

Pupil premium strategy statement: Hartford Primary

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Hartford Primary
Number of pupils in school	407 (08.12.21)
Proportion (%) of pupil premium eligible pupils	6.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	08.12.21
Date on which it will be reviewed	08.12.22
Statement authorised by	Mair Fairweather (Head)
Pupil premium lead	Helen Rowland (SENCO)
Governor / Trustee lead	Alison Lawson (Head Barnton)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,245
Recovery premium funding allocation this academic year	£3335.00
School Led Tutoring Programme	£2835.00
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£38,415.00

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 issues
5	TAF/CIN

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	Accelerated progress through National Tutoring and Recovery Programme.
Quality first teaching	CPD: Step up to - Maths English – Pathways to Progress, Phonic groups KS2, Tutoring Programme training.
Opportunities for enrichment and wider curriculum	Forest Schools Day trips Living History visits After school clubs Residential with financial support.
Targeted intervention support	ELSA Small group intervention support National Tutoring Programme with trained TAs/Teachers

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £24,135.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching Teachers and TAs</p>	<p>Metacognition and self-regulation</p> <p>Very high impact for very low cost based on extensive evidence</p> <p>£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 +7</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> <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>	<p>1 & 2</p>


Targeted academic support:

Budgeted cost: £3780

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme One to one support Structured Interventions	“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.)	1 & 2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest school, Anthony Hadfield – ‘Head into the wild’	<p>Social and emotional learning</p> <p>Moderate impact for very low cost based on very limited evidence</p> <p>  </p> <p>First hand immersive learning outside of the classroom for PP and Non-PP, weekly rota with PP going every week in the afternoons.</p> <p>Developing problem solving, creativity, communication, self-esteem, resilience, grit, work ethic and time management through sessions.</p>	3 & 5
ELSA	Supporting Social and Emotional learning.	3, 4 & 5

Total budgeted cost: £ £32,245

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

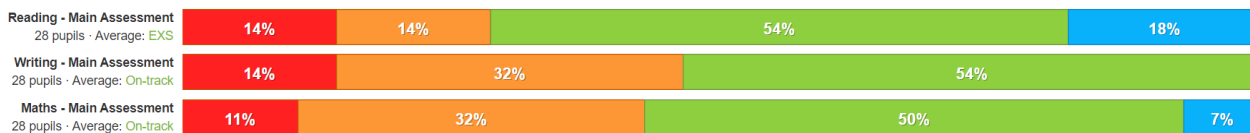
This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. 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. The Catch-up program targeted PP and Non-PP. Tracked progress through INSIGHT and NTS assessments.

Priority 2: Raise self-esteem and resilience: Forest Schools and ELSA. Disadvantaged children did miss their extra sessions as 'bubbles' could not mix. But they did still attend with their class.

Disadvantaged:



Non-disadvantaged:

