

## Pupil premium strategy statement: 2016-2017

1. Summary information					
School	Hartford Primary School				
Academic Year	2016/2017	Total PP budget	£25080	Date of most recent PP Review	Jan 2017
Total number of pupils	379	Number of pupils eligible for PP	19 (16 by June 2017)	Date for next internal review of this strategy	July 2017

2. Current attainment		
<b>Attainment for: 2016 2017 Whole school Spring 2017</b>	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths		
% achieving expected standard or above in reading	57% Attainment, 100% Progress	
% achieving expected standard or above in writing	46.2% Attainment, 84.6%Progress	
% achieving expected standard or above in maths	38.5% Attainment, 84.6% Progress	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Social and emotional
B.	Writing and Reading
C.	Maths focus on 'Number' and mental calculation
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	Teacher and Parent communication.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Children retain more friendships Children have less fall-outs and can talk about their feelings. Children use coping strategies to stop a situation escalating.
<b>B.</b>	Children work in small groups with a TA in the afternoons or Teacher during Guided writing and foster a positive attitude towards writing and improving their skills.  Reading for pleasure and developing inference skills.	SPTO targets set at beginning of a half term are achieved by the end of the six/seven-week period. Children can talk about their work and what they have improved upon. Evidence of independent reading at home and accuracy with inference style questions within the Guided reading session and 1:1 support. PP children – in line with Non PP.
<b>C.</b>	Booster sessions with TA in the afternoons with a focus on Practical number and mental maths using 'Maths of the Day' as an intervention.	Improved enthusiasm, concentration and accuracy with number.
<b>D.</b>	Regular and positive informal meetings with the parents.	Relationships stay positive and communication strong which benefits the Child, Teacher and Parents.

## 5. Planned expenditure

Academic year

2016/17

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

### Quality of teaching for all and Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead <u>Helen Rowland and Megan Wheeler – 'Inclusion leads'</u> .	When will you review implementation?
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Weekly ELSA sessions and weekly whole class SMSC, (social, moral, spiritual and cultural) lessons. Specific behaviour plans in place where needed and all staff involved including Mid-day staff. 'Oasis' lunch club – a quiet and safe indoor environment.	ELSA and SMSC time allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries.	Pupil voice. Drop ins to lessons will show the class ethos Training will be offered to staff who are unsure about handling any issues.	Helen Rowland, Jane Moore, Megan Wheeler and class Teachers.	July 2017 ready for September 2017  <u>Also, looking into Forest Schools for 2017/2018</u>
Positive attitudes to reading and writing and SPTO targets met.  Reading for pleasure and developing inference skills.	Children work in small groups with a TA in the afternoons or Teacher during Guided writing and foster a positive attitude towards writing and improving their skills.  One to one reading and inference questioning with TA	Evidence of sessions and SPTO targets met and recorded by teacher on SPTO online tracker. It is a measurable way to focus on the targets they are struggling with and give them the adult support they need.	Pupil Progress/SEN/PP termly meetings. Tick lists and progress sheets recorded by TAs and shared with Teachers. Inclusion leads keep paper copies in a termly pack.	ASLT-M Fairweather (Head), L Cade, (Deputy), H Rowland and M Wheeler, (SENCO and inclusion leads). K Heywood, (KS1 lead).	July 2017 ready for September 2017

Improved enthusiasm, concentration and accuracy with number.	Booster sessions with TA in the afternoons with a focus on Practical number and mental maths using 'Maths of the Day' as an intervention.	Maths of the day is a research based intervention that improves attitude and concentration at the same time as improving ability in number and mental calculation. Children are very active during the intervention sessions and can also work outside to solve problems.	Pupil Progress/SEN/PP termly meetings. Tick lists and progress sheets recorded by TAs and shared with Teachers. Inclusion leads keep paper copies in a termly pack. Monitoring of the group intervention.	ASLT	July 2017 ready for September 2017
Strong and open communication between home and school.	Regular and positive informal meetings with the parents.	Any conversations about behaviour or serious incidences are recorded in the class 'Home/School communication' file which follows the class through school and provides a paper trail of evidence of conversations and actions.	Monitor 'Communication' files. Regular conversations with staff and ASLT attend staff and parent meeting when support is requested.	ASLT	July 2017 ready for September 2017

## 6. Review of expenditure

<b>Previous Academic Year</b>	<b>2015-2016: £19,800</b>
-------------------------------	---------------------------

### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b>	<b>Lessons learned</b>	<b>Cost</b>
Provide additional adult support with English and Maths in small group sessions.	Shine for Maths in small groups sessions with TA and additional Literacy support.	Improvement in concentration and progress with SPTO targets.	Shine is a structured resource but can be hard to access for children who struggle to engage.  Introduce 'Maths of the Day' Summer 2017 to trial impact and build up resources and knowledge of the online resource.	
Primary Writing Project	Children of all abilities to access writing through a multi layered	All children to show progress through independent 'Hot Tasks' to show how a modelled approach has had an impact on their own writing and attitude towards writing.	Continue in 2017-2018	

	approach to all learning styles.			
Better Reading Support Project	Trained TA is given selected children and a six week Intervention schedule.	Reading age is in-line or more in-line with Non PP.	Continue in 2017-2018	

## 7. Additional detail

- Hartford also provides funding to support children accessing residential trips.
- Music lessons are offered.
- Forest Schools is being reviewed for 2017-2018