

Pupil premium strategy statement – Harwich Community Primary School and Nursery

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
School name	Harwich Community Primary School and Nursery
Number of pupils in school	214 (excludes Nursery) 230 (including Nursery)
Proportion (%) of pupil premium eligible pupils	51.0%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025, October 2026, October 2027
Statement authorised by	Rachel Anderson
Pupil premium lead	Charlotte Curle
Governor / Trustee lead	Helen Arnold / Adrian Mann

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£233, 403
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£233, 403

Part A: Pupil premium strategy plan

Statement of intent

At Harwich Community Primary School and Nursery, we strive to enable everyone to 'work together to achieve our best'. All of our pupils have the opportunity to make good progress and achieve high attainment across all subject areas, to develop their cultural capital and become lifelong learners. The focus of our pupil premium strategy is to support pupils from disadvantaged groups to achieve this goal.

This will be achieved by:

- Promote an environment for the attainment of all groups of learners;
- Tailor our support to individual children and groups of learners (where appropriate);
- Clear leadership where staff all work collaboratively to set high expectations and raise attainment for all;
- Deliver inclusive teaching and good pastoral care.

Challenges

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

Challenge number	Detail of challenge
1	There is a significant percentage of pupils from disadvantaged groups with speech, language and communication needs across the school. This means that their understanding of key vocabulary and spoken language can be limited which impacts on the development of reading, writing and reasoning skills.
2	Upon joining our school many of our pupils are assessed as not being 'school ready'. As a result, the social and emotional skills, as well as literacy skills and fine and gross motor skills are underdeveloped.
3	Pupils have a lack of understanding of the wider world and limited knowledge of cultural capital. They also have a lack of aspirations about their future goals.
4	Our assessments and observations indicate that the wellbeing, social and emotional and mental health of many of our disadvantaged pupils is lower since COVID. Many of these pupils find school to be challenging and continue to demonstrate lower self-confidence and resilience.
5	Pupils are not building upon their prior knowledge in previous year groups and are therefore not sustaining 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
To improve speech, language and communication skills amongst all pupils along with subject specific vocabulary.	Assessments and observations will significantly improve oral language and subject specific vocabulary among disadvantaged pupils. Engagement in lessons, book scrutiny and ongoing formative assessment.
To increase the percentage of children who are 'school ready'.	More children will be coming into the school who are 'school ready'. The children in our current Reception cohort will improve on their social, emotional, literacy, fine and gross motor skills.
To increase the children aspirations and cultural capital.	More children will be motivated to aspire to good things in their future, as well as recognise and celebrate cultural capital.
To improve and sustain mental, social and emotional health for all pupils, including those who are disadvantaged.	More children will be benefiting from support and their self-confidence and resilience will be raised. Children will be happy which will help to engage in their learning activities.
To ensure that our curriculum is designed to build upon prior knowledge.	Gaps in learning will be plugged and children will be building upon their previous learning in lessons on a regular basis. This will help to raise their attainment.

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: £ 17, 225

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language LPSA to support in	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2

Reception class		
ELSA trained and working with individual/ small groups of identified children	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=eef%20social%20and%20emotional%20learning	4
Careers event within school to raise aspirations	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	3
Pre teaching new words and subject specific language	https://educationendowmentfoundation.org.uk/news/eef-blog-through-the-keyhole-of-the-reading-house-part-1-vocabulary-comprehension-and-word-reading	1, 2 and 5
Play therapist	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=eef%20social%20and%20emotional%20learning	4
Staff CPD	https://blueskyeducation.co.uk/importance-of-cpd-in-schools/#:~:text=High%2Dquality%20CPD%2C%20including%20training,pay%20or%20longer%20school%20days.	1 and 5
Resources to further enhance the curriculum	https://assets.publishing.service.gov.uk/media/5b3cb65de5274a37893e3856/Use_and_perceptions_of_curriculum_support_resources_in_schools.pdf	1, 2 and 5

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

Budgeted cost: £ 163, 244

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language LPSA - ELKAN trained.	https://educationendowmentfoundation.org.uk	1 and 2

Works with identified children on a 1:1 basis (1 day and 2 afternoons a week).	org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	
Targeted intervention programmes to support those children who have gaps in their learning that cannot be filled by High Quality Inclusive Teaching alone.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	1, 2 and 5

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

Budgeted cost: £ 52, 754

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to be trained on 'Happy Minds' scheme of work	https://myhappymind.org/about/	4
ELSA trained and working with individual/small groups of identified children	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning?utm_source=/education-evidence/teaching-learning-toolkit/social-and-emotional-learning&utm_medium=search&utm_campaign=site_search&search_term=eef%20social%20and%20emotional%20learning	4
Breakfast club	https://ifs.org.uk/articles/breakfast-clubs-work-their-magic-disadvantaged-english-schools	1, 2, 4 and 5

Total budgeted cost: £ 233, 403

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 – End of academic year 2023/24

Reading KS2	Local Authority		Harwich Community	
	Expected and Above	Greater Depth	Expected and Above	Greater Depth
Disadvantaged	60%	17%	56%	28%
Non-Disadvantaged	78%	34%	58%	33%

Writing KS2	Local Authority		Harwich Community	
	Expected and Above	Greater Depth	Expected and Above	Greater Depth
Disadvantaged	57%	8%	61%	6%
Non-Disadvantaged	79%	20%	58%	17%

Maths KS2	Local Authority		Harwich Community	
	Expected and Above	Greater Depth	Expected and Above	Greater Depth
Disadvantaged	58%	11%	67%	6%
Non-Disadvantaged	80%	29%	50%	17%

KS1 – End of academic year 2023/24

Reading KS1	Local Authority	Harwich Community

	Expected and Above	Greater Depth	Expected and Above	Greater Depth
Disadvantaged	53%	9%	56%	6%
Non-Disadvantaged	74%	23%	50%	25%

Writing KS1	Local Authority		Harwich Community	
	Expected and Above	Greater Depth	Expected and Above	Greater Depth
Disadvantaged	44%	4%	63%	0%
Non-Disadvantaged	56%	7%	38%	25%

Maths KS1	Local Authority		Harwich Community	
	Expected and Above	Greater Depth	Expected and Above	Greater Depth
Disadvantaged	56%	7%	69%	6%
Non-Disadvantaged	76%	20%	75%	13%

EYFS and Year 1 Phonics – End of academic year 2023/24

EYFS Good Level of Development and Year 1 Phonics	Local Authority		Harwich Community	
	GLD	Year 1 Phonics	GLD	Year 1 Phonics
Disadvantaged	50%	63%	62%	57%
Non-Disadvantaged	72%	83%	76%	86%

Evaluation of our past 3 year strategy:

- Read, Write, Inc Phonics scheme of work is now fully embedded in EYFS and Key Stage One. The impact of this is now being seen in our Lower Key Stage Two classes as well.
- Tier 2 language is used consistently throughout the school.
- A careers week was held in school to try and help raise aspirations across the year groups.
- New PSHE scheme of work is fully embedded in school and this includes coverage of cultural capital.
- We have achieved the Silver Award for Young Carers and successfully trained some children to be mental health ambassadors.
- Personalised planning is used to support our 1:1 children. A nurture room is used to help the 1:1 children access their curriculum in a more productive environment.
- All class teachers are fully trained in the use of Insight Tracker and use this to not only assess their classes progress, but also to look at trends within groups of learners. Subject leaders and school leaders also use this to analyse data.
- Class DOJO is used across the school to communicate with parents. We have seen a higher percentage of parents engaging with our face to face parental consultation evenings.
- The Write Stuff scheme of work has been introduced for our poetry units across the school.

Externally provided programmes

Programme	Provider
Read, Write, Inc Phonics	Read, Write, Inc
Counselling Services	Martin Stein