

Pupil premium strategy statement – Havelock Primary School, Nursery and ARP 2024-2027

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	361
Proportion (%) of pupil premium eligible pupils	26%
1	2024/2025 to 2026/2027 (Year 3 of 3-year plan)
Date this statement was published	December 2024
Date on which it will be reviewed	December 2027
Statement authorised by	June 2025
Pupil premium lead	Tamara Schai, Assistant Headteacher
Governor / Trustee lead	Rahma Elmi

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 2026/2027	£145 700 (94 children x £1550 per child)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year 2026/2027	£145 700

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all PP children to achieve age related expectations (ARE) across all subjects.
- PP attendance is in line with national average.

Many PP children can have common barriers to learning, such as

- Less/lack of support at home
- lack of access to internet to complete homework
- low baselines on entry
- limited language and communication skills
- attendance and punctuality issues.

Our strategy is integral to bridge the gap between PP and non-PP children. We aim to do this through:

- Quality first teaching: Phase leaders support class teachers to ensure that teaching and learning opportunities meet the needs of all the pupils. This will have the greatest impact on closing the disadvantage attainment gap.
- Pupil intervention programme will focus primarily on supporting PP children. Pupils will be targeted pupils to involve those who have not met assessment conversions, those below ARE, PP and/or SEND. PIXL assessment will be used for interventions and therapies to support gaps in learning.

The approach we have adopted promotes pupils to excel in their learning. To ensure they are effective, we will:

- Staff take responsibility for disadvantages pupils' outcomes and have high expectations of what they can achieve.
- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Ensure work is challenging.
- Accelerating progress, moving children to at least age-related expectations.

- Subsidise payment for activities, educational visits and residentials. This is to ensure children have first-hand experiences to use in their learning in the classroom.
- Support behaviour and wellbeing.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with PP students found that they have poor English language, communication skills and reading comprehension. This has affected their communication and language, phonics and early reading skills. Families are unable to provide supportive environments that mirror school practice and cannot reinforce learning at home.
2	Assessments, observations and discussions highlight low attainment on entry to EYFS across all areas of learning. This is also evident for new admissions which mainly consist of new arrivals in the UK with limited schooling history or limited social skills outside the family home.
3	Assessments, observations and discussions indicate post pandemic there are gaps in learning across all subjects and pupils moving on to a new class without secure subject knowledge of the previous year.
4	Our FSM data shows increasing levels of poverty and deprivation amongst families which is evidenced in the growth of FSM and PP children. Through discussions, families have indicated rising financial costs, and unaffordable rental costs post pandemic. Observations and discussions have showed that pupils' mental wellbeing has been affected which has also affected their behaviour at school.
5	Our attendance data indicates that attendance among disadvantaged pupils has been 0.7% lower than for non-disadvantaged pupils. 19.4% of PP children are persistently absent in comparison to non-PP student which is 14.1%. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Improved early language skills/ Improved EYFS data	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons and ongoing formative assessment. EY data shows that over 75% of pupils have achieved GLD in language and communication/across all subjects.
Improved reading attainment among disadvantaged pupils	To achieve national average progress in KS1 and KS2 reading. This is also evident when triangulated with book scrutiny, pupil voice and assessment meeting discussions.
Improved oral fluency and vocabulary acquisition among disadvantaged pupils.	Disadvantaged pupils demonstrate improved oral language and vocabulary acquisition evident through book scrutiny, learning walks and pupil voice.
Improved Year 1 and Year 2 phonics	Year 1 and 2 phonics test shows over 80% and 90%, respectively of pupils have achieved expected in phonics. 64% of Year 1 pupils achieved 31+ in Summer 2026 (76% excluding ARP pupils) and over 47% in Year 2 in Summer 2026 (88% excluding ARP pupils).
To improve wellbeing amongst PP children.	Sustained high levels of wellbeing by 2026/27 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To improve and sustain attendance for all pupils, particularly our disadvantaged pupils.	The overall absence rate for all pupils being no more than 12% and the attendance gap between disadvantages and non-disadvantaged peers is reduced by over 3.9%. The percentage of all pupils who are persistently absent being below 12% and the figure among disadvantaged pupils being no more than 14%.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £93 741

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing of RWI resources and training for staff including support staff to secure stronger phonics teaching for all pupils. We have developed and redefined phonics so there is a triangulation of the teaching in phonics, reading and writing. Pupils across the school are receiving daily phonics lessons, with years 1-2 sometimes teaching twice a day to consolidate their phonics and reading skills	The Read, Write Inc programme has supported pupils in acquiring a secure knowledge of their sounds which is an important component in the developing of reading skills, particularly for children from disadvantaged backgrounds. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. Phonics EEF (educationendowmentfoundation.org.uk)	1,2,3
PIXL therapies to bridge gaps in reading by teaching specific reading skills to pupils. Guided reading and interventions focus on teaching the reading domains and skills more explicitly.	Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. A wide range of strategies and approaches can be successful, but for many pupils they need to be taught explicitly and consistently. It is crucial to support pupils to apply the comprehension strategies independently to other reading tasks, contexts and subjects. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,2,3
Additional resources such as Oracy 21 has been purchased to support language development	EY consultants have been to support the working environment and look at strategies to build language development.	1, 2,3

	The teaching and learning has been adapted so there's more opportunities of oracy across the school. This will support pupils ability to articulate and communicate more effectively. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/voice-21?utm_source=/projects-and-evaluation/projects/voice-21&utm_medium=search&utm_campaign=site_search&search_term=oracy	
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Maths Lead to work with a Maths consultant from the Maths Hub as well as work with teachers across the school to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2 The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	1,2,3
Maths club for pupils to close gaps in learning.	The approach of teaching problem-solving skills can have a positive impact on children's early mathematics. Sequencing and breaking tasks down, providing prompts to help children problem-solve, and modelling problem-solving strategies can improve mathematics outcomes. The approach of teaching problem-solving skills may be more effective when matched to children's levels of development. Learning should move from easy to more difficult. EEF Early Mathematics	
Reading and GPS club for pupils to close gaps in learning.	This approach will target pupils with the teaching of specific skills and subject knowledge. This targeted approach will enhance pupils' understanding of GPS strategies to be able to apply them to writing. It will support the development of reading skills.	

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

Budgeted cost: £34,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions such as SaLT/OT, 1:1 phonics catch up supporting small groups or one to one in order to close gaps.	Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. This is usually due to higher pupil engagement. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small%20group%20intervention	1,2,3,4
<i>Additional RWI training to support CPD for all staff</i>	Support provided for staff to ensure they have regular and up-to-date training in order to ensure teaching practice is good or above. Research suggests that pupils make more than 1 months progress on reading when using the Read, Write Inc programme. https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start	1,2,3

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

Budgeted cost: £17 330

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional wellbeing Y5-6 teachers have had iHeart training so pupils can uncover their innate resilience and mental wellbeing	There has been a surge of interest recently in what schools can do to promote a set of attitudes, behaviours and skills that enable children to thrive. This involves both preventing problems such as bullying or anxiety before they become more serious, and building skills that help children to succeed at school and beyond.	1,2,3,4,5

<i>A drama therapist is also employed to support wellbeing of some pupils particularly involved with The Ealing Integrated Response Services.</i>	A recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and wellbeing could have a significant impact on academic achievement. Healthy Minds EEF (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/news/building-social-and-emotional-learning-into-the-classroom?utm_source=/news/building-social-and-emotional-learning-into-the-classroom&utm_medium=search&utm_campaign=site_search&search_term=wellbeing	
Extracurricular activities offered to boost wellbeing, behaviour, attendance and aspiration. Activities will focus on building confidence, resilience and socialising. Disadvantaged pupils will have the first priority and be encouraged to participate.	Research suggests that resilience training can help a pupils social and emotional wellbeing.	1,2,3,4,5
Updated attendance policy Attendance Lead and AHT regularly meet to look at attendance concerns and notify the relevant stakeholder	Research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001). However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance?utm_source=/education-evidence/leadership-and-planning/supporting-attendance&utm_medium=search&utm_campaign=site_search&search_term=attendance	5

Total budgeted cost: £145,700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that all pupils achieved 62% expected or more in reading, 71% of pupils achieved expected or above in maths and 68% of pupils achieved expected or above in GPS.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

The data demonstrates that 77% of Pupil Premium pupils achieved the expected standard in Reading, compared to 57% of non-Pupil Premium pupils. In Maths, 84% of Pupil Premium pupils achieved the expected standard, compared to 71% of non-Pupil Premium pupils. In Writing, 84% of Pupil Premium pupils achieved the expected standard, compared to 75% of non-Pupil Premium pupils. In GPS, 81% of Pupil Premium pupils achieved the expected standard, compared to 68% of non-Pupil Premium pupils. For RWM combined, 71% of Pupil Premium pupils achieved the expected standard, compared to 54% of non-Pupil Premium pupils. Overall, Pupil Premium pupils achieved higher outcomes than non-Pupil Premium pupils across all measures when the ARP is excluded.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that there was higher persistent absence amongst pupil premium pupils which was 19.4% compared to non-pupil premium which was 14.1%.

Based on all the information above, the performance of our disadvantaged pupils did not always meet expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that although many of our strategies were effective, we need to continue to prioritise these strategies in the next academic year.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Phonics programme	Read, write Inc by Ruth Miskin
Counselling	Catholics Children Society
Resilience and wellbeing education	iHeart Principles
Bridging gaps in learning	PIXL