

Pupil premium strategy statement

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 Manor Primary and Nursery School
Number of pupils in school	442 (incl. Nursery)
Proportion (%) of pupil premium eligible pupils	11.3% (incl. Nursery)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Full Governing Board
Pupil premium lead	Nicole Hickson
Governor / Trustee lead	Steve Farrell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,105
Recovery premium funding allocation this academic year	£7,395
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	£75,500

Part A: Pupil premium strategy plan

Statement of intent

As a school we are committed to raising the standards of achievement for pupils who are eligible for Pupil Premium. As a school, we are able to 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.

The staff and Governing Body will ensure that provision secures the teaching and learning opportunities to meet the needs of all pupils. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the attainment gap between disadvantaged pupils and their non-disadvantaged peers.

Staff ensure that the needs of 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, Phonics intervention in Reception, Year 1 and Year 2, early speech and language intervention programmes within the Foundation Stage and emotional wellbeing support for children throughout school.

Our approach will be responsive to common challenges and individual needs identified through our assessment processes, and strong relationships with children. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure we have high expectations of pupils who are disadvantaged
- Identify needs early and intervene as appropriate
- Adopt a whole school, shared sense of responsibility for the education of pupils who are disadvantaged.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<u>Attendance</u>

	Hartford Manor attendance data indicates that during 21-22, attendance for disadvantaged pupils is significantly lower than for non-disadvantaged pupils. A small number of children who are entitled to Pupil Premium are persistently absent.
2	<p><u>Early Reading Acquisition</u> Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics acquisition than their peers.</p> <p><u>Early Writing Acquisition</u> 2022 end of year Key Stage 1 assessment data shows that children are working below age-related expectations in writing.</p>
3	<p><u>Speech and Language</u> Early assessments show that some children in Nursery and Reception require additional speech and language support. Issues with S+L can impact their verbal and social communication as well as having longer term effects on phonics, reading and writing processes and progress. Speech and Language Support for FS children is delivered in 3 ways:</p> <ul style="list-style-type: none"> • Nuffield Early Language Intervention (NELI)- Speech and Language intervention programme. • Speech and Language specialist 4 days per week to support specific SALT programmes and intervention. • Wellcomm – programme delivered by specifically trained staff in Early Years.
4	<p><u>Emotional Regulation</u> Through observations and discussions with pupils and families, we have identified social and emotional needs for many pupils. These may be due to a variety of reasons, for example the continued effect of the impact of school closure due to Covid-19. These challenges have affected the academic engagement of disadvantaged pupils.</p>

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3 year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. To significantly improve attendance of children who are entitled to Pupil Premium support.	Attendance figures will reflect a continued rise for children entitled to Pupil Premium funding. Attainment through assessments and in-class observation and work will show a steady increase. Parents will engage with support.
2. Children eligible for Pupil Premium funding will achieve the expected standard in phonics, reading and writing at the end of Key Stage 1 and 2.	The percentage of children entitled to Pupil Premium funding will achieve the same national expected rate for Phonics in line

	<p>with the percentage of children not entitled to funding.</p> <p>The percentage of children entitled to Pupil Premium funding will achieve the same national expected standard for reading at the end of Key Stage 1 and 2.</p> <p>By the end of Key Stage 2, children who are entitled to Pupil Premium will achieve a standard of writing that is in line with their peers.</p>
<p>3. Improved oral language and communication skills.</p>	<p>Assessments and observations will indicate significantly improved oral language among disadvantaged pupils. A higher % of Year 1 pupils entitled to PP will achieve the expected standard in Phonics Screening Check.</p>
<p>4. Improved emotional regulation, social skills and interaction within the classroom and during unstructured times such as break times and lunchtimes.</p>	<p>Observations will show an improvement with social interactions between children. Children will demonstrate good learning behaviours. Assessment data and children's books will show a steady increase in attainment. Children will be able to use Zones of Regulation to help them to express their emotions.</p>

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: £9,000

For more information on the implementation cost, evidence strength and impact, 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 and feedback can be modelled and supported.	1, 4
Embedding Floppy's Phonics throughout Early Years and Key Stage 1.	Pupils who achieve the expected standard in the Year 1 Phonics Screening Check have better outcomes in reading and writing by the end of Key Stage 2 and beyond. It is important that we have a consistent systematic approach to teaching from early years to at least the end of Year 2. The school phonics lead is a Literacy specialist affiliated with the local English Hub. Training is regularly refreshed, lessons are shared and daily interventions target those pupils who are not making progress in line with their peers.	2, 3
Early intervention – focus in Early Years and Year 1.	Early identification of need and a swift response with targeted intervention, enables pupils to access the support they need at the earliest opportunity.	1, 2, 3
Additional Emotional Intelligence support	Zones of Regulation training being delivered and implemented throughout school, with particular emphasis for children with additional emotional and behavioural need.	1, 4

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

Budgeted cost: £ 64,000

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
<p>Intervention groups throughout Key Stage 2. Year 3 – Early Bird Maths, Spelling/Reading, writing and maths</p> <p>IDL – KS2 Year groups</p> <p>Intensive daily reading/writing intervention with QT</p> <p>Purchase of standardised diagnostic assessment packages.</p>	<p>Targeted intervention for specific needs and knowledge gaps can be an effective method to support low-attaining pupils and those falling behind.</p> <p>Timely assessments to identify need and impact of intervention.</p>	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
Targeted daily nurture group providing educational, social and emotional support.	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management.	1, 4

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

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding principles of good practice set out in the DFE's Improving School Attendance advice	The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1
Opening school gates at 8:40am to allow for time to work on Early Bird Maths and/or the IDL programme and to allow for a longer time period for families to get children into school.	At the end of the academic year 2022, 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 entitled to Pupil Premium funding will show progress in their reading skill recorded from both summative and formative assessments. Additional reading opportunities will help to develop reading fluency.	1, 2
Renewed delivery of 1-2-3 Magic programme for parents.	Parental feedback will show an improvement in behaviour at home. Staff will report a positive impact on behaviour of children in and around school.	1, 4

Total budgeted cost: £ 82,000

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.

1. To achieve and sustain wellbeing for all pupils in our school, particularly our disadvantaged pupils.

All pupils took part in a questionnaire. We asked three questions:

Are you happy at Hartford Manor?

Do you know who can help you?

Do you feel safe at Hartford Manor?

There are currently 45 children who are entitled to Pupil Premium. Staff captured questionnaire responses specifically for the 45 children. The children responded as follows:

Are you happy at Hartford Manor? 43 responded with yes, they felt happy at Hartford Manor.

Do you know who can help you? All children stated they knew who to ask for help. These responses included staff and friends.

Do you feel safe at Hartford Manor? 44 children stated they felt safe whilst at Hartford Manor

We discussed what we could do to help the children to feel happier and safer at Hartford Manor.

2. Improved oral language and communication skills.

Over the school year 2022-2023, children who accessed the SALT support, made accelerated progress. We acknowledge that speech and language development progresses over a period of time. Specialist SALT support has therefore been increased to 4 days a week for 22-23.

3. To achieve and sustain improved attendance and engagement with home learning if isolation is necessary

Over the school year 2021-22, the attendance of pupils entitled to Pupil Premium was 89.36% compared to 93.59% for non-Pupil Premium. One main reason for this was the ongoing need to isolate due to Covid 19. During this time, work was provided for all children to complete on our Teams system or work packs put together for children as necessary. Due to the disruption of the previous school year, there is no comparative attendance data. We will continue to address this area in 22-23.

4.Improved behaviour and social interactions within the classroom and outside play areas during structured and un-structured times.

Additional adult support on the playground and nurture group support has ensured that friendship issues are supported and resolved through modelled behaviour. Zones of Regulation was introduced to pupils engaging with nurture support and is now being implemented in all classes through school.

5. Improved Reading and Writing Attainment Among Disadvantaged Pupils

For the academic year 2021/22, the Key Stage 1 data showed that of the 8 children who are entitled to Pupil Premium funding, 4 had passed their phonics screening test by the end of Year 2. Outcomes in writing at the end of Year 2 were lower than the national average. In order to address this, we have implemented teacher-led Year 3 intervention groups for reading, phonics, writing and maths during 22-23.

The end of Year 1 Phonics screening check showed that 50% of the Pupil Premium cohort achieved the expected standard. Additional reading and phonics support will be in place for this cohort during Year 2.