

# Pupil premium strategy statement: 2018 2019

1. Summary information					
School	Hartford Primary School				
Academic Year	2018 2019	Total PP budget April 18 to 19	£21,700	Date of most recent PP Review	September 2018
Total number of pupils	395	Number of pupils eligible for PP	14 Overall 95.8% attendance	Date for next internal review of this strategy	July 2019 - <i>evaluate 2018 2019</i>

2. Current attainment																																						
Attainment for: 2018	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	<table border="1"> <thead> <tr> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>58%</td> <td>66%</td> <td>58%</td> </tr> <tr> <td>secure</td> <td>secure</td> <td>secure</td> </tr> <tr> <td>or</td> <td>or</td> <td>or</td> </tr> <tr> <td>above</td> <td>above</td> <td>above</td> </tr> </tbody> </table>			Reading	Writing	Maths	58%	66%	58%	secure	secure	secure	or	or	or	above	above	above	<table border="1"> <thead> <tr> <th>OUTCOMES FOR PUPILS AT THE END OF KS2</th> <th>School % achieving the expected level</th> <th>National % achieving the expected level</th> </tr> </thead> <tbody> <tr> <td>KS2 READING</td> <td>89%</td> <td>75.3%</td> </tr> <tr> <td>KS2 WRITING</td> <td>88%</td> <td>78.3%</td> </tr> <tr> <td>KS2 MATHEMATICS</td> <td>88%</td> <td>75.6%</td> </tr> <tr> <td>KS2 READING, WRITING &amp; MATHEMATICS COMBINED</td> <td>83%</td> <td>64.4%</td> </tr> <tr> <td>KS2 GRAMMAR, PUNCTUATION &amp; SPELLING</td> <td>92%</td> <td>77.7%</td> </tr> </tbody> </table>		OUTCOMES FOR PUPILS AT THE END OF KS2	School % achieving the expected level	National % achieving the expected level	KS2 READING	89%	75.3%	KS2 WRITING	88%	78.3%	KS2 MATHEMATICS	88%	75.6%	KS2 READING, WRITING & MATHEMATICS COMBINED	83%	64.4%	KS2 GRAMMAR, PUNCTUATION & SPELLING	92%	77.7%
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3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Social and emotional

<b>B.</b>	Writing and Reading	
<b>C.</b>	Maths	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Teacher and Parent communication.	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	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.  Raise self-esteem	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.
<b>B.</b>	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. <u>New Half-termly Class Intervention Trackers in place Spring 2018.</u>  Targeted Children making significant progress in Reading using BRSP	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>	Intervention sessions with TA/Teacher 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 and working with a group to solve problems.
<b>D.</b>	Regular and positive informal meetings with the parents. Introduce Parent questionnaire.	Relationships stay positive and communication strong which benefits the Child, Teacher and Parents.

## 5. Planned expenditure

Academic year

2018 2019

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.  Raised levels of self-esteem.	'Jigsaw' sessions, weekly as a class. Specific behaviour plans in place where needed and all staff involved including Mid-day staff. 'Oasis' lunch club – a quiet and safe indoor environment. Forest Schools – Every Friday as of September 2018. 'Headintothewild'. FOREST SCHOOLS	<u>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.  Forest Schools encourages learning outdoors, communicating, working as a team, achieving and sharing successes and caring for the environment. <b>CPD for all Teachers and TAs</b> by working with a Forest School's Leader on site.	Pupil voice. Drop ins to lessons will show the class ethos Training will be offered to staff who are unsure about handling any issues. Appraisal meetings.  Anthony Hadfield delivers weekly Friday morning sessions, so all classes get a regular slot at least once per half term. Afternoons are specifically for Pupil Premium/FSM/Vulnerable children	Helen Rowland and class Teachers.  Helen Rowland Anthony Hadfield	April 2019  April 2019  April 2019
<b><u>Introduce Zumos to Hartford Primary – link to CAMHS strategies.</u></b>	Online approach available 24/7 and trackable by Teachers	Children can access online games and scenarios based age appropriately to help them learn how to deal with social situations and emotional difficulties – Linked to CAMHS	Staff training through CPD And then Teacher led sessions to introduce it to the class. Whole school can use it but Teachers will also have specific children to target and track		

Achieving SPTO objectives to raise attainment and pupil progress	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. SPTO – specific objective All Teachers to provide an Intervention Tracker for themselves and their TA so targets are specific and frequency is measurable.	Evidence of sessions on termly Intervention Trackers 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.  Dedicated time for TAs or Teacher - Cost implication for TAs	Pupil Progress/SEN/PP termly meetings.  Intervention trackers show targets and frequency of Interventions.  SPTO  BRSP  Maths of the day recourse Slow writers – Think and write Pobble 365	ASLT and Reading/Writing/Maths Leads	Termly through Pupil progress meetings.
Strong and open communication between home and school.	Pupil Premium Consultation Questionnaire – shared at Pupil Premium cluster meeting.	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	December 2018

## 6. Review of expenditure

Previous Academic Year

2017 – 2018: £21,700

### i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost:
Provide nurture and team building and social skills.	Jigsaw Forest Schools	Improved concentration Children showing evidence of team skills and positive social interaction.	Forest School Taster sessions had a huge impact on all children. They were calmer and more focused. All staff completed a Evaluation document to track the impact of forest schools and highlight children for next academic year.	£2475 'Headintothewild'.

<p><b>Desired outcome</b></p> <p><b>Close the SPTO targets for writing.</b></p>	<p><b>Chosen action/approach</b></p> <p>Children of all abilities to access writing through a multi layered approach to all learning styles. Dedicated TA hours – recorded on Intervention Trackers</p>	<p><b>Estimated impact:</b></p> <p>All children to show progress through Intervention Trackers and SPTO data</p>	<p><b>Lessons learned</b></p> <p>Continue 2018 2019 Positive impact across school All Pupil Premium children included Positive introduction and effective tracking of progress with Intervention Trackers. TAs felt there was a better structure to the targets they were expected to achieve with the children and a better way to show frequency – dedicated afternoon time for TAs.</p>	<p><b>Cost:</b></p> <p><b>£10 732</b></p>
<p><b>TA support for high volume of Pupil Premium in a particular year group</b></p>	<p>Employ a TA specifically for the role</p>	<p>Intervention Tracker being fulfilled Forest School has a constant TA - in the afternoons</p>	<p>Continue in 2017-2018 – very effective and measurable Intervention. Easy to use Intervention Trackers. Same as above.</p>	<p><b>£8493</b></p>

## 7. Additional detail

- Hartford also provides funding to support children accessing residential trips.
- Music lessons are offered.