

Pupil premium strategy statement Hartford Primary School

| Metric | Data |
|---|--------------------------------|
| School name | Hartford Primary School |
| Pupils in school | 389 (November 2020) |
| Proportion of disadvantaged pupils | 28 |
| Pupil premium allocation this academic year | £30,900 |
| Academic year or years covered by statement | 2020-2021 |
| Publish date | 16.11.2020 |
| Review date | 01.11 2021 |
| Statement authorised by | Mair Fairweather (Head) |
| Pupil premium lead | Helen Rowland (Inclusion Lead) |
| Governor lead | Alison Lawson |

Disadvantaged pupil progress scores for last academic year

| Measure – Expected or above 2019-2020 | Scores (6 children) |
|---------------------------------------|---------------------|
| Reading | N/A due to COVID-19 |
| Writing | N/A due to COVID-19 |
| Maths | N/A due to COVID-19 |

Strategy aims for disadvantaged pupils

| Measure | Activity |
|---|---|
| Priority 1 Barriers to learning | <p>Ensuring staff use evidence-based Group/1:1 teaching Interventions.</p> <p>Identify which children need specific interventions.</p> <p>Continued CPD for all staff including, Pathways to Write, Pathways to Reading and 1st for Maths. This also includes Moderation training.</p> <p>Inclusion Leads to identify Disadvantaged children who would benefit from the NESSY intervention program to back-up Phonics teaching and monitor progress.</p> <p>Pre-Learning with a TA/Teacher for Maths and English, including Phonics.</p> <p>Government Catch Up Funding</p> <p>Identify Disadvantaged children for National Tutoring Programme (NTP) to be investigated.</p> |

| | |
|---|---|
| Priority 2 Raise self-esteem and resilience through communication and interaction | <p>To raise self-esteem and resilience through communication and interaction through Forest School/ELSA/Lego Therapy.</p> <p>To link Forest School to our History and Geography Curriculum to benefit all pupils.</p> <p>Identify Disadvantaged children for ELSA and Lego Therapy.</p> |
| Other | Provide funding for children for residential and school trips. |
| Projected spending | £30,900 |

Teaching priorities for current academic year

| Aim Reducing the gap between disadvantaged and non-disadvantaged | Target | Target date |
|---|--|--------------------|
| Progress in Reading Disadvantaged | Achieve at least national average progress unless SEN. | July 2021 |
| Progress in Writing Disadvantaged | Achieve at least national average progress unless SEN. | July 2021 |
| Progress in Mathematics Disadvantaged | Achieve at least national average progress unless SEN. | July 2021 |
| Phonics at end of Year 1 Disadvantaged | Achieve standard, unless SEN. | July 2021 |

| Measure | Activity |
|---|---|
| Priority 1 Barriers to learning | <p>Establish small group Maths/English/Phonics interventions for disadvantaged pupils falling behind age-related expectations.</p> <p>Establish catch-up funding for disadvantaged children.</p> <p>Investigate the NTP</p> <p>Observe Quality First Teaching and effective use of CPD, Teachers by SLT and TAs by Inclusion Leads.</p> <p>Track progress using INSIGHT</p> |
| Priority 2 Raise self-esteem and resilience | <p>Due to COVID Disadvantaged children can not group together from different bubbles to access Forest School but all classes will now have increased Forest sessions to help access this.</p> <p>Assign children to ELSA and Lego Therapy.</p> |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|---|--|
| Teaching | Ensuring enough time is given to allow Teachers and TAs to complete and track Interventions. Track progress through 'INSIGHT' program. | SLT/Inclusion Leads to monitor Interventions through Pupil Voice/Learning Walks and Scrutiny of books to evidence use of CPD. PPG to report progress of Disadvantaged children to SLT and Governors |
| Targeted support | Ensuring enough time for Teachers/TAs to support small groups | Monitor frequency of class cover and other barriers which prevent Interventions taking place. |
| Wider strategies | Providing Parents/Carers of Disadvantaged children with financial support for school-based trips. | PPG Lead to set up a system with the admin team to inform Parents of Disadvantaged children of the financial support available. |

Review: last year's aims and outcomes

| Aim | Outcome |
|--|--|
| To raise self-esteem and resilience through communication and interaction. | <u>Lunch time Oasis</u> – effective daily calm zone used by all pupils including disadvantaged. Up to 21 st March 2020 <u>Forest School</u> – collection of 'soft data' not complete due to COVID <u>ELSA</u> – Effective strategies put into place through ELSA sessions, 1:1 Up to 21 st March 2020 |
| Progress in Reading, Writing, phonics and Maths | Intervention/Additionality trackers used until COVID All disadvantaged made progress up to March 2020 |
| Strong and open communication between home and school. | A strength a Hartford. Since COVID increased emails and video meetings for all families. |
| Spending | £27,040 |