

Pupil premium strategy statement Hartford Primary School

Metric	Data
School name	Hartford Primary School
Pupils in school	391
Proportion of disadvantaged pupils	5.4%
Pupil premium allocation this academic year	£27,040
Academic year or years covered by statement	2019 - 2022
Publish date	04 12 2019
Review date	04 11 2020
Statement authorised by	Mair Fairweather (Head)
Pupil premium lead	Helen Rowland (SENCO)
Governor lead	Simon Groves

Disadvantaged pupil progress scores for last academic year

Measure – Expected or above 2018-2019	Scores (6 children)
Reading	3.13
Writing	1.01
Maths	1.19

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1 Forest School ELSA	To raise self-esteem and resilience through communication and interaction through Forest School/ELSA and My Mind (CAMHS) To link Forest School to our History and Geography Curriculum. Identify Disadvantaged children for ELSA
Priority 2 Barriers to learning	Ensuring staff use evidence-based Group/1:1 teaching Interventions. Identify disadvantaged children needing Interventions Identify children for BRSP. Staff to use Pathways to write for reading and writing. Training from letters and sounds. NESSY, Teach Your Monster to read. Pre-Learning with a TA/Teacher for Maths.
Other	Provide funding for children for residential and school trips.

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading Disadvantaged	Achieve at least national average progress scores in Reading, unless SEN needs.	July 2020
Progress in Writing Disadvantaged	Achieve at least national average progress scores in Writing unless SEN needs.	July 2020
Progress in Mathematics Disadvantaged	Achieve at least national average progress scores in Mathematics, unless SEN needs.	July 2020
Phonics at end of Year 1 Disadvantaged	Achieve national average expected standard, unless SEN needs.	July 2020

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given to allow Teachers and TAs to complete and track Interventions.	PPG Lead to monitor Interventions through Pupil Voice/Learning Walks and Scrutiny of Intervention books.
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 a Questionnaire to gain Parent voice.	Collate responses to inform next academic year and focus for PPG

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.

	<p><u>Forest School</u> – collection of ‘soft data’ shows a strong impact on all children’s wellbeing and improved levels of communication. Disadvantaged children had extra afternoon sessions on top of class sessions.</p> <p><u>ELSA</u> – Effective strategies put into place through ELSA sessions, 1:1</p>
<p>Progress in Reading and Writing</p>	<p><u>Pathways to write and SPTO targets</u> were used in all year groups by Teachers and TAs. TAs agreed that it gave them a clear focus for small group work when developing writing skills.</p> <p>Intervention/Additionality trackers are an effective tool for TAs to evidence how and when they work on targets.</p> <p>All disadvantaged made progress.</p> <p><u>BRSP</u>: Increased reading age by a year over 4 months.</p> <p>Extra TA hours for Pupil Premium children for SATS.</p>
<p>Strong and open communication between home and school.</p>	<p>All staff used the home/school communication books to record communication and hand over to next teacher. This will now be replaced by CPOMS</p> <p>Parent Questionnaire will be sent out Spring 2020</p>