



Hartford Manor Pupil Premium Strategy

Pupil Premium was introduced in April 2011 with a clear message from the government, that schools had the freedom to choose how to spend the funds but they would be held accountable for its impact. Pupil Premium is allocated to schools to narrow the gap between disadvantaged children and their peers. For further details please visit the [Department for Education](#).

Hartford Manor received an allocation of, **£45,000 for 2013-2014, £77,700 for 2014-15, £85,500 for 2015-16 and currently receives £ 89,460 for 2016-17**. Current research and recommendations from the [Education Endowment Foundation](#) are used to inform the provision for children in receipt of Pupil Premium. We also recognise the '[12 Ways to Maximise Pupil Premium](#)' as identified by former Pupil Premium Champion John Dunford.

1. Excellent collection, analysis and use of data relating to individual pupils and groups.
2. Unerring focus on the quality of teaching.
3. Identification of the main barriers to learning for PP-eligible pupils.
4. Frequent monitoring of the progress of every PP-eligible pupil.
5. When a pupil's progress slows, interventions are put in place rapidly.
6. Every effort is made to engage parents and carers in the education and progress of their child.
7. If poor attendance is an issue, this is addressed as a priority.
8. Evidence (especially the Education Endowment Foundation Toolkit) is used to decide on which strategies are likely to be most effective in overcoming barriers to learning.
9. Staff (teachers and support staff) are trained in depth on the chosen strategies.
10. 100 per cent buy-in from all staff to the importance of the PP agenda is essential, with all staff conveying positive and aspirational messages to PP-eligible pupils. Performance management is used to reinforce the importance of PP effectiveness.
11. Effectiveness of teaching assistants is evaluated and, if necessary, increased through training and improved deployment.
12. Governors are trained on PP

Every child is entitled to high quality teaching. All staff at Hartford Manor are involved in the Primary Writing Project which includes attending whole school 'Talk For Writing' training. With an emphasis on feedback, collaboration and metacognition, Talk For Writing can be expected to narrow the gap between disadvantaged children and their peers, in an inclusive, coherent way.

The table below outlines how Hartford Manor used funds in 2015-16 to narrow the gap between pupils who are entitled to pupil premium and their peers.

2015-2016 Pupil Premium Provision at Hartford Manor

Provision	Age	Time	Led by	Cost
Talk For Writing	KS1 and 2	Whole year	All staff	£10,000
Reading Recovery	KS1	Up to 20 weeks	Qualified teacher	£21,000
Speech and Language Support	KS1	Individual programmes	ELKLAN trained Teaching Assistant	£5,000
Fischer Family Trust Reading support	KS1	Up to 20 weeks	Specialised Teaching Assistant	£18,000
1:1 Maths Support	KS1	Whole year	Qualified teacher	£8,000
Rapid Reading	KS2	Up to 20 weeks	Specialised Teaching Assistant	£7,500
Dyslexia support	KS2	Whole year	Specialised Teaching Assistant	£7,500
Spelling support	KS2	Whole year	Qualified teacher	£4000
1:3 Maths support	KS2	Whole year	Qualified teacher	£5,000
1:5 Maths support	KS2	Whole year	Qualified teacher	£8,000
1:6 Year 6 Literacy support	KS2	Whole academic year	Qualified teacher	£7,500
1:6 Year 6 Maths support JL	KS2	Whole academic year	Qualified teacher	£7,500
1:8 Booster classes	KS2	20 weeks	Qualified teachers	£1,800
1:1 curriculum support for Looked After Children	KS2	Whole year	Qualified teacher	£1000
Emotional Literacy Support Assistant	KS1 and KS2	Whole year	Specifically trained teaching assistant	£500
				£112,300*

*please note that we currently spend approximately 25% over the allocated budget on pupil premium interventions. This is to allow non-premium children to access group and individual interventions.

Impact

Our Ofsted report in March 2013 stated:

“Pupils who are, or have been eligible for pupil premium funding, have narrowed the gap in terms of their achievement in relation to other pupils, especially in reading and mathematics. In 2012, this group of pupils met national rates of progress in English and exceeded them for mathematics.”

“Pupil premium funding is well used to target vulnerable groups who are reaping the benefits of additional support for their learning.”

2016 Pupil Attainment

Key Stage 1

Data shows that by the end of Key Stage 1 in summer 2016, children entitled to Pupil Premium achieve a level of reading that is broadly in line with the national average. The school will continue to prioritise the early acquisition of reading, as recommended in the Reading by Six government document. The school identifies that there is a gap between Pupil Premium children and non-Pupil Premium children in writing and maths. This is partly due to the demands of the new interim assessment framework and the new maths curriculum and is currently being addressed by the school.

Key Stage 2

In 2015, 100% of children entitled to Pupil Premium made expected levels of progress in maths and 50% exceeded the expected levels. Data shows that by the end of summer 2016 there was a slight decrease in progress in maths for children entitled to Pupil Premium.

KS2 summary overall and by low, middle and high prior attainment 2016 (3 pages) For all and disadvantaged pupils (Dis)

	All		Dis			
National	Figure for national all		Figure for national other			
Progress						
Reading						
Cohort	All Dis		All Dis			
Score	57 11		3.81 4.61			
CI +/-	1.62 3.70		1.62 3.70			
Rank	9 6		9 6			
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	6	3	34	6	17	2
Score	5.14	1.84	2.35	4.70	6.25	8.50
National	0	0.36	0	0.35	0	0.30
Difference	5.14	1.48	2.35	4.35	6.25	8.20
CI +/-	5.01	7.08	2.10	5.01	2.98	8.67
Rank			7	3	1	
Writing						
Cohort	All Dis		All Dis			
Score	60 13		2.35 0.34			
CI +/-	1.60 3.43		1.60 3.43			
Rank						
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	8	4	35	7	17	2
Score	2.06	1.00	1.88	-0.53	3.44	2.06
National	0	0.34	0	0.10	0	0.11
Difference	2.06	0.66	1.88	-0.63	3.44	1.95
CI +/-	4.38	6.19	2.09	4.68	3.00	8.76
Rank						
Mathematics						
Cohort	All Dis		All Dis			
Score	59 12		1.17 -1.10			
CI +/-	1.36 3.02		1.36 3.02			
Rank						
	Low		Middle		High	
	All	Dis	All	Dis	All	Dis
Cohort	7	3	35	7	17	2
Score	-1.30	0.08	0.80	-1.93	2.93	0.03
National	0	0.45	0	0.26	0	0.17
Difference	-1.30	-0.38	0.80	-2.18	2.93	-0.14
CI +/-	3.95	6.03	1.77	3.95	2.53	7.39
Rank					15	



Strategic approach to narrowing the gap using Pupil Premium

Barrier	Intervention/Action/Rationale	Measured by
Attendance and engagement is a barrier to learning for a small number of children/families who are entitled to Pupil Premium	<ul style="list-style-type: none"> - Admin systems to quickly identify absence of pupils in this group - Weekly attendance reports to identify improvements/issues - School to commission an independent Education Welfare Management Service to support families and school where appropriate - School to make home visits if family are not contactable by phone - Half termly safeguarding meetings to analyse PP attendance for individuals and as a whole school vulnerable group - Headteacher/Safeguarding Lead to meet with specific parents - Free access to breakfast Club to be considered for children /families entitled to PP 	-Improved levels of attendance for individual children and the PP group as a whole
Some children entering school in Nursery and Reception require additional speech and language support	All children at Hartford Manor are taught English through the 'Talk For Writing' approach. Children learn how to re-tell stories with fluency, expression, accuracy and enjoyment. The school employs a Talk For Writing coordinator who shares lessons, plans inclusive units of work alongside staff and delivers training. The school continues to attend on-going training.	Recordings of children retelling stories at the beginning and end of term. Teacher assessment
Some children entering school in Nursery and Reception require additional speech and language support	Speech and Language Support for FS children. – Delivered in 2 ways: <ol style="list-style-type: none"> 1) Time to Talk programme to be delivered by teaching assistant. This programme offers the opportunity to work in a small group with peers who model language clearly. 2) Narrative Therapy- This is delivered by an early years teaching assistant who is known to the children. It aims to develop verbal comprehension, listening and attention skills. 	Initial and final assessments from both programmes Teacher assessments

<p>Some children enter Year 1 who read and write at a level below that expected for their age. This is sometimes due to in-year transfers to Hartford Manor.</p>	<p>The school refers to the government Reading By Six document which recommends early reading intervention to support long term academic success. A qualified teacher delivers Reading Recovery through daily 30 minute lessons for up to 20 weeks. The Reading Recovery teacher also works alongside FS and KS1 teachers to support Quality First Teaching</p>	<p>Initial and final assessments</p> <p>Feedback from class teacher at point of re-integration</p> <p>On-going assessments to check gains are maintained</p>
<p>Some children enter Year 2 who read and write at a level below that expected for their age. This is sometimes due to in-year transfers to Hartford Manor</p>	<p>Fischer Family Trust (FFT) Wave 3 is a 1:1 reading and writing intervention that works using the same principles as Reading Recovery. It is delivered daily for 20 minutes, by a specially trained teaching assistant. The Reading Recovery teacher works closely with the FFT TA to align expectations and outcomes.</p>	<p>Initial and final assessments</p> <p>Feedback from class teacher at point of re-integration</p>
<p>Some children who have previously received intensive reading intervention do not sustain their gains once the intervention has finished. Some children are close to reading at age expected levels</p>	<p>Better Reading Partners is a reading only intervention delivered by the FFT TA for 10 minutes up to 4 times per week. This enables the intervention gains to be sustained or for a child to quickly address a small gap in their reading acquisition</p>	<p>Running records to inform next steps</p> <p>Teacher assessments</p>
<p>Some children enter Key Stage 2 who read or spell at a level below that expected for their age</p>	<p>Two specific interventions are delivered by a qualified teaching assistant.</p> <ol style="list-style-type: none"> 1) Dyslexikit aims to support children who have dyslexic type difficulties. 2) Rapid Reading aims to offer high interest level texts containing larger print. The text is decodable and printed on a yellow background. 	<p>Initial and final assessments</p> <p>Reading assessments- York Assessment for Reading Comprehension (YARC)</p>
<p>The increased demands of the new English curriculum have proved challenging for children at all levels- those who were previously working at expected levels and those who had previously been working at greater depth</p>	<p>2 x additional Year 6 English support groups led by qualified teachers. High achieving disadvantaged pupils receive high quality feedback and metacognition strategies delivered by a qualified teacher. Children who require additional support in English work in a small group with a qualified teacher. All teachers plan together and the same tasks are delivered through carefully adjusted lessons</p>	<p>Teacher assessment</p> <p>Daily marking and feedback in books and on Balance assessment system</p> <p>End of year tests</p>

<p>The increased demands of the new maths curriculum have proved challenging for children at all levels- those who were previously working at expected levels and those who had previously been working at greater depth</p>	<p>2 x additional Year 6 maths support groups led by qualified teachers. High achieving disadvantaged pupils receive high quality feedback and metacognition strategies delivered by a qualified teacher. Children who require additional support in maths work in a small group with a qualified teacher. All teachers plan together and the same tasks are delivered through carefully adjusted lessons. The maths coordinator is leading staff to develop maths fluency in particular.</p>	<p>Teacher assessment</p> <p>Daily marking and feedback in books and on Balance assessment system</p> <p>End of year tests</p>
<p>Some children, including Looked After Children, find it difficult to express themselves emotionally. This can prove inhibitive to their learning and their ability to form positive relationships with peers and staff.</p>	<p>Children can be referred to the school based Emotional Literacy Support Assistant (ELSA). The ELSA is a specifically trained teaching assistant who works regularly with children referred into the programme. The ELSA attends regular training through the Education Psychologist service. Parents are also engaged in the programme and initial screening tools including strength and difficulties questionnaires are used to identify areas of need.</p>	<p>Pupils self-assess using specific emotional assessment tools. Class teachers work with ELSA to establish change/progress. Parents complete assessment tool at the end of the programme.</p>

Date of next Pupil Premium strategy review- Following Pupil Progress meetings- Feb 17