# Havannah Primary School 2021-22 Pupil premium strategy statement

## 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.

## School overview

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| Detail | Data |
| School name | Havannah Primary School |
| Number of pupils in school | 204 |
| Proportion (%) of pupil premium eligible pupils | 25% |
| Academic year/years that our current pupil premium strategy plan covers | 2021-22 to 2024-25 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022 |
| Statement authorised by | Stefanie Williams  Headteacher |
| Pupil premium lead | Clare Birdsall |
| Governor / Trustee lead |  |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £71,970 |
| Recovery premium funding allocation this academic year | £7,540 |
| Pupil premium funding carried forward from previous years | £0 |
| **Total budget for this academic year** | £79,510 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Havannah Primary School, we want to ensure that all pupils, irrespective of their background or the challenges they face, make good progress and achieve a good level of attainment based on their personal educational journeys. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals. We strive to ensure resources and support are provided for all children as a result.  Based on the Education Endowment Fund (EEF) guidance, we have a tiered approach to spending:   1. Improving the quality of teaching and learning e.g. CPD, training 2. Targeted academic support e.g. interventions, tuition, 1:1 support 3. Wider strategies e.g. breakfast clubs, sports clubs, visits and residentials, SEMH   Quality-first teaching is key and we will prioritise this to help narrow the gap between disadvantaged and non-disadvantaged pupils. Training, CPD and resources to support high-quality teaching will be key to ensuring that the progress and attainment of both disadvantaged pupils and non-disadvantaged pupils will be improved.  Our approach will look at each individual pupil and their needs and any targeted support will be put in place to ensure pupils excel. Regular assessments will be used to identify and monitor the impact of targeted support and they will be reviewed frequently.  We will also identify any wider strategies to support children. This may include ways to improve attendance, giving children breakfast or snack, supporting families financially with access to educational opportunities and supporting children with their social, emotional and mental health. All of these can have a detrimental impact on children’s learning so we want to remove these barriers to ensure children are able to learn effectively.  Our ultimate objectives are:   * To narrow and work to close the attainment gap between disadvantaged and non-disadvantaged pupils. * For all disadvantaged pupils in school to make or exceed expected progress rates. * To support our children’s health and wellbeing to enable them to access learning at an appropriate level. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Assessments, observations and discussions with pupils indicate underdeveloped speech and language on entry, as well as vocabulary gaps. This has been exacerbated by disruptions to education due to COVID-19. |
| 2 | Assessments, observations and discussions with pupils show early reading and phonic knowledge are weaker for our disadvantaged pupils, especially in KS1.  In both Year 1 and Year 2, 75% of disadvantaged pupils are working below expected. |
| 3 | Assessments, observations and discussions with pupils show writing quality and stamina have reduced, especially for our disadvantaged pupils due to the challenges of teaching writing remotely during the pandemic. |
| 4 | From questionnaires, online tracking and discussions with pupils, a large proportion of our disadvantaged pupils do not read regularly at home. Many do not enjoy reading books and some find reading difficult. |
| 5 | Assessments indicate that reading attainment among disadvantaged pupils is below expected. 52% of disadvantaged pupils were assessed as working below the expected standard in reading at the end of the summer term 2021. |
| 6 | Assessments and observations indicate children’s mental health and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are supported by national studies.  Teacher referrals for support have increased during the pandemic and a large proportion (82%) of disadvantaged pupils have either received, are currently receiving or have been identified to receive SEMH support in this academic year. |

## 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.

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| Intended outcome | Success criteria |
| Improved oral and language skills and vocabulary among disadvantaged pupils. | Children engaging fully in teaching and learning.  Speech and language needs are addressed.  Evidence in books shows an improvement in vocabulary use. |
| Improved phonic knowledge for disadvantaged pupils in KS1. | Gaps in phonic knowledge are identified and addressed and individual, targeted interventions are put in place. |
| To improve writing attainment amongst disadvantaged pupils. | Children are able to show stamina when writing at length.  Gaps in writing skills are identified and addressed.  KS2 writing outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard. |
| For more children to enjoy reading and choose to read for pleasure. | Use of pupil voice, pupil and teacher questionnaires (OURFP survey) and teacher observations. |
| To improve reading attainment amongst disadvantaged pupils. | Children’s reading is age appropriate and allows them to access the whole curriculum.  Targeted interventions have measurable impact.  Strategies to decode texts are secure for all children.  KS2 reading outcomes in 2024/25 show that more than 70% of disadvantaged pupils met the expected standard. |
| To achieve and sustain improved wellbeing for pupils, particularly for our disadvantaged pupils. | To reduce the number of pupils needing to access social and emotional support.  Qualitative data from pupil voice, pupil and teacher surveys and teach observations show improved SEMH. |

## 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: £ *[30,000]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase of resources to support a [DfE validated systematic Synthetic Phonics programme](https://www.gov.uk/government/publications/choosing-a-phonics-teaching-programme/list-of-phonics-teaching-programmes) – RWI to continue strong phonics teaching for all pupils. | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of work reading (though not necessarily comprehension), particularly for disadvantaged pupils:  [Phonics / Toolkit Strand / Education Endowment Foundation / EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 2, 4 and 5 |
| Purchase of resources to improve the teaching and learning of writing within the classroom.  To have teacher release time to plan, develop and pilot strategies before rolling out to the whole school. | Speaking and listening is at the heart of all language development and they are foundational for reading and writing. Teaching should focus on pupils’ language development and expanding pupils’ vocabulary. (recommendation 1)  Teaching writing composition strategies through modelling and supported practice (recommendation 4)  [Improving Literacy in Key Stage 2 / Subject Specific Evidence / Education Endowment Foundation / EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2)  Developing pupils’ sentence construction skills through extensive practice (recommendation 5)  [Improving Literacy in Key Stage 2 / Subject Specific Evidence / Education Endowment Foundation / EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2) | 1 and 3 |
| Using digital technology to improve learning | Technology can be used to improve the quality of explanations and modelling (recommendation 2) as well as improve assessment and feedback (recommendation 4).  [Using digital technology to improve learning / EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&utm_medium=search&utm_campaign=site_search&search_term=digital%20technolo)  To use appropriately timed feedback to move learning forward (recommendation 2), to provide opportunities for pupils to use feedback (recommendation 3)  [Teacher feedback to improve pupils’ learning / Toolkit Strand / Education Endowment Foundation / EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback) | 3 |
| Training for staff to improve reading teaching, enthuse readers and enhance reading outcomes | There is extensive evidence that exposing children to a wide range of texts with an appropriate level of challenge will develop pupils’ language capabilities.  Actively teaching reading fluency (recommendation 2) as well as modelling reading comprehension strategies (recommendation 3) can improve pupils’ understanding of texts and their ability to infer meaning.  [Improving Literacy in Key Stage 2 / Guidance Report Version 2 / Subject Specific Evidence, Education Endowment Foundation / EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2) | 4 and 5 |
| Purchase of standardised diagnostic assessments.  Training for staff to ensure assessments are interpreted correctly. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.  [Standardised tests / Assessing and Monitoring Pupil Progress / Education endowment Foundation / EEF](https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1) | 5 |

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

Budgeted cost: £ *[30,000]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Nuffield Early Language Intervention: an early language programme to improve children’s language and early literacy skills.  Fund ongoing teaching assistant training and release time. | An evidence-based oral language intervention for children in Reception who show weaknesses in their oral language skills and who are therefore at risk of experiencing difficulty with reading. It is delivered by a trained teaching assistant to small group and individual sessions for around 20 weeks.  [Oral language interventions / Toolkit Strand / Education Endowment Foundation / EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions) | 1 |
| Additional 1:1 phonics sessions targeted at disadvantaged pupils who require further phonics support. | Phonics approaches have a strong evidence base indication a positive impact on pupils, particularly from disadvantaged backgrounds.  [Phonics / Toolkit Strand / Education Endowment Foundation / EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics) | 2 |
| Daily phonic sessions for children in Year 2 and 3 who require further phonics support. | There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step is to accurately diagnose capabilities and match difficulties in order to match pupils to appropriate interventions (recommendation 7).  [Improving Literacy in Key Stage 2 / Subject Specific Evidence / Education Endowment Foundation / EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2) | 2, 4 and 5 |
| Inference training | Explicit teaching of reading comprehension strategies through modelling and supported practice (recommendation 3)  [Improving Literacy in Key Stage 2 / Subject Specific Evidence / Education Endowment Foundation / EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2)  Using TAs to deliver high quality small group support using structured interventions (recommendation 5)  [Making Best Use of Teaching Assistants / EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) | 2, 3 and 4 |
| Pre-teaching and same day 1:1 sessions additional to lessons to consolidate and reinforce learning | Use Teaching Assistants to help pupils develop independent learning skills and manage their learning (recommendation 3)  Ensure explicit connections are made between learning from everyday classroom and teaching structured interventions (recommendation 7)  [Making Best Use of Teaching Assistants / EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) | 3 and 5 |
| Small group sessions of key stage 2 children in targeted spelling sessions | Promoting basic skills of writing with a focus on spelling so pupils can concentrate on writing composition. Teaching pupils to use morphemes can develop and broaden pupils’ vocabulary.  [Improving Literacy in Key Stage 2 / Subject Specific Evidence / Education Endowment Foundation / EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2) |  |
| Providing targeted interventions for specific needs focusing on motor skills and sensory skills | Understanding pupils and their learning needs is essential to effectively support pupils to learn and make progress (recommendation 2).  [Special Educational Needs in Mainstream Schools / Subject Specific Evidence / Education Endowment Foundation / EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send)  Providing short sensory motor circuits helps to energise and settle children with an aim to focus concentration in readiness for the day’s activities.  [Sensory Circuits](https://www.childrenschoicetherapy.co.uk/sensory-circuits/)  Motor Skills United to focus on particular aspects of physical development, such as fine and gross motor skills.  [Physical development approaches / Early Tears Toolkit / Education Endowment Foundation / EEF](https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/physical-development-approaches) |  |

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

Budgeted cost: £ *[19,510]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| ELSA | An educational psychology led intervention for promoting the emotional wellbeing of children and young people.  [Evaluation reports – ELSA network.](https://www.elsanetwork.org/elsa-network/evaluation-reports/)  SEL interventions in education are shows to improve SEL skills and are therefore likely to support children to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.  [Social and Emotional Learning / Toolkit Strand / Education Endowment Fund](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 6 |
| Targeted bespoke support from our Family Support Worker | Offer sustained and intensive support where needed (recommendation 4).  [Social and Emotional Learning / Toolkit Strand / Education Endowment Fund](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 6 |
| Targeted bespoke access to SWaNS and Play Therapy | There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement.  [Social and Emotional Learning / Toolkit Strand / Education Endowment Fund](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 6 |
| ‘Magic Breakfast’ club | Research shows that pupil behaviour and attainment improved for schools that ran a breakfast club. School breakfasts may be more nutritious and can help prepare pupils for learning (recommendation 4).  [Improving behaviours in school / Subject Specific Evidence / Education Endowment Foundation / EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour) | All |
| Increased outdoor learning – including Forest schools and contributions to residentials for PP children | There is a wider evidence base indicating that outdoor adventure learning many have positive impacts on outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning many play an important part of the wider school experience, regardless of any impact on academic outcomes.  [Outdoor adventure learning / Toolkit Strand / Education Endowment Foundation / EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning) | 6 |
| Play Leader employment to run and supervise structured games at lunch times | It is important to make pupils aware of their own behaviour to help them self-regulate and deploy coping skills. (recommendation 2).  [Improving Behaviour in Schools / Subject Specific Evidence / Education Endowment Foundation / EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour)  Using ‘teachable’ moments for embedding skills (recommendation 2) . Helping children have the resilience to deal with challenges and have positive teamwork skills are essential life skills.  [Improving Social and Emotional Learning in Primary School / Subject Specific / Evidence / Education Endowment Foundation / EEF](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel) | 6 |
| Access to sports clubs | Providing physical activities free of charge gives disadvantage pupils access to benefits and opportunities that might not otherwise be available to them. There are wider benefits in terms of physical development, health and wellbeing as well as other potential benefits such as improved attendance.  [Physical activity / Teaching and Learning Toolkit / Education Endowment Foundation / EEF](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity) | 6 |
| Funding educational visits to enhance the curriculum | Ofsted’s annual report 2020/21 identifies the importance of not solely bridging gaps in academic learning. A rounded experience, including a rich curriculum gives children the opportunity to have an enhanced knowledge and understanding of the world.  [Ofsted’s annual report](https://www.gov.uk/government/publications/ofsted-annual-report-202021-education-childrens-services-and-skills) | 6 |
| Contingency fund for acute issues | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

**Total budgeted cost: £** *[79,510]*

# 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.

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| Across the school, most disadvantaged pupils made expected or better than expected progress in Reading, Writing and Maths. Additional teachers who worked across Year 4, 5 and Year 6 supporting small groups of children ensured that their progress (in a particularly difficult year with lockdown and isolation rules) wasn’t hindered. Year 3 will be a targeted area for this year.  Attainment for disadvantaged pupils was still below that of non-disadvantaged pupils. The disruption in 2020/21 due to COVID-19 meant that our disadvantaged pupils weren’t able to fully benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. We did, however, make sure that as many of our disadvantaged pupils (79%) attended school part-time or full-time during lockdown to minimise the disruption to their education. Alongside this, daily Zoom lessons with supplementary work ensured a high quality curriculum could continue to be taught.  Using Accelerated Reader, teachers were able to track children’s reading levels throughout the year and identify any children who were not making sufficient progress. Staff were also able to identify which children weren’t reading regularly and support them in their reading journey. 67% of eligible pupils made better than expected progress. Children enjoyed quizzing after reading books and liked the challenge of meeting personalised targets. Going forward, school will source standardised assessments to further support the assessment of children and identify specific areas of weakness to be targeted.  Pupils’ well-being was prioritised in school to ensure that social and emotional needs were not a barrier to learning. Regular discussions between all staff members along with parents and external agencies ensure that children felt supported when needed. We identified children who needed specific support and ensured that this was put in place. Feedback from adults leading this has been positive. |

## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

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

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| Measure | Details |
| How did you spend your service pupil premium allocation last academic year? |  |
| What was the impact of that spending on service pupil premium eligible pupils? |  |

# Further information (optional)

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| *Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.* |