



Pupil premium strategy statement

School overview

Detail	Data
School name	Hartford Manor Primary and Nursery School
Number of pupils in school	443
Proportion (%) of pupil premium eligible pupils	9.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Full Governing Body
Pupil premium lead	Nicole Hickson
Governor / Trustee lead	Steve Farrell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,115
Recovery premium funding allocation this academic year	£2,755
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
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	£61,870

Part A: Pupil premium strategy plan

Statement of intent

We are committed to raising the achievement for pupils who are eligible for Pupil Premium. As a school, we determine how best to use the Pupil Premium grant to support pupils and raise education attainment. We strive to meet their pastoral, social and academic needs in our nurturing, educational environment.

An aspirational, inclusive curriculum is at the heart of our approach. The staff and governing body hold leaders to account to ensure that provision enables teaching and learning opportunities to meet the needs of all pupils.

Staff ensure that pupils are adequately assessed. Analysis of tracking and progress is used as a vehicle to identify concerns, plan appropriate intervention and gauge impact. Over the past year, interventions have included, daily small group work in English and Maths in Years 3 and 6. Currently in Key Stage 2, there is additional support in place for pupils in Year 4 and Year 6 and a maths intervention for Year 3. Staff deliver additional phonics intervention for pupils in Reception, Year 1 and Year 2. Speech and language interventions support pupils in the Foundation Stage and our relational practice supports emotional wellbeing for children throughout school.

We use data to identify common challenges. The strategy aims to achieve specific intended outcomes to address the challenges.

Challenges

Challenge number	Detail of challenge
1	<u>Attendance</u> Attendance data for 22-23 indicates that attendance for disadvantaged pupils was % lower than non-disadvantaged pupils. Covid continued to impact many families during autumn 22, this was taken into consideration when analysing data. Although attendance figures are in line with national figures, they have not yet returned to pre-pandemic levels and there are patterns of persistent absence for disadvantaged pupils.
2	<u>Early Reading Acquisition</u> Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. Data for the current Year 2 and Year 3 cohorts shows that approximately 50% of children who are entitled to pupil premium are yet to achieve the expected standard for phonics.
3	<u>Speech and Language</u>

	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps for disadvantaged pupils compared to their non-disadvantaged peers. This impacts on their phonics acquisition and social communication.
4	<u>Emotional Regulation</u> Through observations and discussions with pupils and families we have identified that children require additional support with social and emotional regulation. Some children find understanding and expressing their emotions, more challenging. This in turn has an impact on their capacity to engage in learning.
5	<u>Times Tables Attainment (challenge added November 2023)</u> The 2022-23 data for the Year 4 Times Tables Check shows that non-pupil premium pupils outperformed those who are entitled to Pupil Premium (5 pupils). It is important to note that we have relatively small PP cohorts in each year group so these figures are analysed on an individual basis.

Intended outcomes by 2025

Intended outcome	Success criteria
1. To improve attendance of children who are entitled to Pupil Premium support	<ul style="list-style-type: none"> Attendance figures will reflect a continued rise for children entitled to pupil premium funding. The attainment gap between PP and non-PP pupils will narrow.
2. To raise attainment in phonics and reading for children who are entitled to pupil premium funding, by the end of Key Stage 1	<ul style="list-style-type: none"> Children entitled to pupil premium funding will achieve in line with national standards, in phonics. Children entitled to pupil premium funding will receive the appropriate reading support to close the attainment gap between PP and non-pupil premium pupils.
3. Improved oral language and communication skills	<ul style="list-style-type: none"> Assessments and observations will indicate significantly improved oral language among disadvantaged pupils.
4. Improved emotional regulation, social skills and interaction	<ul style="list-style-type: none"> Observations and school records will show an improvement in emotional regulation with social interactions for specific pupils Assessment data and children's books will show a steady increase in attainment.
5. Improved knowledge of times tables	<ul style="list-style-type: none"> Children who are entitled to PP will achieve in line with or closer to national standard

Activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £25000

For more information on the implementation cost, evidence strength and impact (months) as shown in an image in each category, please see

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional adult support within Key Stage 1 and EYFS classrooms	With increased staffing in targeted classrooms, adult support and verbal feedback can be given within a teaching session using guided group work, allowing for improvements to thinking, learning and confidence.	2, 3
Additional adult support within Key Stage 1 classrooms	Social and learning behaviours can be identified and 'in-the-moment' intervention can be modelled and supported.	1, 4
Embedding Floppy's Phonics throughout Early Years and Key Stage 1.	Engaging with the English Hub and training with a Literacy specialist's support had provided the training of teaching in this reading programme. The daily intervention targeting the lowest 20% of children will increase understanding and learning.	2, 3
Early intervention – focus in Early Years and Year 1.	Identifying and targeting children with an early learning need will help to increase their understanding and learning.	1, 2, 3
Additional Emotional Regulation support	Zones of Regulation refresher training for all staff	1, 4

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £40000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional tutoring support for arts based activities (music and dance).	The average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported	1, 4
Year 3 Maths intervention Year 4 daily intervention with HLTA – Early Bird, Maths, Spelling/Reading, HLTA to support reading/spelling dyslexia programme IDL – KS2 Year groups Additional Times Table practice	Targeted intervention for specific needs and knowledge gaps can be an effective method to support low-attaining pupils and those falling behind.	2
NELI – speech and language intervention in Early Years to provide targeted support for our youngest children	Early intervention and support with speech and language have a positive impact on pupils, particularly from disadvantaged backgrounds.	1, 3

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

Budgeted cost: £10,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Opening school gates at 8:40am so children can access daily Early Bird Maths support	At the end of the academic year, the Key Stage 2 data showed a raise in attainment for Maths. Through both summative and formative assessment, the children entitled to Pupil Premium will show progress in their knowledge and understanding in these areas.	1

Re-implementation of the Reading Team and Reading Buddy system being extended into LKS2	Children are reading for pleasure and have more opportunities to develop reading fluency.	1, 2
Renewed delivery of 1-2-3 Magic programme for parents.	Parental engagement that supports school approach to relational practice	1, 4

Total budgeted cost: £ 80,300

Part B: Review of outcomes in the previous academic year

<p>1. To improve attendance of children who are entitled to pupil premium support</p> <p>Our attendance figures show that at the end of the academic year for 22-23, the overall attendance for non-pupil premium pupils was 95.3% compared to 90.5% for pupil premium pupils. The school monitors attendance on a weekly basis and targeted support is in place for specific families.</p> <p>2. To raise attainment in phonics and reading for children who are entitled to pupil premium funding, by the end of Key Stage 1</p> <p>There was a small Year 2 cohort of pupil premium pupils in 22-23 so data was analysed on an individual basis.</p> <p>For this academic year we continue to deliver daily phonics catch-up sessions in response to the taught session. Guided reading sessions are taught in all year groups and is a focus for staff development. The continued support from the volunteer Reading Team and Reading Buddies ensures children have the opportunity to read frequently, supporting their fluency and confidence.</p> <p>3. Improved oral language and communication skills</p> <p>Our aim for improved oral language and communication skills will show impact over the time of the strategy plan. Through our continued input from speech and language specialists and intervention programme we are able to detail individual assessments and use these outcomes to inform SEN referrals for further support.</p>
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4. Improved emotional regulation, social skills and interaction

All classrooms have implemented Zones of Regulation and have Zones of Regulation displays in class to support the children. Further refresher training will take place during this academic year. Staff worked collaboratively to establish our Positive Engagement Charter which captures the way in which all staff work to ensure positive relationships with parents, children and colleagues. The children have worked to develop behaviour expectations for all areas of school.