



## Pupil premium strategy statement 2022-25

### School overview

Detail	Data
School name	Hartford Manor Primary and Nursery School
Number of pupils in school	440
Proportion (%) of pupil premium eligible pupils	6.8
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Full Governing Body
Pupil premium lead	Jan Diamond
Governor / Trustee lead	Steve Farrell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 61,550
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£61,550

## 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 2 and 4 and booster sessions for Year 6 pupils. Currently in Key Stage 2, there is additional support in place for pupils in Year 3 and Year 5 and a reading intervention for Year 4. 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 and 23-24 indicated that attendance for disadvantaged pupils was lower than non-disadvantaged pupils. There is no national data for PP attendance. Covid continued to impact many families during autumn 22, this was taken into consideration when analysing data. Nationally, attendance figures have not recovered to pre-pandemic levels. New DFE attendance guidance was released in August 2024 outlining clearer measures for parents.
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"> <li>Attendance figures will reflect a continued rise for children entitled to pupil premium funding.</li> <li>The attainment gap between PP and non-PP pupils will narrow.</li> </ul>
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"> <li>Children entitled to pupil premium funding will achieve in line with national standards, in phonics.</li> <li>Children entitled to pupil premium funding will receive the appropriate reading support to close the attainment gap between PP and non-pupil premium pupils.</li> </ul>
3. Improved oral language and communication skills	<ul style="list-style-type: none"> <li>Assessments and observations will indicate significantly improved oral language among disadvantaged pupils.</li> </ul>
4. Improved emotional regulation, social skills and interaction	<ul style="list-style-type: none"> <li>Observations and school records will show an improvement in emotional regulation with social interactions for specific pupils</li> <li>Assessment data and children's books will show a steady increase in attainment.</li> </ul>

5. Improved knowledge of times tables	<ul style="list-style-type: none"> <li>Children who are entitled to PP will achieve in line with or closer to national standard</li> </ul>
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## 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 (shown in number of months) please see the Teaching and Learning Toolkit.

<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	Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion. (EEF)	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 Early Bird, Maths, Spelling/Reading Year 4 guided reading intervention  Reading/spelling dyslexia programme IDL – KS2 Year groups  Year 5- HLTA small group support- Maths and English  Additional Times Table practice-IDL	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
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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: £ 75,800**

## **Part B: Review of outcomes in the previous academic year**

<p><b>1. To improve attendance of children who are entitled to pupil premium support</b></p> <p>Attendance figures at the end of the academic year 22-23 showed the overall attendance for non-pupil premium pupils was 95.3% compared to 90.5% for pupil premium pupils. At the end of 23-24, overall attendance for non-pupil premium pupils was 94.6%, compared to 89.2% for pupil premium pupils. The school monitors attendance on a daily and weekly basis and targeted support is in place for specific families. New DFE attendance guidance for school was published in August 2024. The attendance policy and procedures will be updated and shared with the wider school community in September 2024.</p>
<p><b>2. To raise attainment in phonics and reading for children who are entitled to pupil premium funding, by the end of Key Stage 1</b></p> <p>There was a small Year 2 cohort of pupil premium pupils in 22-23 and 23-24, so data was analysed on an individual basis.</p> <p>We continued to deliver daily phonics catch-up sessions in response to the taught session. Guided reading sessions were taught in all year groups and was a focus for staff development. The continued support from the volunteer Reading Team and Reading Buddies ensured children had the opportunity to read frequently, supporting their fluency and</p>

confidence. All Year 1 pupils entitled to PP, past the Phonics Screening Check in 23-24. 3/5 PP pupils in Year 2 were working at the expected standard in reading by the end of the academic year.

### **3. Improved oral language and communication skills**

Our aim for improved oral language and communication skills will show impact over the time. Through our continued input from speech and language specialists and intervention programme, we have been able to detail individual assessments and use these outcomes to inform SEN referrals for further support.

### **4. Improved emotional regulation, social skills and interaction**

All teachers have completed training for 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. We will carry out a pupil questionnaire to gauge their understanding.

### **5. Improved knowledge of times tables**

5/8 pupils entitled to PP achieved broadly in line with the national average mark of 20.6. We will continue to offer additional opportunities for the children to do times tables practice before the assessment.