

Pupil premium report Harwich Community Primary School and Nursery

Pupil premium spending current academic year

SUMMARY 2020-2021			
Date of most recent pupil premium review:	October 2020	Date of next pupil premium review:	March 2021
Total number of pupils:	228	Total pupil premium budget:	£138,215.00
Number of pupils eligible for pupil premium:	112 (funding received for 102 at time of census)	Amount of pupil premium received per child:	£1,345

STRATEGY STATEMENT

What has worked well

PPG has been successfully implemented with Harwich Community Primary School in many areas:-

- The recruitment of a speech and language specialist LSPA;
- the introduction and use of Ipads;
- the development of a reading scheme for the school which has impacted on reading attainment;
- mental health ambassadors;
- improved attendance and the development of the attendance officer
- Nurture room established

What has not been as successful as planned

Due to the pandemic, the school has been unable to show as much progress as we would have done had school closures not been enforced.

Our aims for pupil premium :

We aim for the pupil premium to support pupils and help them achieve the very best outcomes they can. More specifically focusing on the following :-

- To reduce attainment gap between the disadvantaged pupils and others nationally by 10%
- To close the gaps for all pupils who have fallen behind due to the pandemic.
- To raise attainment of both disadvantaged pupils and non-disadvantaged pupils.
- To heighten aspirations.
- To increase experiences and cultural capital for pupils.

Assessment information – current attainment

Due to coronavirus, we don't have assessment data available for the 2019/20 academic year, and won't be able to benchmark progress against other schools. Instead, the below assessments are our school's internal data (e.g. from formative assessments) for the period between September and March.

EYFS		
	Pupils eligible for pupil premium (PP)	Pupils not eligible for PP
Literacy	60%	79%
Maths	60%	74%
Understanding the world	60%	79%
Expressive arts and design	70%	84%

END OF KS1		
	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading	70%	70%
% making expected or better than expected progress in writing	65%	80%
% making expected or better than expected progress in maths	65%	80%

YEAR 2 PHONICS SCREENING CHECK*		
Pupils eligible for PP	Pupils not eligible for PP	National average
100%	75%	

* Year 1 pupils who missed the summer 2020 check because of coronavirus took the phonics screening in December 2020 (as they were in the first term of year 2).

END OF KS2		
	Pupils eligible for PP	Pupils not eligible for PP
% making expected or better than expected progress in reading	72%	94%
% making expected or better than expected progress in writing	72%	94%
% making expected or better than expected progress in maths	72%	45%
% making expected or better than expected progress in RWM	72%	36%

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Pupils having a low level of literacy and reading ages on entry
B	Opportunities to have an understanding of the wider world - lacking cultural capital.
C	The Covid pandemic school closure leading to pupils falling behind.

ADDITIONAL BARRIERS

External barriers (issues which require action outside school such as home learning environment and low attendance)

D	Lack of technology and access to the internet.
E	Low aspirations linked to school being in a deprived catchment area.
F	Independent learning skills.

INTENDED OUTCOMES

Specific outcomes		Success criteria
A	Improve progress in reading and comprehension	KS1 and KS2 results will show a positive improvement from baseline testing.
B	Narrow the gaps in Maths and English	PPG pupils will achieve in line with national average or better and certainly in line with non PPG pupils
C	To promote good mental health across the school	Pupils will be happy and feel safe at school and their academic progress will be positively impacted.
D	Increase pupils' cultural capital to help raise aspirations.	Pupils will learn about different jobs and roles, what qualifications are needed (university corner). Pupils will gain experiences to help them gain an aspirational future.

Planned expenditure for current academic year

ACADEMIC YEAR 2020-2021					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How this will be implemented	Staff lead	Review
LSPA 1:1 support will be maintained in the classroom	To provided one to one support and small group work in order to narrow the gaps for any pupils, particularly in Maths and English.	This has worked previously with precision style teaching supporting pupil achievement	Trained staff will deliver this. Retention of LSPA hours.	JB	March 2021
Curriculum development	To raise pupils' cultural capital with topic based themes which allow for deeper understanding and learning.	Pupils will be able to articulate their learning and understand how previous learning is linked to current/future learning.	Staff development Staff meetings Curriculum resources	DB	March 2021
Reading to be embedded throughout the school:- RWI in EYFS and KS1 AR in KS2	Reading will improve across the school	Improvement in reading and comprehension needed across the school - low literacy levels need to be improved.	Continue to embed RWI and update training for staff. Reading corners and authors per year group. Accelerated reader subscription to continue with more books added	SP	March 2021
Total budgeted cost:					£98,994

Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Speech and language specialist LSPA	To increase pupil confidence and language skills - acquisition and use.	Pupils entering school unable to articulate their needs.	Monitoring LSPA through PM and liaising with CT.	JB/TC	March 2021
QTF approach and personalised interventions	All pupils will be successful, regardless of ability.	Quality teaching and early interventions provide opportunities for success.	Teaching in class. Effective use of HLTAs time to target smaller groups.	RA	March 2021
Tracking progress in order to target areas of need.	To improve the assessment of reading which will in turn help focus on need.	Allowing all staff access to the assessments on Target Tracker will allow for AFL strategies which will improve outcomes.	CPD for LSPAs and CTs	RA/SP	March 2021
Monitor Accelerated Reader - license and books	To promote the love of reading and improve reading ability and language acquisition.	To improve outcomes in external reading exams as well as internally for all year groups.	Staff meetings, CPD for staff on utilising the system to it's fullest.	DB	March 2021
Total budgeted cost:					£17,618

Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Mental health and young carer ambassador	To support the vulnerable pupils		Trained staff deliver sessions to pupils and staff on wellbeing.	DW/AF	March 2021
Play therapist	To promote good mental health and raise self-esteem so pupils are support with their emotional needs.	To address pupil barriers to learning by improving social interaction.	Employ professional play therapist, target need of pupils. Continue to adapt to match needs.	RA	March 2021
To fully embed the computing curriculum to enable pupils to become independent home learners.	Narrow the gaps in home learning opportunities.	During lockdown many pupils were unable to access the online activities.	Provide support (possibly in the form of technology) to those most needing it. Monitor use of technology. Provide opportunities in school through breakfast and lunch time club.	CC	March 2021
Breakfast club	To provide a support for working parents and allow pupils access to a healthy breakfast to start day positively.	Previous success of breakfast club. Pupils can access technology to assist their learning.	Staff members are used to ensure consistency for pupils, technology is made available every morning.		
Total budgeted cost:					£35,081
Total costs 2020-2021					£151,693
Total PPG funding					<u>£138,215</u>
Total from school budget					<u>£ 13,478</u>

PREVIOUS ACADEMIC YEAR 2019/20

Total amount for 2019/20: £121,100

Quality of teaching for all

Action	Intended outcome	Impact	Evaluation	When was this reviewed?
1:1 LSPA support	To improve outcomes for pupils with differing needs.	There has been a need to support children in a more 1:1 situation in order to match the differing needs of some of our SEND / vulnerable children and enable them to make progress however small. This is where we will need to adjust the day of learning for them and make reasonable adjustments to feed their needs. We have 2 in Reception class, 2 in Year 1, 2 in Year 2, 2 in Year 3. Our 2 in reception class have created a sensory needs space in the school to ensure that their children get what they need and this has been a great success.	This support will continue for 2020/2021 as it proved so valuable 2019/2020 and helped boost pupil attainment. Due to COVID external data is not available, but with the level of need upon returning after the lockdown extra adults have been continued throughout the school to help close the gaps of our learners.	Spring 2 2019/20
Accelerated Reader	To improve reading across the school.	This has increased the number of children reading and having a love for reading. It has helped engage them with a book and focussed on their understanding of the books that they have read. It has exposed them to more books with the different challenges set by their class teachers and this will, over time, have a positive impact on their word power too, increasing their vocab and helping them improve their writing too.	AR will continue to be used in school throughout 2020/2021 to allow time for the school to embed the system and continue to use it to increase reading across the school. It also gives teachers reports on pupils reading attainment and what needs to be a focus for them to improve further.	Spring 2 2019/20
Total budgeted cost:				£98,867

Targeted support				
Action	Intended outcome	Impact	Evaluation	When was this reviewed?
Letter join	To improve handwriting	Some pupils have shown improved writing using cursive handwriting.	Whilst this was implemented and used by some staff, it was considered not to be necessary to re-subscribe to this as resources could be found freely elsewhere.	Reviewed March 2020 and decided not to continue.
IXL	To improve outcomes of year 6 SATS.	The impact this had on previous classes was greater than the current cohort who had lockdown to deal with. However, it was a valuable tool to use during school closure.	It was considered that the cost of this could be saved with the new spelling shed and maths shed, timestables rockstars and other subscriptions that the PTA have paid for that the IXL subscription was not renewed.	Reviewed March 2020 and decided not to continue.
Elklan training	To provide specialist support to our vulnerable pupils who enter the school with lower speech and language skills.	We have a designated 'Speech and Language Learning & Pastoral Support Assistant' (SaLTLPSA), who works every morning helping children who have been identified with a speech and or language difficulty.	The 'Elklan Training' has enabled the LSPA to confidently carry out assessments and to match suitable learning programmes to meet the children's needs. This has been of great benefit to the children who have not only improved with their speech but have grown in confidence around the school. She has also been able to advise other staff with ideas to use in the classroom therefore this strategy will continued into 2020/2021.	Continuing provision and ongoing review.
Total budgeted cost:				£928

Other approaches

Action	Intended outcome	Impact	Evaluation	When was this reviewed?
Breakfast club	To support our working parents and help children to see good role models - working parents. To provide a breakfast to help with focus and concentration throughout the day.	The breakfast club has a variety of activities to support the learning in school and enabling the children to also develop skills such as social, emotional and turn taking.	Breakfast club has been well attended, although COVID had led to a reduction in the numbers in attendance. However, it continues to be a strength and provides a service to the community as well as supporting the pupils educational outcomes.	Ongoing provision and reviewed regularly.
Bug club	To enhance the children's guided reading sessions and support teachers with their lesson planning (thus reducing work load).	Children could have access to this at home and stakeholders engaged well and positively with this.	Now that we have introduced accelerated reader, this has not been renewed, although it did have some impact on the children's reading.	Reviewed March 2020 and decided not to continue.
Family Liaison officer	This role enables children to be supported emotionally and socially and is a strategy we use to ensure these children are ready to learn.	This is done on a needs basis. Sometimes staff will refer internally or sometimes parents will request some support. Some of our children last academic year were suffering with the thoughts of self-harm and, together with some advice the Family Liaison Officer, the children and families were able to deal with this and turn it around. Often these emotions and feelings can hinder learning and this role has had a positive impact on enabling our children to be ready to learn.	This role is ever more important after the COVID pandemic and will continued into 2020/2021. The role is explicit in supporting our more vulnerable pupils to succeed.	Reviewed end of 2020 academic year and considered this needs to be an ongoing provision. High impact on pupils.

Other approaches (continued).

Action	Intended outcome	Impact	Evaluation	When was this reviewed?
Behaviour support	To enable pupils to self regulate and promote good behaviour for learning.	Support that is offered from this role is to ensure that the children can cause the least amount of disruption in a whole class situation and by removing these children to a quieter spot with less audience, can often support them being successful. This has been proven in our Year 2 class this year as successful.	A pupil who had no support in Year 1 and only made 2 steps progress throughout the whole academic year. With the behaviour support, in Year 2 this pupil has made 6 steps progress in reading. He has made 2 steps since support began in September and Maths he has only made 1 step progress. However, due to staff member leaving and behaviour improving generally, this role will not continue into 2020/2021.	Reviewed March 2020 and continuing through quality first teaching, provision of play therapy.
			Total budgeted cost:	£38,881.75
			Total budgeted cost:	£138,676.75
			Total from PPG funding:	<u>£121,100.00</u>
			Taken from school budget:	<u>£ 17,576.75</u>