

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)
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 (Budgeted costs for 2021-2022).
Date this statement was published	December 2021
Date on which it will be reviewed	June 2022, December 2022, June 2023, December 2023.
Statement authorised by	Rachel Anderson
Pupil premium lead	Debbie Byles
Governor / Trustee lead	Adrian Mann

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£152,985
Recovery premium funding allocation this academic year	£16,385 (£145 x113)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£1,318,120

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. 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 current pupil premium strategy has focussed on catch up from the school closures due to COVID-19.

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 improve language acquisition for our pupils and for them 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	Awareness of staff and disadvantaged pupils and their individual needs to target focussed support within the class as well as outside the class learning.
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	Phonics scheme of work to continue to be embedded across the school. We have already seen great success with this and it will continue.
Improve language used in everyday oracy and writing	Children will be able to use tier two language within their oracy and writing
To raise cultural capital	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.
To promote good mental health across the school.	Mental health ambassadors already in place. Development of the young carers scheme from bronze to Silver in this period of time.
Children to become more independent learners	Ensuring children are given the tools to become independent learners. Staff (particularly 1:1 staff) enable children to develop strategies to learn for themselves.
Increased focus and awareness of disadvantaged pupils by all staff within school, with regular professional dialogues taking place with pupils and parents	Clear lines of communication within school regarding disadvantaged pupils – use of contextual data to share information to teachers. 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.
Enable opportunities for parental involvement.	Improved parental engagement will support and impact pupil attainment. Family liaison officer will work with families to extend the support given to pupils.

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: £3,518

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 and 6
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
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. Tier two language embedded Root words explored	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'. 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'.	1 and 5

<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>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>

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

Budgeted cost: £152,793

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted one to one support for pupils needing a personalised approach to learning.</p> <p>Play therapist Speech and Language LPSA</p>	<p>The DFE state in their guidance on 'The Deployment of Teaching Assistants' that the benefits of 1:1 support with child and TA are: -</p> <p>Supporting progress and attainment.</p> <ul style="list-style-type: none"> • Developing independence - for example, through the use of assistive technology, securing more effective behaviours for learning and fostering organisational skills. • Providing more opportunities for adult: child interaction – either through more teacher or TA time. • Provision of nurture programmes, enrichment, and activities to support them to manage and cope with their challenges to learning. • Developing a safe and trusted relationship with an adult. <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>1, 3, 4, 5 and 6</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: £27,500

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 55% to 67% and then to 90% once this was embedded.	1, 4 and 5.
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, 5 and 6.
Disadvantaged champion training	This is ongoing and has started as part of the Essex strategy to support disadvantaged pupils across Essex. Cost of training member of staff, attendance of both head and deputy to training courses etc.	6
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, 4 and 6
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: £183,811

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. This section therefore contains an evaluation of outcomes undertaken during 2020-2021 based on our internal assessments and data.

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. Assessing reading progress through the pandemic was difficult using the AR system, however focussed work to meet individual needs and use targeted suggestions from AR to support children with their gaps / misconceptions enabled the school to continue to develop in this area.

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.

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. This is an intervention which solely promotes the use of speech and articulation. This has had an impact and has shown in the improved phonics results above.

The computing scheme of work enabled progress of pupils, particularly with coding and supported staff wellbeing by providing a pre-planned approach to the subject.

