

# Pupil premium strategy statement: 2017 2018

1. Summary information					
School	Hartford Primary School				
Academic Year	2017/2018	Total PP budget	£21,700	Date of most recent PP Review	Nov 2017
Total number of pupils	379	Number of pupils eligible for PP	15	Date for next internal review of this strategy	July 2018

2. Current attainment		
Attainment for: 2017	Pupils eligible for PP (your school)	Pupils not eligible for PP (your school/national Y6)
% achieving expected standard or above in reading, writing and maths	<p>2017</p> <p>Reading 100% on track or exceeding progress. Attainment – 51.7%</p> <p>Writing - On track 84.6%, Attainment – 46.2%</p> <p>Maths – on track 84.6%, Attainment 38.5%</p>	<p>2017</p> <p>Reading 88% National 71%</p> <p>Writing 90% National 76%</p> <p>Maths 84% National 75%</p> <p>SPAG 92% National 77%</p> <p>Overall combined 81% National 61%</p>

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
A.	Social and emotional
B.	Writing and Reading
C.	Maths focus on 'Number' and mental calculation
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
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>	<p>To work as a team to solve problems and acknowledge failures and how to work towards achieving goals. Children can talk about their feelings in a controlled way and acknowledge problems can be solved.</p> <p>Raise self-esteem</p>	<p>Children retain more friendships Children have less fall-outs and can talk about their feelings. Children use coping strategies to stop a situation escalating. Children learning to accept and deal with failure and then moving forward to succeed. Improved self-esteem.</p>
<b>B.</b>	<p>Children work in small groups with a TA and/or Teachers in the afternoons or Teacher during Guided writing and foster positive attitudes towards writing and improving their skills. New Half-termly Class Intervention Trackers in place Spring 2018.</p> <p>Reading for pleasure and developing inference skills – ‘Active learn’ – Bug Club and BRSP</p>	<p>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.</p>
<b>C.</b>	<p>Booster sessions with TA in the afternoons with a focus on Practical number and mental maths using ‘Maths of the Day’ as an intervention.</p>	<p>Improved enthusiasm, concentration and accuracy with number and working with a group to solve problems.</p>
<b>D.</b>	<p>Regular and positive informal meetings with the parents.</p>	<p>Relationships stay positive and communication strong which benefits the Child, Teacher and Parents.</p>

## 5. Planned expenditure

Academic year

2017 2018

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?
<p>Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.</p> <p>Raised levels of self-esteem.</p>	<p>Weekly 'Talk about' sessions in small groups and 1:1 'Jigsaw' sessions, weekly as a class.</p> <p>Specific behaviour plans in place where needed and all staff involved including Mid-day staff.</p> <p>'Oasis' lunch club – a quiet and safe indoor environment.</p> <p>Forest Schools 'Headintothewild'.</p> <p>FOREST SCHOOLS</p>	<p><u>Talk about and Jigsaw</u> time allows a child to share anything on their mind and seek support or advice from children and adults in the room/group. It creates an emotionally safe ethos in the classroom/group and the children will always feel happy to share their thoughts/fears/worries.</p> <p>Forest Schools encourages learning outdoors, communicating, working as a team, achieving and sharing successes and caring for the environment.</p> <p><b>CPD for all Teachers and TAs</b> by working with a Forest School's Leader on site.</p>	<p>Pupil voice.</p> <p>Drop ins to lessons will show the class ethos</p> <p>Training will be offered to staff who are unsure about handling any issues.</p> <p>Appraisal meetings.</p>	<p>Helen Rowland, Megan Wheeler and class Teachers.</p>	<p>July 2018 ready for September 2018</p>
<p>Positive attitudes to reading and writing and SPTO targets met.</p> <p>Reading for pleasure and developing inference skills.</p>	<p>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.</p> <p>One to one reading and inference questioning with TA</p>	<p>Evidence of sessions and <u>SPTO targets</u> 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.</p>	<p>Pupil Progress/SEN/PP termly meetings.</p> <p>New January 2018 Half termly Intervention trackers per year group to show all interventions, (Including SEN) and half termly impact.</p> <p>SPTO and BRSP Data</p>	<p>ASLT and Reading/Writing/Maths Leads</p>	<p>July 2018 ready for September 2018</p>

Improved enthusiasm, concentration and accuracy with number.	<u>Booster sessions</u> with TA in the afternoons with a focus on Practical number and mental maths using 'Maths of the Day' as an intervention.	<u>Maths of the day</u> 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. Half termly Intervention Trackers to be introduced. Monitoring of the group intervention.	ASLT And Maths Leads	July 2018 ready for September 2018
Strong and open communication between home and school.	Regular and positive informal meetings with the parents.  Spring 1 2018 – Pupil Premium Consultation Questionnaire – shared at Pupil Premium cluster meeting, (summer 2017)	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. Questionnaire will give an insight into Parent and Pupil voice, strengthen communication between home and school and provide a platform to move forward.	Monitor 'Communication' files. Regular conversations with staff and ASLT attend staff and parent meeting when support is requested.  Action plan from results of Consultation.	ASLT	July 2018 ready for September 2018

## 6. Review of expenditure

Previous Academic Year

2016-2017: £25080

### i. Quality of teaching for all

<b>Desired outcome</b>  Provide additional adult support with English and Maths in small group sessions.	<b>Chosen action/approach</b> Shine for Maths in small groups sessions with TA and additional Literacy support.	<b>Estimated impact:</b>  Improvement in concentration and progress with SPTO targets.	<b>Lessons learned</b>  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.	<b>Cost:</b> TAs -
<b>Desired outcome</b>  Primary Writing Project	<b>Chosen action/approach</b> Children of all abilities to access writing through a multi layered	<b>Estimated impact:</b> 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.	<b>Lessons learned</b>  Continue in 2017-2018	<b>Cost:</b> None, as training complete.  TAs -

	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 – very effective and measurable Intervention.	TA X5 afternoons.

## 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