

Haversham Village School Pupil premium strategy statement

School overview

Detail	Data
School name	Haversham Village School
Number of pupils in school	156
Proportion (%) of pupil premium eligible pupils	8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	September 2021
Date on which it will be reviewed	March 2022
Statement authorised by	David Ley / Mel Ridgeway Chair of Governors
Pupil premium lead	David Ley
Governor / Trustee lead	Mel Ridgeway

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12070
Recovery premium funding allocation this academic year	£5900
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Haversham Village school we strive to ensure the best outcomes for all pupils including our most vulnerable and disadvantaged.

We aim for disadvantaged pupils to achieve in line or above their peers and the national averages for similar pupils. We understand that to close the gap pupils need to be exposed to high quality teaching, rapid diagnostic assessment of the pupils needs and swift tailored intervention to address misconceptions or gaps within knowledge.

Our pupil premium strategy aims to provide pupils with small groups interventions to plug the gaps in learning, diminish the attainment gap and equip pupils with the skills they need to flourish within school.

Our plan includes high quality teaching.

Targeted academic support through identification of needs and intervention.

A rigorous approach to attendance, behaviour and attitudes to learning.

Challenges

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

Challenge number	Detail of challenge
1	Families struggling to manage financially, children may not be able to visit places of interest and enjoy a wide range of experiences.
2	Parental support – families are not able to support their child's learning. Poor attendance or late arrival issues.
3	Start points – EYFS Baseline data shows pupils come into school below age appropriate measure for PSED and phonics due to the disruptive year they encountered last year.
4	Impact of lost schooling due to Covid-19 - the achievement gap between PP children and their peers may widen due to lost time in school.

Intended outcomes

Intended outcome	Success criteria
1. Support families financially where possible, this will strengthen relationships between home and school and make conversations regarding support easier. Ensure that the curriculum is enhanced by the arts, visits, first hand experiences and memorable moments.	Children have access to: <ul style="list-style-type: none"> - School trips - School Clubs - Curriculum enhancement days - Sporting opportunities including competition - Specialist equipment if needed
2. PP attendance figures to be on par with their peers and higher than PP nationally.	Children will: <ul style="list-style-type: none"> - Arrive at school punctually. - Attendance figures for all groups to be in line or above the national average. - Fortnightly attendance monitoring, EWO support sought quickly
3. Children supported within classrooms of small intervention groups to ensure that all make progress.	<ul style="list-style-type: none"> - Children Access to appropriate interventions dependent on need. - Teaching assistants employed to ensure a higher adult to pupil ratio and allow small group interventions where necessary. - Teachers will direct TA's effectively within the classrooms to ensure that progress is being made.
4. EYFS Baseline data shows pupils enter school below age appropriate measure for PSED and phonics due to the disruptive year they encountered last year.	<ul style="list-style-type: none"> - Teachers use the entry data analysis to ensure we are planning for the children's needs. - Parental engagement is high and expectations are understood. - Information is received from children's previous settings and used to plan for individual needs. - Interventions are tailored towards the children's needs.
5. To close the achievement gap between PP children and their peers.	<ul style="list-style-type: none"> - School routines return to normal quickly. - Pupil data is reviewed and understood by staff.

	<ul style="list-style-type: none"> - Additional needs are mapped and resourced. - Children are grouped for interventions.
--	---

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to attend RWI training to implement a robust phonics scheme	Children are effectively grouped and learning phonics at the correct stage. Children are taking home fully phonetically decodable books at the correct stage for their development.	80
Staff to attend children's previous settings and have small groups of children in the first week to ensure all children's needs are met.	Children have intergrated into the school and the staff are aware of and meeting their needs. Staff have already completed one round of the FACT and started gathering information for EHCP submittal.	24

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

Budgeted cost: £ 16795

Activity	Evidence that supports this approach	Challenge number(s) addressed
Children supported within classrooms of small intervention groups to ensure that all make progress. One to one time with mental health first aider.	Children are tracked individually and interventions are fluid and change with their needs. Children have a safe place to discuss their issues and are able to intergrate effectively within lessons.	47 pupils

	Children know who to speak to for support and have a trusted adult that is removed from their day to day learning.	
--	--	--

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

Budgeted cost: £ 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring that children have access to enrichment and extracurricular activities	50% of children eligible for additional funding are attending extracurricular clubs free places available to all.	12

Total budgeted cost: £ 17970

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.

- All pupils including disadvantaged and SEND were able to offer small group interventions and classroom support where needed.
- Teachers were able to plan to close the attainment gaps within their classes using targeted teaching delivered by themselves or a teaching assistant
- All children in KS1 are now accessing RWI and receive a book at their level to take home. The funding ensures that phonics groups are no larger than 10.
- All pupils have returned to school and are supported to be the best they can be mentally, physically and academically.
- The extra adult support allows school time to get to know the children and parents and form effective partnerships.

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Children supported within the classroom with class TA.
What was the impact of that spending on service pupil premium eligible pupils?	The pupil eligible made the expected progress and the use of a TA in the classroom ensured other children could benefit from the reduced pupil to adult ratio.