# Havannah Primary School 2024-27 Pupil premium strategy statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2024 to 2025 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 – 2023-24

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| Detail | Data |
| School name | Havannah Primary School |
| Number of pupils in school  | 209 |
| Proportion (%) of pupil premium eligible pupils | 23% |
| Academic year/years that our current pupil premium strategy plan covers | 2024-25 to 2027-28 |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | July 2025 |
| Statement authorised by | Stefanie WilliamsHeadteacher |
| Pupil premium lead | Clare Birdsall |
| Governor / Trustee lead | Maria Wilson |

**Funding overview**

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| **Detail** | **Amount** |
| **Pupil premium funding allocation this academic year** | **£71,380** |

# 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.
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## 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 show early reading and phonic knowledge are still weaker for our disadvantaged pupils.In the 2023-2024 Phonics Screening Check data, 25% of Year 1 disadvantaged pupils as well as those in Year 2 who did a re-take at the end of the year passed the Phonics Screening Check.  |
| 2 | Assessments, observations and discussions with teachers indicate that spelling and reading amongst disadvantaged pupils - particularly those with SEND - is at a lower level than that of their peers. Data shows that disadvantaged pupils with SEND struggle to meet year group expectations for reading and spelling and the gap widens as they continue through school.  |
| 3 | Assessments, observations and discussions with pupils show writing quality and stamina are still at a lower level than expected. By the end 2023-2024, 50% of disadvantaged pupils achieved the expected standard, compared to the national average of 60% for disadvantaged pupils. |
| 4 | From online tracking, data 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. Also, children do not always have access to high-quality, enjoyable reading books at home. |
| 5 | Observations and discussions with staff, pupils and parents indicate that some children’s mental health and wellbeing is having an impact on school. Pupils’ SEMH can affect pupils’ ability to engage in lessons as well as build relationships with their peers as well as staff in school. 53% of disadvantaged pupils are currently accessing additional support for SEMH or targeted support to help them with their cognition and learning.  |
| 6  | Attendance data shows that the attendance of disadvantaged pupils is lower than other pupils. Attendance for the 2023-2024 school year for disadvantaged pupils was 91.6% compared to 94.6% for other pupils.  |

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## 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 phonic knowledge for disadvantaged pupils in KS1.  | Gaps in phonic knowledge are identified and addressed and individual, targeted interventions are put in place to narrow the gap.  |
| To improve the spelling of disadvantaged pupils in KS2. | To identify gaps and have targeted support for those pupils who are working below year group expectations.  |
| To improve the progress in reading of disadvantaged pupils who also have SEND.  | Children make accelerated progress in their reading age and assessments due to targeted support within and beyond reading lessons. |
| 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. Children have specific targets to support progress. |
| For more children to enjoy reading and access the Reading Retreat to choose additional books to read for pleasure.  | Use of pupil voice, pupil questionnaires and records of books borrowed from the Reading Retreat.  |
| To achieve and sustain improved SEMH 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.  |
| Improved attendance for disadvantaged pupils so they are more in line with non-disadvantaged pupils.  | Attendance to improve for the majority of disadvantaged pupils to at least 95%.  |

## 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: £ *[15,000]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continued subscription for 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 (split classes into smaller groups). | 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) | 1 and 2 |
| Annual development day for RWI and ongoing coaching of staff to improve the delivery of the scheme.  | 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) | 1 and 2 |
| Purchase of resources to support the teaching of spelling across Key Stage 2. | Explicitly teach spellings and provide pupils with extensive opportunities to practice them (recommendation 5). Appropriate strategies are used to improve pupils’ spelling. [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) | 2 |
| Continued subscription towards a scheme to support the teaching of writing from Reception to Year 6.  | Teaching writing composition strategies through modelling and supported practice (recommendation 4). Providing opportunities to read rich and engaging texts can support children’s development in both reading and writing. High quality practice of sentence construction will help develop fluent transcription. [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) | 3 |
| Training for staff to improve reading teaching and adaptation to 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) | 2 |
| Staffing to run the Reading Retreat at lunch times | Giving children access to a wide range of texts, which are chosen by pupils for pupils, can improve children’s desire to read for pleasure.  | 4 |
| CPD linked to ELSA training for support staff. | Social and emotional learning interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions.[Teaching-learning-toolkit/social-and-emotional-learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | 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 |
| Elklan: targeted support for speech and language | Oral language interventions emphasise the important of spoken language and verbal interaction. The aim is to support children in their speech, language and communication. [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) | 1 |
| 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) | 1 and 2 |
| 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) | 2 and 3 |
| 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. Identifying gaps in children’s knowledge of spelling patterns and 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) | 2 and 3 |
| Providing targeted interventions for specific needs focusing on working memory and fine motor 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) | 5 |

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

Budgeted cost: £ *[26,380]*

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Social and Emotional learning | 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) | 5 |
| Attendance | Poor school attendance is a significant problem and it is linked to poor academic attainment across all stages.Personalised support using the attendance toolkit to target children with poor attendance. There is evidence which suggests that small improvements in attendance can lead to meaningful impacts on academic attainment. [Attendance evidence review / Education Endowment Fund](https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment) | 1, 2, 3, 5 and 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) | 5 and 6 |
| ‘Magic Breakfast’ club and break time snacks | 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) | 5 |
| 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) | 5 and 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: £** *[71,380]*

# 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 2023 to 2024 academic year.

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| Oral and Language SkillsWord Aware was used successfully to introduce and equip children with new vocabulary which they may not have necessarily used or encountered. Specific, high-quality vocabulary was chosen to be used orally and then used within writing to improve children’s language acquisition in Key Stage 2. These words were them used within writing, helping to improved children’s use of appropriate and adventurous vocabulary. PhonicsRead, Write Inc has been delivered successfully for several years. The Phonics Lead regularly assesses pupils and closely monitors progress. Pupils are able to be taught in smaller groups (due to careful deployment of staff) at a level which is appropriate to their learning. Regular training and coaching also helps to ensure high standards of QFT. Of the disadvantaged pupils in Year 1 who took the Phonics Screening Check, as well as those in Year 2 who did a retake, the pupils without SEND passed and those pupils with SEND did not pass. Some children in KS2 accessed and completed the Fresh Start programme (as a follow on from Read, Write Inc). This programme helped to improve children’s fluency and improve their strategies for decoding unfamiliar words. Because of this focused support, pupils were then able to access whole class reading lessons. Writing attainmentReady, Steady Write was implemented in the 2023-24 school year across all year groups. External training was delivered to support the teaching of writing and staff have had coaching throughout the year to support the delivery of the lessons. In Year 4, 5 and 6, the percentage of disadvantaged pupils who achieved the expected grade increased from the previous academic year. By the end of Key Stage Two, 50% of disadvantaged pupils eligible achieved the Expected standard in writing.Feedback from staff show that the scheme is ambitious and introduces children to rich, varied vocabulary as well as generating a range of writing opportunities. Progression is clear within and across year groups and opportunities to improve sentence accuracy and clear and consistent. Reading for pleasurePromoting a love of reading is still key to our school. Funds have been raised to restock the Reading Retreat with books children will enjoy based on popular authors or genres. Children have the opportunity to become Reading Ambassadors to help promote reading across school as well as helping read to younger children in the Reading Retreat. Many disadvantaged pupils visited or helped in the Reading Retreat which increased their enthusiasm for reading to others or borrowing books. Volunteers come into school to listen to children read in particular year groups. Disadvantaged pupils are prioritised so they have the opportunity to discuss what they are reading with an adult as well as read aloud. This consistency has helped form strong bonds between the children and the volunteers and children now report that they enjoy the days when volunteers come in to listen to them read. There has been a mixture of helping children read fluently as well as reading them stories which the children have chosen themselves. Reading attainmentA consistent scheme has been trialled and introduced to ensure consistency, daily opportunities for fluency and access to a broad range of texts. By the end of Key Stage 2, 87% of disadvantaged pupils had achieved the expected standard. The pupil who did not achieve the expected standard was also a pupil with SEND. This number was an increase from 56% the previous year. WellbeingPupils’ well-being is still a priority. Key members of staff have had specialist CPD to provide a range of support to focus on SEMH as well as other areas of need which pupils need support with which impacts their learning, such as support linked to cognition and learning, communication and interaction. As well as this, external agencies are used to support pupils’ emotional wellbeing. Pupils are happy to attend sessions and report positively on any activities and learning opportunities. There are always opportunities to respond to immediate need and teachers will identify specific needs of disadvantaged pupils linked to wellbeing which then ensure tailored support is put in place.  |