



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, **£89,460 for 2016-17, £73,340 for 2017-18 and currently receives £71,240 for 2018-19**. 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 have been involved in the Primary Writing Project which included 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.

Ofsted Inspection November 2017

In 2016, "...the progress that disadvantaged pupils made in reading was in the top 10% in the country. This is another notable achievement for your school." (Ofsted 2017)

"Careful and thoughtful consideration is given to how the pupil premium money is used. You have a good awareness of the barriers to learning that this group of pupils often face.

A significant proportion of pupils who are entitled to support through this funding in 2017 have some very complex needs. Poor attendance also had a negative impact on their attainment. However, as a result of a concerted effort by the school, attendance of disadvantaged pupils has improved and persistent absenteeism has been reduced." (Ofsted 2017)

Review of impact for Pupil Premium allocation 17-18

Barrier	Intervention/Action/Rationale	Measured by	PP allocation
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 engage with Achievement for All programme- structured conversations with class teachers and parents School to make home visits if family are not contactable by phone Half termly safeguarding meetings to analyse PP attendance compared with non-PP pupils. Headteacher/Safeguarding Lead to meet with specific parents Free access to breakfast Club to be considered for children /families entitled to PP External Education Welfare Officer 	-Improved levels of attendance for individual children and the PP group as a whole	£10,000 from LA to fund AFA programme Cost of additional Breakfast Club sessions £300-structured conversations £371
Some children entering school in Nursery and Reception require additional speech and language support	Speech and Language Support for FS children. – Delivered in 3 ways: <ul style="list-style-type: none"> 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. 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. Wellcomm – programme delivered by specifically trained staff in Early Years 	Initial and final assessments from both programmes Teacher assessments	£15 per hour TA time £17,100 per year

<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>£25 per £9750 per year</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>£15 per hour £11,700</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>£15 per hour £2340 per year</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> <ul style="list-style-type: none"> • Dyslexikit aims to support children who have dyslexic type difficulties. • 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>£15 per hour £14,625</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>Guided reading- Additional small group guided reading sessions in Key Stage 2</p> <p>Small group taught English lessons daily by QT</p> <p>Small group phonics taught by QT</p>	<p>Initial and final assessment data.</p> <p>Ongoing teacher assessment</p>	<p>£25 per hour £1950</p> <p>£3900</p> <p>£1950</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>Maths clubs- Teachers select specific pupils to teach in a focus group at lunchtime or after school Early bird maths- Head Teacher and maths lead visited Parklands Primary school in Leeds, to review our approach to maths. Early bird maths has been implemented whole school. Times table Rock Stars- Online programme purchased following the visit to Parklands in Leeds. Children compete with themselves to improve their score.</p> <p>Small group maths in Year 2- with TA-guided by QT</p>	<p>Initial and final data- summative assessments</p> <p>Ongoing teacher assessment through evidence in books and classroom feedback</p> <p>Children reach improved levels on Time Tables Rock Stars</p>	<p>£7,800</p> <p>£2925</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>Children are able to access residential visits for approximately half the cost</p>	<p>Assessment toolkits demonstrate an improvement in emotional resilience and coping strategies.</p>	<p>£15 per hour £7,312</p> <p>£860</p>
			<p>Total £82,883</p>

Impact at Hartford Manor 17-18

Average progress for disadvantaged pupils in reading, writing and maths

[▶ Help with progress scores](#)

	Reading Explore data in detail	Writing Explore data in detail	Maths Explore data in detail
Progress score for disadvantaged pupils [?]	1.72	-0.39	0.92
Confidence interval [?]	-2.7 to 6.1	-4.7 to 3.9	-3.1 to 4.9
Number of disadvantaged pupils	7	7	7
Disadvantaged pupils with adjusted score	0	0	0
National average for non-disadvantaged pupils [?]	0.31	0.24	0.31

3 year average progress for disadvantaged pupils in reading writing and maths at Hartford Manor

	Reading	Writing	Maths
3 Year Average	1.25	-0.9	-0.67
3 National Average for Non-PP pupils	0.3	0.18	0.28

Provision for 18-19

Barrier	Intervention/Action/Rationale	Measured by	PP allocation
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 engage with Achievement for All programme-structured conversations with class teachers and parents - School to make home visits if family are not contactable by phone - Half termly safeguarding meetings to analyse PP attendance compared with non-PP pupils. - 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	<p>£10,000 from LA to fund AFA programme</p> <p>Cost of additional Breakfast Club sessions</p> <p>£2250- per year structured conversations</p>
Some children entering school in Nursery and	<p>Speech and Language Support for FS children. – Delivered in 3 ways:</p> <ul style="list-style-type: none"> • Time to Talk programme to be 	Initial and final assessments from both	£15 per hour TA time

Reception require additional speech and language support	<p>delivered by teaching assistant. This programme offers the opportunity to work in a small group with peers who model language clearly.</p> <ul style="list-style-type: none"> • 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. • Wellcomm – programme delivered by specifically trained staff in Early Years 	<p>programmes</p> <p>Teacher assessments</p>	£17,100 per year
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.	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>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>	£25 per £9750 per year
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	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>Initial and final assessments</p> <p>Feedback from class teacher at point of re-integration</p>	£15 per hour £11,700
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	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>Running records to inform next steps</p> <p>Teacher assessments</p>	£15 per hour £2340 per year
Some children enter Key Stage 2 who read or spell at a level below that expected for their age	<p>Two specific interventions are delivered by a qualified teaching assistant.</p> <ul style="list-style-type: none"> • Dyslexikit aims to support children who have dyslexic type difficulties. • 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>	£15 per hour £14,625

<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>Guided reading- Additional small group guided reading sessions in Key Stage 2</p> <p>Small group taught English lessons daily by QT</p> <p>Small group phonics taught by QT</p>	<p>Initial and final assessment data.</p> <p>Ongoing teacher assessment</p>	<p>£25 per hour £1950</p> <p>£3900</p> <p>£1950</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>Maths clubs- Teachers select specific pupils to teach in a focus group at lunchtime or after school</p> <p>Early bird maths- Head Teacher and maths lead visited Parklands Primary school in Leeds, to review our approach to maths. Early bird maths has been implemented whole school.</p> <p>Times table Rock Stars- Online programme purchased following the visit to Parklands in Leeds. Children compete with themselves to improve their score.</p> <p>Small maths group taught daily by QT in Year 3 and Year 6</p>	<p>Initial and final data-summative assessments</p> <p>Ongoing teacher assessment through evidence in books and classroom feedback</p> <p>Children reach improved levels on Time Tables Rock Stars</p>	<p>£7,800</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>Children are able to access residential visits for approximately half the cost</p>	<p>Assessment toolkits demonstrate an improvement in emotional resilience and coping strategies.</p>	<p>£15 per hour £7,312</p> <p>£1500</p>
			<p>Total £82,177</p>