



Challenge, Equality & Opportunity

Pupil Premium Strategy 2021-22

The Pupil Premium Grant was introduced by the government in April 2011. It was designed to give additional money to support schools in raising the attainment of children who receive free school meals and those children in local authority care or from a family serving in our forces. These groups of children have been identified nationally as achieving at a lower level than children from less disadvantaged backgrounds.

In 2012-13 the government decided that eligibility for the pupil premium would be extended to pupils who have been eligible for free school meals at any point in the preceding 6 years.

The PPG per pupil rate for 2021 to 2022 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM) as well as eligible children with no recourse to public funds (NRPF) pupils in these year groups	£1,345
Pupils in years 7 to 11 recorded as Ever 6 FSM as well as eligible NRPF pupils in these year groups	£955
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,345
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order)	£2,345
Service children	Service premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£310

For 2021-2022, our allocation is £32,380

This is for 25 children representing 10.1% of the school population (September 2021)

This year, we have been able to resume many activities following the previous Covid restrictions. We have endeavoured to keep our model of having one TA per class (two TAs to support Key Stage 2). This has been an excellent way to support children in receipt of PP funding because of the close relationships that have been forged between children and support staff and how the individual needs of children have been met by staff having in depth knowledge and understanding of children's learning.

CPD and Quality First Teaching

We recognise that all children, including PP children, benefit most from quality first teaching which is challenging and has high expectations for success. Teachers have worked closely with TAs to provide targeted support to ensure that children are making progress. Children who are working below expectation in reading are 'Priority Readers' and they are heard to read regularly by a teacher or TA. Children also receive interventions for maths, spellings, fine motor skills and specific programmes for SEN.

Priority Reader sessions have been proven to be successful in improving the reading age of the PP children who worked with the TA in this role. Children are selected for this provision if they are not meeting expectation for their age group and reading skills are boosted by reading with the TA and spending time addressing their individual needs, e.g. fluency when reading, comprehension, inference, deduction. Children who are identified read as often as possible with a TA in school and because of the extra TA hours, we have been able to ensure that every class has an adult who can do this.

The SENCO attended a 'Working with Traumatized Children' course and there has been whole staff training on 'Making Sense of Autism'. These have supported some of our work with children who receive PP funding.

At Easter, we moved into our new school building and we have been able to use our new facilities to benefit all children and this has included children in receipt of PP funding. We have quality new equipment in the Reception classes including the outdoor area; we have a room designated to SEN and support for disadvantaged pupils; our new outdoor area is designed to support the physical development of all children and improve well-being. Our new learning environment has been designed and built to improve outcomes for all pupils and we are continuing to invest in resources which support this.

TA support for Curriculum and Cultural Capital

In classes, TAs focused on developing curriculum related knowledge and vocabulary through the use of artefacts, images and books to support PP children.

Visits, including Y4 Residential visit to Robinwood

PP funding has been used to fund trips this year. Reception visited Hall Hill Farm; Key Stage 1 visited Woodhorn Colliery and Key Stage 2 visited Beamish. Year 4 children had a residential visit to Robinwood.

Music Tuition and Extra-curricular activities

PP funding has been used to fund music lessons including guitar, keyboard and violin.

School Uniform

We have supported children in receipt of PP with getting new uniform for transitioning to middle school.

Intervention in Class and in Groups

The vast majority of the PPG is spent in this area at Havannah First School as we have found that in our experience it is the most effective way in which diminish the difference in attainment of this group and others groups of children in our school. Children who are working to close the gap in progress and/or attainment with their peers receive support from TAs in class or in small groups. Most of the PP group of are also in intervention groups for EAL, SEND or because their progress or attainment is causing concern. In the past four years it has been possible to employ an additional TA and the PPG for this year allows this provision to be maintained. TA support has enabled intensive support for phonics and early reading in particular.

Pastoral Support

We have used HLTA hours up to Easter to provide well- being support to PP children. These children are identified by staff as needing additional 1 to 1 time to spend time doing activities such as gardening, reading and talking. This is to ensure that children have an emotionally available adult to talk to about any difficulties they may have.

Priority Reader sessions

Priority Reader sessions have been proven to be successful in improving the reading age of the PP children who worked with the TA in this role. Children are selected for this provision if they are not meeting expectation for their age group and reading skills are boosted by reading with the TA and spending time addressing their individual needs, e.g. fluency when reading, comprehension, inference, deduction. Children who are identified read as often as possible with a TA in school and because of the extra TA hours, we have been able to ensure that every class has an adult who can do this.

Type of Support	Cost	Details of Support	Intended impact – what this will achieve if it is successful	Monitoring – how, when, by whom, evidence
Support for payment of trips and residential	£822.70	Parental contributions from non-PP children are supplemented with PP funds to ensure the activities can go ahead as planned.	All children have the opportunity to participate in the activities on offer and no children are excluded because of cost.	
Support for payment of Music Tuition	£400	PP children are offered to take up the offer of music tuition without fees being a barrier to taking part.	All children have the opportunity to participate in the activities on offer and no children are excluded because of cost.	
Interventions and support from Teaching Assistants	£30,185.30	<p>Small group and individual support across the school including small group phonics support, Speech and Language programs, maths intervention, fine and gross motor skill programs etc.</p> <p>Each class to have full time support from TA (KS2 2 TAs to 3 classes). PP children targeted for interventions. Only possible due to PP funding.</p>	Closing the gap in attainment between FSM and non FSM children.	Children are making at least expected progress and where there is a gap between their attainment and that of their peers, the gap is closing.

		Include cultural knowledge and vocab development with TA in KS1/2.		
Pastoral support from HLTA for PP who are home learning and in school.	£972	1 to 1 time in school for pastoral support and to support with reading, spelling and maths	Closing the gap in attainment between FSM and non FSM children. Also closing the gap between children with SEN and PP with non-SEN PP.	Children are making at least expected progress and where there is a gap between their attainment and that of their peers, the gap is closing.
SUB TOTAL	£32,380			

How do we Measure Impact

To measure the impact of the PP spend, we track children's progress carefully, looking at their progress towards their own targets (based on their individual starting points) and their performance in relation to national expectation. We do this through data, analysing written work, talking to pupils, talking to parents and observing pupils in lessons. We also evaluate pupils' attitudes and confidence through talking to pupils, their teachers and their parents/carers.

We look to see value for money in terms of what we have spent and how much impact it has had.

We measure impact termly and at the end of the year we review all data and information available so that we can plan future expenditure and priorities. This is an ongoing process in school. In the summer term, we will review all expenditure and agree priorities for the children and the PPG for the year ahead. Our Assistant Headteacher/SENCO, Headteacher, link governor and Deputy Headteacher take part in this annual review, the next will be July 2022 and a new Improvement Plan will be made and will be linked to our Whole School Priorities for 2022-2023.