

Pupil premium strategy statement

Hartford Primary School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	393 (census date 03.10.24)
Proportion (%) of pupil premium eligible pupils	7.1% (28)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2021-2024
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Mair Fairweather (Head)
Pupil premium lead	Helen Rowland (SENDCO)
Governor / Trustee lead	Mrs Laura Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£49,826
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£49,826

Part A: Pupil premium strategy plan

Statement of intent

Hartford Primary has developed the following as our overarching principles for our Pupil Premium spend;

- There will be effective diagnostic assessments of our disadvantaged children for academic and non academic outcomes
 - Ultimately, we are striving for outcomes (academic and non academic) to be in line or better with their non disadvantaged peers.
 - Following assessments school leaders will identify who needs which intervention to close any emerging gaps.
 - All children in receipt of PP funding will have the same exposure to quality first teaching practices in addition to targeted academic support and wider strategies.
 - We are treating implementation as a process to prioritise, plan and prepare appropriately
 - School leaders build a culture of clear and sustainable implementation, ensuring the deployment of key staff are working with priority children.
 - Making evidenced informed decisions on what to implement and by whom.
 - We will regularly monitor the impact of additional interventions and strategies used – ensuring we adapt any strategies and processes
 - Annually we will evaluate this strategy and measure the success based on outcomes for our disadvantaged pupils. We will report outcomes against a robust and evaluative framework
- We will ensure that we evaluate our strategy regularly as what works one year may not work the next year

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Every pupil premium child makes at least good progress
2	Every pupil premium child below ARE makes accelerated progress
3	Social, emotional and resilience
4	Family Mental Health

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

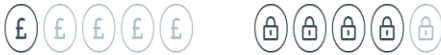
Intended outcome	Success criteria
Pupil premium children achieve outcomes that are in line with non-pupil premium children.	There will be little disparity in the attainment of pupils' outcomes in the following areas: - GLD in Reception - Year 1 Phonics Screening - End of KS1 judgements - Multiplication checker in Year 4 - End of KS2 SATS.
All pupil premium children below ARE make accelerated progress in all areas	Progress made through Small group interventions including Pre and Post-learning
Opportunities for enrichment and wider curriculum	Forest Schools. Residentials with financial support. Uniform. 2023 Edsential Music lessons.
Targeted Interventions	ELSA, Family Support Worker, TAF and Next Step Cards.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£26,135.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching Teachers and TAs	<p>Metacognition and self-regulation</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>  </p> <p>Teachers will have access to high-quality CPD, linked to our SSDP priorities, to ensure they deliver quality teaching • Continual development of the curriculum to ensure it reflects latest research eg. Meta-cognition strategies • Ensure that all classrooms are environments that are rich in vocabulary and reading opportunities to facilitate language acquisition.</p>	1 and 2

	<p>Quality of teaching is one of the biggest drivers of pupil attainment, particularly for those from disadvantaged backgrounds. It is crucial, therefore, that we focus all of our resources (not just the Pupil Premium) on proven ways of improving teaching. Evidence from the Teaching and Learning Toolkit and EEF-funded projects, focusing on specific themes most relevant to our children, such as feedback, literacy and language strategies and character and life-skills is used to inform our practice and strategy.</p> <p>“Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.” EEF (A tiered approach to Pupil Premium spending.) “Language provides the foundation of thinking and learning and should be prioritised.” “Use a wide range of approaches including shared reading, storytelling, and explicitly extending children’s vocabulary.” (EEF Preparing for Literacy.)</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £9,691.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention groups	<p>“Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.” EEF (A tiered approach to Pupil Premium spending.)</p>	1 and 2

Wider strategies

Budgeted cost: £14000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School	<p>Social and emotional learning</p> <p>Moderate impact for very low cost based on very limited evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +4</p> <p>First hand immersive learning outside of the classroom for PP and Non-PP, weekly rota with PP attending additional afternoon sessions</p> <p>Developing problem solving, creativity, communication, self-esteem, resilience, grit, work ethic and time management through sessions.</p>	3 and 4
ELSA/Next Steps and Family Support Worker	<p>Supporting Social and Emotional learning.</p> <p>Working with families to improve pastoral and living care/ single families</p>	3 and 4

Total budgeted cost: £49,826

Part B: Review of the previous academic year (2023-2024)

Outcomes for disadvantaged pupils –

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health are still a priority at Hartford. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

Priority 1 – Barriers to learning: Progress tracked using ‘Insight’ and NTS Assessments. Targeted Intervention groups continue to prove successful using ‘pre’ and ‘post’ Teaching. **SSIP – focus on writing – improve outcomes in writing including SEND/PPG through the prioritising of our ‘Gateway Keys’.**

Priority 2: Raise self-esteem and resilience: Forest Schools and ELSA. Disadvantaged children have extra afternoon sessions as well as their regular class sessions. This has also helped our children to work collaboratively with children from different year groups which has really helped them with their self-esteem and team building skills. ‘Next Steps’ Training has taken place with the SENCO and this will be rolled out to any children in need of a Mental Health Intervention.

Our priorities are on-going 2024 – 2027

Disadvantaged Comparison Attainment

	National	Hartford (60 Pupils)	Hartford Disadvantaged (6 pupils)	Hartford non disadvantaged (54 pupils)	National Disadvantaged
Reading Writing Maths combined	61%	58%	17% (1/6)	69% (37/54)	45%
Reading	74%	77%	50% (3/6)	79% (43/54)	62%
Writing	72%	65%	17% (1/6)	71% (38/54)	58%
Maths	73%	87%	67% (4/10)	87% (47/54)	59%