



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 **£60,720 during 19-20 and £76,320 for 20-21**. 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

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)

Impact 19-20

It is important to note that in March 2020, the school was forced to close due to COVID-19 pandemic. School remained open in a child care capacity to those pupils who were identified as being vulnerable and those whose parents were COVID critical workers. It has been difficult to gauge the impact of some of the interventions due to the time missed in school due to the closure.

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 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 	<p>-Improved levels of attendance for individual children and the PP group as a whole</p> <p>Due to COVID we could only analyse data from Sept 19-Mar 20</p> <p>PP- 90.6% Non-PP- 94.9%</p>	Cost of additional Breakfast Club sessions
Some children entering school in Nursery and Reception require additional speech and language support	<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 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 	<p>Initial and final assessments from both programmes</p> <p>Teacher assessments</p>	<p>£15 per hour TA time</p> <p>£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.	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

		<p>Impact-</p> <p>Children made up to 9 levels progress within initial 10 weeks teaching. Programme was interrupted by Covid lock down.</p> <p>2 children</p> <p>Phonics Screening Check overall pass rate 74.6%</p> <p>PP pass rate- 25% (4 children in PP cohort- 1 passed)</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>Impact-</p> <p>Children made continued progress in developing fluency and accuracy in their reading. Children showed more confidence accessing learning in class.</p> <p>Programme was interrupted by</p>	<p>£15 per hour £11,700</p>

		Covid lock down. (2 children)	
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	Running records to inform next steps Teacher assessments Impact- Children made increased progress in fluency and accuracy in their reading. Programme was interrupted by Covid lock down. 10 + children	£15 per hour £2340 per year
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	Maths clubs- Teachers select specific pupils to teach in a focus group at lunchtime or after school Early Bird Maths has been implemented whole school. Staff are in school at 8.40am to start EBM Times table Rock Stars- Online programme purchased. Children compete with themselves to improve their score.	Initial and final data-summative assessments Ongoing teacher assessment through evidence in books and classroom feedback Children reach improved levels on Time Tables Rock Stars	£7,800
Some children, including Looked After Children, find it difficult to express themselves emotionally. This can prove inhibitive to	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	Assessment toolkits demonstrate an improvement in emotional resilience and	£15 per hour £7,312

their learning and their ability to form positive relationships with peers and staff.	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. Children are able to access residential visits for approximately half the cost	coping strategies.	£1500
			Total £57,502

Provision 20-21

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 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	Cost of additional Breakfast Club sessions Admin time
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
Some children enter Year 1 who read and write at a level below that expected for their age.	Additional phonics is delivered 1:1 and in small groups by teaching assistant, daily across the year group. Sessions include opportunities for pre-teaching to support access to main class lessons and opportunities to revisit prior learning. Targeted support for fine motor skills and letter formation.	Initial and final assessments Feedback from class teacher at point of re-integration On-going assessments	£15 per hour £11,700 per year

		to check gains are maintained	
Some children enter Key Stage 1 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>Daily nurture support to encourage positive relationships with staff, peers and build self esteem and develop emotional regulation.</p> <p>Opportunities to encourage turn taking, eye contact and reciprocal communication.</p> <p>Opportunities to explore gaps in key knowledge and skills within low demand high reward activities.</p>	Assessment toolkits demonstrate an improvement in emotional resilience and coping strategies.	
Some children enter Year 2 who read and write at a level below that expected for their age.	Group support with qualified teacher for 2 hours each morning. Targeted work on writing, Floppy's Phonics intervention and reading.	<p>Initial and final assessments</p> <p>Feedback from class teacher at point of re-integration</p>	£8,000
Throughout Key Stage 2, some children are working way below the expected standard	<ul style="list-style-type: none"> • Small group work for maths and English- targeting basic skills • Precision Teaching • Phonics • Targeted Speech and Language support- daily 1:1 or small group provision. 	<p>Ongoing assessments and work tailored to suit need.</p> <p>No end of year SATS due to COVID</p>	£30,000
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>Maths clubs- Teachers select specific pupils to teach in a focus group at lunchtime or after school</p> <p>Early Bird Maths has been implemented whole school. Staff are in school at 8.40am to start EBM</p> <p>Times table Rock Stars- Online programme purchased. Children compete with themselves to improve their score.</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</p>	£7,800

		Tables Rock Stars	
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.	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. Children are able to access residential visits for approximately half the cost	Assessment toolkits demonstrate an improvement in emotional resilience and coping strategies.	£15 per hour £7,312 £1500
COVID-19 pandemic forced school closures in January 2021	Children entitled to Pupil Premium were invited to continue to attend school. Children who didn't attend were given a device in order to access home-learning remotely. Meal vouchers were provided for children at home. The children in school were offered a daily hot meal. Work packs were sent home for those children who chose not to come into school and were unable to access work using the device provided.		
			Total £83,412

This report is awaiting full Governing Body approval