc...)	EHT DHT AHTs	
C. See desired outcome from above	Wellbeing guidance and support	A higher percentage of vulnerable pupils were removed from school pre March lockdown due to parents anxiety about COVID-19.	In the event of a 2 nd lockdown The DHT, SENCO and Parent link worker to be used to contact families who have removed their children before school closure to see how best we can support the children to attend school	DHT SENCO PLW	

<p>B. See desired outcomes above C. See desired outcomes above</p>	<p><u>Parent Link Worker</u> HIS £7146.09 HJS £9167.49</p> <p><u>Attendance Officer</u> £2,520 per school</p> <p><u>Breakfast Club</u> £5113.50 (plus food £)</p> <p><u>Lunch Bunch</u> HIS £5,727.62 HJS £2,863.81</p>	<p>Evidence from 2015-16: participation in family support groups and support for parents enabled pupils to attend school feeling nurtured and ready to learn. 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>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><u>Office staff time</u> £300</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>Other expenditure: Milk for over 5s for 14 pupils: £600.80 (HIS only)</p>					

30/11/20 TOTAL EXPENDITURE SO FAR:

Amended - HIS: £50,968

Amended - HJS: £92,260.72

UNSPENT BALANCE:

HIS: £8,204.48

HJS: £15,508.50

Final calculations for Academic year 2020/21