



Challenge, Equality & Opportunity

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. It forms a part of our 3 Year Pupil Premium Strategy 2021 -2023. 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

Detail	Data
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	9.3% (25 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	22-23
Date this statement was published	Oct 22
Date on which it will be reviewed	Termly
Statement authorised by	GB
Pupil premium lead	Sue Ward
Governor / Trustee lead	Roksana Rutherford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 19,390
Recovery premium funding allocation this academic year	£ 2,718
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.	£
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 22,108

Part A: Pupil premium strategy plan

Statement of intent

At Havannah First School, we pride ourselves on the high levels of attainment and achievement of every one of our children. All of us working at Havannah First School are determined to remove any barriers that prevent our children progressing in their learning and development. We want the inclusive nature of our school to underpin everything that we do. The ambition embedded in our curriculum is that children from all backgrounds and all starting points achieve highly, develop a thirst for learning and have the widest possibilities to extend their experiences.

The focus of our Pupil Premium Strategy is to ensure all disadvantaged pupils achieve these goals. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation. We focus first on high quality teaching that research demonstrates has the greatest amount of impact on all children. We use our Pupil Premium allocation to support our ability to recruit and retain the very best teachers in our school and release staff to improve and monitor the learning of our disadvantaged children. The CPD for all our staff is rigorous and impactful. We use a range of targeted academic support to focus on specific needs of groups and individuals. Our strategies target the individualised needs of our children in receipt of Pupil Premium. Disadvantaged children, who have 'fallen behind' their peers with similar starting points, receive frequent intervention and daily support. We also ensure our strategies support increasing numbers of children to reach Greater Depth across the curriculum.

We understand and recognise that barriers to achievement take a variety of forms and we look for individual ways to support each child to achieve their very best. We do this by offering our children a wide range of opportunities and ensure that these are accessible for everyone. We provide emotional support based on needs for our pupil premium children to improve well-being and offer support to our families to ensure our children are supported in their learning and have the very highest attendance.

Challenges

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

Challenge number	Detail of challenge
1	Limited Opportunities: We need to ensure that disadvantaged children have equal access to trips, music tuition, extra-curricular activities and residential activities.
2	Slower Progress Across the Curriculum: Some disadvantaged children need extra support with completing homework tasks and need an allocated time to do this.
3	Slower Progress Across the Curriculum: Many disadvantaged children are in need of extra support with their learning in lessons and through targeted interventions.
4	Social, Emotional and Mental Health Needs: Many disadvantaged children need support with their confidence, language skills and resilience. They will benefit hugely from having outside activities and in particular outdoor learning to improve confidence, well-being and learning potential.
5	Social, Emotional and Mental Health Needs: Many disadvantaged children need support with developing confidence and reducing anxiety and so will benefit from working with a theatre group to develop their speaking skills in front of an audience.
6	Social, Emotional and Mental Health Needs: Disadvantaged children need a specific person in school who they can meet with and discuss and worries or needs. That key person will monitor how the children are getting on in school in terms of learning and well-being.
7	Social, Emotional and Mental Health Needs: Children across school, including disadvantaged children, have been displaying difficulties with emotional regulation. We want to implement strategies to support children with this.
8	Early Reading: Baseline assessments and observations suggest that children arriving in school with less exposure to books and reading and can fall behind in reading/phonics in EYFS and Year 1.

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
<ul style="list-style-type: none"> • Ensure that all children in receipt of Pupil Premium funding have trips and residential activities paid for and that parents/carers know that this will happen. • More children in receipt of pupil premium to attend extra-curricular clubs. Inform parents/carers of Pupil Premium Children about clubs on offer. Identify which children would benefit from attending extra-curricular clubs e.g. Art Club, Gymnastics, Taekwondo, Golf and inform parents/carers about times and equipment needed. Provide support with equipment if needed. • More children in receipt of pupil premium to have music tuition. Inform parents of Pupil Premium Children about music tuition on offer e.g. violin, keyboard and guitar. Identify children that would benefit from this and ensure that their attendance is facilitated. 	<ul style="list-style-type: none"> • More children in receipt of Pupil Premium funding will attend extra-curricular clubs and all children will be included in trips and residential visits. • Pupil voice surveys and Deep Dives will show that children receiving pupil premium have a positive view of themselves as a learner matched with high aspirations for their future.
<ul style="list-style-type: none"> • TAs to run a homework club for PP children enabling them to be able to complete homework tasks successfully with support. Also to monitor reading records and liaise with class teacher to ensure that homework and reading is consistent with other children in class. 	<ul style="list-style-type: none"> • Children will attend homework club and will hand completed homework in on time alongside their peers. • Pupil voice will show that children attending homework club have increased confidence and pride in their completed homework.
<ul style="list-style-type: none"> • All Pupil Premium children will have a Mentor. The Mentors are members of 	<ul style="list-style-type: none"> • Mentors will get to know children well and will be able to keep track on children's well-being in school. Children will form

<p>the SLT: Helen McKenna, Gary Burnett, Sue Ward, Rebecca Storey, Fiona Jones. Each Mentor has 5 or 6 children who they are responsible for. Every half term, mentors meet with children to discuss how they are getting on, what is working well, what they might be struggling with, identifying likes and dislikes in school.</p>	<p>positive relationships with these key staff members.</p> <ul style="list-style-type: none"> • Mental health and wellbeing has a high profile among pupils, staff and the wider school community. Staff and children recognise signs of poor mental health and wellbeing. • Children know how to ask for help and have access to timely and effective wellbeing support.
<ul style="list-style-type: none"> • Children will participate in outdoor learning sessions in school. These will combine outdoor activities with nurturing activities which will be tailored to the individual needs of the children. Heidi Walker and Lynn Mingoia will lead on this on Friday afternoons to begin with. 	<ul style="list-style-type: none"> • Children will show more confidence and resilience when trying new activities and this will also be apparent in lessons.
<ul style="list-style-type: none"> • Improved rates of progress and attainment for disadvantaged pupils across the curriculum. 	<ul style="list-style-type: none"> • Children to have better outcomes in reading, writing and maths shown through passing the end of Year 1 phonics screening check and meeting end of year expectations in reading, writing and maths.
<ul style="list-style-type: none"> • Disadvantaged children to have greater confidence when speaking in front of an audience and to show resilience when tasks are more difficult. 	<ul style="list-style-type: none"> • Children to participate in the 'No Voice too Small' project and to be able to speak confidently in front of an audience at the end of the project.
<ul style="list-style-type: none"> • Children to have better strategies to deal with emotional dysregulation. 	<ul style="list-style-type: none"> • Zones of Regulation to be introduced and children across the school to be able to recognise their emotions more and have greater control of them because of this. • Children will have improved mental wellbeing as a result of recognising when they need support with their emotional regulation.
<ul style="list-style-type: none"> • Ensure all children make rapid progress in reading across EYFS and Year 1 • The reading culture of the school ensures all children continue to develop their love of reading and books as they progress through the school. 	<ul style="list-style-type: none"> • Over three years, an increasing number of disadvantaged children are working at age related expectations (ARE) or above in phonics and reading • Home-School Reading Records demonstrate regular reading at home and children have increased access to a wide range of books. • Reading Deep Dives demonstrate the increased confidence and expertise of all staff in the teaching of phonics that allows all children to keep up.

	<ul style="list-style-type: none"> An increasing number of disadvantaged children reach Greater Depth within the curriculum.
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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: £ 3,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all teachers and teaching assistants have high expectations about the progress and attainment of pupil premium children, so they stretch and challenge them appropriately.	<p>Evidence from successful schools demonstrates importance of sharing and understanding high expectations of all pupils among the entire school staff. 'Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. ' Sutton Trust</p> <p>'Senior leaders in more successful schools ensure that staff are willing to do whatever it takes to help each pupil to succeed. They hold every staff member accountable for pupils' progress (Supporting The Achievement of disadvantaged Pupils)</p>	2, 3,
Whole staff CPD through staff meetings on Zones of Regulation. Staff visiting other schools and resources purchased.	Evidence from 'The Zones of Regulation A Curriculum Designed to foster self-regulation and emotional control' written and created by Leah M. Kuypers	7
Tailored and specific continuous professional learning and development delivered to all staff in approaches to the teaching of Phonics,	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit' demonstrates the effectiveness of Mastery Learning and Phonics strategies: Phonics (+5 months)	3,8

<p>Reading, Writing and Maths. This includes cover costs and resources for:</p> <ul style="list-style-type: none"> • The purchase of DFE validated Systematic Synthetic Phonics Programme, Little Wandle and Phonics training • Participation in the NCETM 'Mastering Number' programme in Early Years and Key Stage 1 • Participation in intervention programme for Key Stage 2 Children 'Number Sense' 	<ul style="list-style-type: none"> • Reading Comprehension Strategies (+5 months) Phonics approaches have an extensive evidence base for a high impact on word reading and is an important component in the development of early reading skills. <p>Evidence from Education Endowment Foundation, 'Early Years Toolkit': Early Numeracy Approaches =+6 months</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 7,104

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly homework club for one hour run by two TAs.	Previously, we have seen an improvement with engagement with learning from the children who have attended.	2
Teachers and Teaching Assistants will provide additional Phonics and reading for disadvantaged children who require support.	<ul style="list-style-type: none"> • Phonics (+5 months) • Reading Comprehension Strategies (+5 months) <p>Phonics approaches have an extensive evidence base for a high impact on word reading and is an important component in the development of early reading skills.</p>	3,8

TAs will provide 'Number Sense' maths intervention for disadvantaged KS2 children who require support.	Assessments show that children have made progress following the intervention sessions.	3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,374

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>SLT to champion the wellbeing of all disadvantaged children through our mentoring scheme.</i>	<i>Evidence from Education Endowment Foundation demonstrated the impact on learning from supporting the social and emotional health of our children. Teaching and Learning Toolkit: Social and Emotional Learning = +4 months</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6
Widening Opportunities: School to actively encourage children eligible for PP to take part in the widest range of extra-curricular opportunities.	Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	1
Participate in the 'No Voice too Small' project	This oracy project supports curriculum drivers for 'pupils to be confident, articulate speakers who can develop and express their ideas in a thoughtful way' (South Gosforth First School)	5
<i>One teacher and one HLTA to work with disadvantaged</i>	Other schools we are working with have evidence that outdoor learning improves children's confidence and concentration.	4

<i>children on afternoon per week on outdoor learning</i>		
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Total budgeted cost: £22,108

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Please refer to:

Havannah Pupil premium Report-Evaluating Effectiveness 2021-22

Data 2021-22

EYFS

Pupils reaching a good level of development

Pupil Premium (4)	75%
All pupils	77%

KEY STAGE 1

Year 1 phonics screen - pupils meeting the expected standard of phonics decoding

Pupil Premium (3)	66.6%
All pupils	93%

Year 1 - pupils reaching the expected standard

July 2022	PP (3)	All pupils
Reading	66.6%	82%
Writing	33.3%	78%
Maths	66.6%	89%

Year 2 - pupils reaching the expected standard

Reading	
Pupil Premium (6)	50%
All pupils	77%

Writing	
Pupil Premium (6)	33.3%
All pupils	77%

Maths	
Pupil Premium (6)	33.3%
All pupils	80%

KEY STAGE 2

Year 3 - pupils reaching the expected standard

July 2022	Pupil Premium (6)	All pupils
Reading	66.6%	82%
Writing	66.6%	71%
Maths	66.6%	80%

Year 4 - pupils reaching the expected standard

July 2018	Pupil Premium (5) 1 child left at Christmas so no end of year data	All pupils
Reading	60%	87%
Writing	60%	78%
Maths	60%	82%

Further information (optional)

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.