

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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

Detail	Data
School name	Harwich Community Primary School and Nursery
Number of pupils in school	206 (excludes nursery) 245 (including nursery)
Proportion (%) of pupil premium eligible pupils	52.9%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2022
Date on which it will be reviewed	December 2022, June 2023, December 2023
Statement authorised by	Rachel Anderson
Pupil premium lead	Charlotte Curle
Governor / Trustee lead	Helen Arnold

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£160,660 (2022)
Recovery premium funding allocation this academic year	£16,820 (£145 x116) (2022)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0 (2022)
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£1,782,135 (2022)

# Part A: Pupil premium strategy plan

## Statement of intent

Our intent is that we raise attainment of both our disadvantaged pupils and non-disadvantaged pupils. We aim to reduce the attainment gap between disadvantaged pupils and others in our school to be in line nationally. When creating our PP strategy plan, we recognise the importance of considering the context of the school and the subsequent challenges made. We will use research literature (such as 'Addressing Educational Disadvantage by Marc Rowland) to support decisions made around the usefulness and implementation of different strategies. We will also use what we have learned from working alongside Marc Rowland within our school. **We will continue to attend the county's strategy meetings on Disadvantaged Pupils and Vocabulary Gap.** From this we identified the common barriers to learning for disadvantaged students can include weak language and communication skills, lack of confidence, attendance and punctuation issues and more frequent behaviour issues within the older classes. There may be complex situations that prevent children from flourishing. We recognise that the challenges are varied and there is no 'one size fits all'. We acknowledge that an inclusive teaching approach is essential and that 'good teaching is the most important lever schools have to improve outcomes for disadvantaged students' and we intend to focus heavily on developing the quality of teaching through focused CPD of teachers and support staff.

We want to give our pupils rich learning experiences both inside and outside of the classroom to improve their cultural capital which will promote and raise their lifelong aspirations.

Our key principles of this strategy plan are in line with our school vision : working together to achieve our best.

- Promote an ethos of attainment for all – rather than stereotyping;
- Individualised approach to address barriers – rather than access to generic support and focusing on students nearing end of KS2;
- High quality teaching – as well as research-based interventions;
- Focus on outcomes for individuals – rather than on just providing strategies;
- Our decisions are based on data and we will respond to evidence – therefore assessment not assumption (frequently);
- Clear, responsive leadership – setting high aspirations and responsibility for raising attainment to all staff.
- We want to **further embed** language acquisition for our pupils and for them to **continue** to become good readers and writers.
- It is our intention that our focus will be on all disadvantaged pupils and we recognise that disadvantage goes beyond PPG eligibility.

## Challenges

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

Challenge number	Detail of challenge
1	Pupils having a low literacy and reading age upon entry to the school.
2	Pupil's lack of understanding of the wider world – lack of cultural capital.
3	Increasing aspirations of children, to open up opportunities.
4	Independent learning skills.
5	Speech and language difficulties on entry.
6	Pupils are not building upon their prior knowledge in previous year groups and are therefore not sustaining progress.
7	Improve and sustain parental engagement with their child's education.

## 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 and maintain progress and attainment in reading and comprehension	<p>Phonics scheme of work to continue to be embedded across the school. We have already seen great success with this and it will continue.</p> <p>This is now embedded in EYFS and Key Stage One. This will now be introduced into Key Stage Two.</p> <p>Some Key Stage Two pupils are still receiving daily Read, Write, Inc sessions as well.</p> <p>Guided reading Comprehension sessions are being taught more consistently across Y1 – Y6</p> <p>Staff have been trained on Freshstart and this will be properly implemented from September to ensure children make accelerated progress in reading.</p>
Improve language used in everyday oracy and writing	<p>Children will be able to use tier two language within their oracy and writing</p> <p>This is now embedded throughout the school. We will now extend to tier 3 language in order to challenge the more able children.</p>

	<p>This will be revisited with all staff during our training day at the beginning of the new academic year.</p> <p>New SIP will have a big focus on vocab and pre teaching this.</p>
To raise cultural capital	<p>Visits outside of school, opportunities to widen knowledge of the world around us. Create opportunities to develop cultural capital with visitors, events, careers week etc. PSHE scheme of work is already embedded.</p> <p>We have introduced a new PSHE scheme of work from September 2022 to ensure curriculum coverage across the school. Our careers day will be developed into a careers week this year.</p> <p>The careers week will run in the Autumn Term and will include local businesses and parents coming in to talk about their career.</p> <p>Curriculum and activities designed to raise awareness of cultural capital. Diversity is a priority and school council have been driving and leading on this as well as joining up with our other local schools.</p> <p>School will soon be submitting the Bronze award for The Diversity Mark.</p>
To promote good mental health across the school.	<p>Mental health ambassadors already in place. Development of the young carers scheme from bronze to Silver in this period of time.</p> <p>We have achieved the Silver award so we will now be working towards meeting the standards for the Gold award.</p> <p>We have a new Well Being Mentor in school who has a particular expertise in mental health.</p> <p>We also planning on driving a programme with parents and children who struggle with their mental health 'The Wild Well Being' Programme. This will be a programme of getting outdoors and planting and making the outdoor environment wonderful, spending time with each other and supporting each other with feelings and mental health.</p>
Children to become more independent learners	<p>Ensuring children are given the tools to become independent learners.</p> <p>We will be using the approach of: scaffolding, prompting, clueing, modelling</p>

	<p>and then correcting (giving the least amount of support) when working with the children and marking work. This will be disseminated to LSA's as well.</p> <p>Staff (particularly 1:1 staff) enable children to develop strategies to learn for themselves.</p> <p>Personalised planning to be used for 1:1 children.</p> <p>We now have a Nurture room which allows the 1:1 children to access their curriculum in a more productive environment for them.</p> <p>Many LSAs had a target on performance management of supporting children and to use more scaffolding than actually heavily supporting them.</p> <p>Correcting , modelling, clueing, prompting and self-scaffolding model</p>
<p>Increased focus and awareness of disadvantaged pupils by all staff within school, with regular professional dialogues taking place with pupils and parents</p>	<p>Clear lines of communication within school regarding disadvantaged pupils – use of contextual data to share information to teachers.</p> <p>All CT have access to this data on Insight.</p> <p>End of Term data is analysed and shared with teachers.</p> <p>Pupil Premium/disadvantaged to be a standard item in staff / SMT and pupil progress meetings. Our Disadvantaged Champions to liaise between pastoral, attendance officer and teachers.</p> <p>Disadvantaged Champion to liaise with GD and DW and make links with data and attendance percentages to build a bigger picture around the child.</p> <p>This has continued to happen.</p>
<p>Enable opportunities for parental involvement.</p>	<p>Improved parental engagement will support and impact pupil attainment.</p> <p>Family liaison officer will work with families to extend the support given to pupils.</p> <p>We have moved back to face to face meet the teachers appointments as well as parents evenings. Staff are more visible at the beginning and end of school day.</p> <p>Ensure Class DOJOs is being used regularly across the school.</p> <p>Each class has been inviting parents in to watch their class assembly and the uptake on this has been high.</p>



## 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: £3,903

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release Disadvantaged champion to oversee implementation of Disadvantaged Strategy	Successful schools 'have clear, responsive leadership.' DFE 'Supporting the Attainment of disadvantaged pupils: articulating success and good practice' EEF Implementation Guide states that 'school leaders play a central role in improving education practices through high-quality implementation' by 'defining both a vision for, and standards of, desirable implementation'.	3
Introduce The Write Stuff to whole school CPD	Local schools use this, and it has had the desired impact on quality of writing. Some impact has been seen in high quality teaching and learning within one year group.	1 and 5 and 6
Raising cultural capital with events, trips and experiences outside of the classroom.	Inspiring children to be given opportunities to investigate and explore the different jobs available to them. 'Leaders, teachers and non-teaching staff are ambitious for the academic progress of the children regardless of starting points and challenges they face (Marc Rowland – Addressing Educational Disadvantage)	2
Pre teaching new words and language for new text.	Alex Quigley – Solutions for Closing the Vocabulary Gap. 'Comprehension increases when students understand the words they will encounter before reading' Hall 2004.  Isabel Beck & Colleagues - 'Bringing Words to Life' - 'essential to cracking the academic code'.	1 and 5 and 6

<p>Tier two language embedded. Tier three language introduced.</p> <p>Root words explored</p>	<p>Alex Quigley – Closing the Vocabulary Gap - ‘When students begin to make connections between words, to see word parts and roots emerging within words as they listen or read, they begin to unlock a powerful armoury of tools’.</p>	
<p>Introduce regular coffee mornings and workshops for parents.</p>	<p>Maze is a local group which is funded partially by HEP and supports parents with children with SEND needs. This year our HEP contribution is £1000 to cover venue costs; last year we covered £650 costs.</p> <p><a href="#">Do-Jo - SEND page added– advertising MAZE coffee mornings and MAZE Training.</a></p> <p>School based coffee mornings have been well attended for reception class.</p> <p>EEF Parental Engagement document – ‘The average impact of parental engagement approaches is about an additional 4 months progress over the course of a year’.</p>	<p>7</p>
<p>RWI Phonics - CPD and staff development.</p> <p>Reading for pleasure.</p>	<p>EEF Phonics</p> <p>‘Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>2. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.</p> <p>3. The teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes).’</p>	<p>1, 5 and 6</p>

<p>Schemes of work have been purchased to improve building on prior knowledge to sustain expected attainment and progress for disadvantaged pupils</p>	<p>Rock Stars, Spelling Shed, The Write Stuff, Twinkl, White Rose Maths and Kapow have been purchased. These show progression across all year groups and support teacher's confidence and skills in delivery.</p> <p>Our County SEP recommended the use of White Rose Maths as a starting point for progressive schemes and through this we have joined a local Maths Mastery Hub to support us further. Two members of teaching staff are coming to the end of the first year of the Maths Mastery course and have been disseminating information to all teaching staff.</p> <p>It was identified that there were challenges with delivering progressive art skills for our disadvantaged children to be able to flourish.</p> <p>We noted that there was a dip in progression and attainment in Key Stage Two so, Spelling Shed was purchased as a resource for both in school and at home.</p>	<p>6 and 7</p>
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £158,937

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted one to one support for pupils needing a personalised approach to learning.	The DFE state in their guidance on 'The Deployment of Teaching Assistants' that the benefits of 1:1 support with child and TA are: -	1, 3, 4 and 5

<p>Play therapist Speech and Language LPSA</p>	<p>Supporting progress and attainment.</p> <ul style="list-style-type: none"> <li>• Developing independence - for example, through the use of assistive technology, securing more effective behaviours for learning and fostering organisational skills.</li> <li>• Providing more opportunities for adult: child interaction – either through more teacher or TA time.</li> <li>• Provision of nurture programmes, enrichment, and activities to support them to manage and cope with their challenges to learning.</li> <li>• Developing a safe and trusted relationship with an adult.</li> </ul> <p>Elklan can help your child to develop their ability to understand, listen and talk. It has been described as high-quality teaching in a nut shell and can enable better behaviour management as children are enabled to communicate their learning and not feel frustrated. - Elklan Website</p>	
<p>Structured interventions Staffing and resources</p>	<p>Advantages of Precision Teaching Precision teaching allows teachers to easily adjust and tailor their approach to target specific areas that children need the most support with. Because of the flexibility of precision teaching, teachers can help build the confidence of their students very easily. This is something we can see as a positive outcome of using Precision Teaching.</p>	<p>1, 5, 6 and 7</p>

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

Budgeted cost: £38,037

Activity	Evidence that supports this approach	Challenge number(s) addressed
RWI Phonics	This has vastly improved reading outcomes for pupils in EYFS/KS1 and will continue to be embedded. From	1, 4, 5 and 6.

	55% to 67% and then to 90% once this was embedded.	
Attendance officer	Attendance Ted and strategies introduced by the attendance officer have show an improvement in attendance (COVID related attendance omitted)	7
Safeguard app	This helps school monitor and report on attendance and behaviour incidents.	
Mental health ambassadors	Pupils are being supported with their mental health by two trained members of staff. School is now training pupils to be mental health ambassadors as well. (£500)	2, 3 and 4
Breakfast club	To support working parents and allow a healthy breakfast for pupils. Magic breakfast bagels ensure all children can access some food in the morning.	7
Tiny rugby	After school clubs supporting physical health of pupils.	2, 3 and 4
One to one TAs	To support the behaviour/needs of pupils.	1, 2, 3, 4 and 5.
Young Carers	This is showing great value to those children who come under this category. We have already succeeded in Bronze Award and are now working to achieve Silver Award.	7
TPP programme	Investment in teacher training up the whole staff and monitoring the implementation and impact of this.	3 and 4
Investigation into assessments for children with SEMH	Access to assessments from EP/IP to enable staff to get a better understanding of a child's needs. Eg. The Warwick-Edinburgh Wellbeing Scale, Rosenberg Self-Esteem, Time to Talk (Alison Schroeder), Socially Speaking (Alison Schroeder), The Boxall Profile Handbook (Revised)	3 and 4

**Total budgeted cost: £ 200,877**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

Remote learning – the school enabled all children to access not only on-line learning but also pre-recorded video lessons through Class Dojos. In a survey we conducted 99% of parents and pupils surveyed stated that they were satisfied or very satisfied with the remote learning strategy delivered. We felt that this has actually improved engagement with our parental community too and feel they have a better understanding of what their children are learning about and have to know by the end of each class.

Curriculum Development – this was a whole school initiative to design a curriculum, led by our DHT as part of her NPQH qualification. This has been a huge success. Children are not only seeing links and understanding the links in their learning but are now able to articulate the links and the intent of their learning. Children now need to have development of vocabulary and in particular Tier 2 words to enable them to produce better quality writing.

LPSA support in the classrooms- retaining the hours for our LPSA staff and valuing all the good work they are doing. They have been trained in initiatives such as precision teaching, RWI phonics recovery and also are able to provide good, focussed work to meet individual needs and use targeted suggestions from AR to support children with their gaps / misconceptions.

Speech/Language LPSA is trained in ELKLAN, plus indirect training from Speech and Language Therapists which is used to help identify needs and support.

RWI- Year 2 cohort (2020-2021) 90% pass in phonics results which took place in December 2020 as per the pandemic.

This is an intervention which solely promotes the use of speech and articulation. Neli is designed to improve the spoken language ability of children in reception classrooms. It is targeted at children with relatively poor spoken language skills.

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

[December 2022 review](#)

[June 2023 review](#)