

## 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	413 (incl. Nursery)
Proportion (%) of pupil premium eligible pupils	10.6% (incl. Nursery)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	January 2022
Date on which it will be reviewed	October 2022
Statement authorised by	Simon Kidwell
Pupil premium lead	Nicole Hickson
Governor / Trustee lead	Steve Farrell

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£69,835.00
Recovery premium funding allocation this academic year	£7,395.00
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	£77,230.00

# Part A: Pupil premium strategy plan

## Statement of intent

### Pupil Premium at Hartford Manor

As a school we are committed to raising the achievement for pupils who are eligible for Pupil Premium. We, as a school, 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. 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 Year 6, Phonics intervention in Reception, Year 1 and Year 2 and a maths booster group within Year 3.

During the first Covid-19 Lockdown (2020), all children eligible for Pupil Premium were offered phone support and work packs from their class teachers, SENCo and Senior Leaders. Food vouchers were also supplied at this time. For the 2021 Covid-19 Lockdown, all Pupil Premium eligible children were offered in-school places and those who chose not to come into school, were provided with work packs. These families were also provided with food hampers/vouchers throughout.

## Challenges

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

Challenge number	Detail of challenge
1	<p><u>Ongoing Interruption of Covid 19</u></p> <p>Covid has caused disruption to education over the last 18 months. The school used existing systems to set Home-learning during the first lockdown which served a purpose but was not suitable in the long term. Teams was implemented at the beginning of the second lockdown and engagement improved. However, families were affected by Covid in different ways, which impacted the children's ability to access and complete work. Gaps in the curriculum and reduced social interaction have been unavoidable consequences of the lockdown measures.</p> <p>Covid restrictions continue to disrupt the delivery of the curriculum. Home-learning is set for those who are well enough to complete it. Teacher absence</p>

	also impacts curriculum continuity however teachers in the parallel class have shared planning and resources with supply staff.
2	<p><u>Language on Entry to Early Years</u></p> <p>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.</p> <p>Speech and Language Support for FS children is delivered in 3 ways:</p> <ul style="list-style-type: none"> <li>• NELI Speech and Language intervention programme.</li> <li>• Speech and Language specialist half a day per week to work in our Nursery setting.</li> <li>• Wellcomm – programme delivered by specifically trained staff in Early Years.</li> </ul>
3	<p><u>Attendance</u></p> <p>Attendance rates for children entitled to Pupil Premium, continues to be a challenge. Covid-19 fears cause some families to be hesitant about sending their children to school.</p>
4	<p><u>Social &amp; Learning Behaviour</u></p> <p>Two disrupted school years has had a noticeable impact on social behaviour for several children, particularly those in the current Year 2 cohort. They have experienced national lockdowns in Reception and Year One, so have not attended a full year in a school classroom.</p>
5	<p><u>Reading and Phonics</u></p> <p>Children, particularly those in Foundation Stage and Key Stage 1 have experienced a fragmented phonics and reading programme.</p>

## Intended outcomes

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

Intended outcome	Success criteria
1. To achieve and sustain wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from student voice, parent surveys and teacher observations.</li> </ul>
2. Improved oral language and communication skills.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils.
3. To achieve and sustain improved attendance and engagement with home learning if isolation is necessary	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.

<p>4. Improved behaviour and social interactions within the classroom and outside play areas during structured and un-structured times.</p>	<p>Observations will show an improvement with social interactions between children and following boundaries set in school. Assessment data and children's books will show a steady increase in attainment.</p>
<p>5. Improved reading and writing attainment for disadvantaged pupils</p>	<p>KS2 reading outcomes evidenced through standardised tests and teacher assessment, will show that disadvantaged children have made good progress with the majority achieving in line with their non-disadvantaged peers</p> <p>End of Year 1 Phonics Screening &amp; re-check on Year 2 2022 shows that children have either met the threshold score for the test or are close to achieving their target and there is evidence of a clear support plan for Year 3.</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: £9000

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

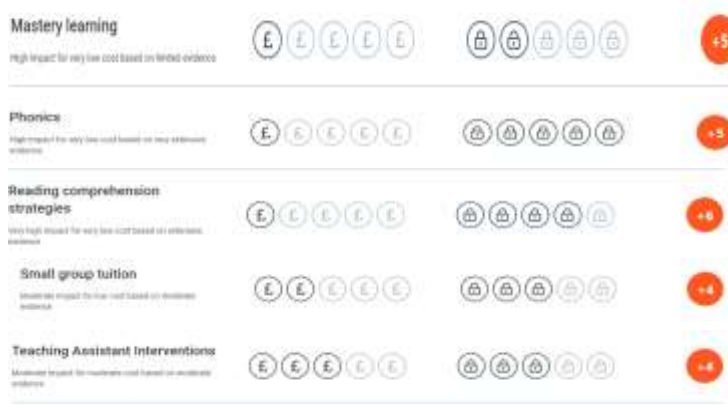

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Activity	Evidence that supports this approach (Education Endowment Toolkit)	Challenge number(s) addressed
Additional adult support within Key Stage 1 classrooms	<p>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.</p> <p><b>Teaching Assistant interventions</b> Moderate impact for moderate cost based on moderate evidence.   </p> <hr/> <p><b>Feedback</b> Very high impact for very low cost based on extensive evidence.   </p>	1, 4, 5
Additional adult support within Key Stage 1 classrooms	<p>Social and learning behaviours can be identified and ‘in-the-moment’ intervention can be modelled and supported.</p> <p><b>Behaviour interventions</b> Moderate impact for low cost based on limited evidence.   </p> <p><b>Social and emotional learning</b> Moderate impact for very low cost based on very limited evidence.   </p>	4
Embedding Floppy’s Phonics throughout Early Years and Key Stage 1.	<p>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.</p> <p><b>Phonics</b> High impact for very low cost based on very extensive evidence.   </p> <hr/> <p><b>Reading comprehension strategies</b> Very high impact for very low cost based on extensive evidence.   </p> <hr/> <p><b>Collaborative learning approaches</b> High impact for very low cost based on limited evidence.   </p>	5

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. 	5
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ £64,722

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention groups throughout Key Stage 2. Year 3 – Early Bird Maths <ul style="list-style-type: none"> <li>- Spelling/ Reading</li> </ul> Year 5 – Precision teaching <ul style="list-style-type: none"> <li>- Dyslexia intervention support</li> </ul> Year 6 – HLTA daily small group intervention for English and Maths sessions.	Targeted intervention for specific needs and knowledge gaps can be an effective method to support low-attaining pupils and those falling behind. 	1, 5
NELI – speech and language intervention in Early Years to provide targeted support for our youngest children whose speech and language skills may have been most impacted due to the pandemic.	Early intervention and support with speech and language have a positive impact on pupils, particularly from disadvantaged backgrounds. 	2, 5
Targeted daily nurture group providing both	The targeted support enables the teaching to focus exclusively on a small number of learners, using a separate, tailored space to support specific needs.	1, 3, 4

addition educational, social and emotional support.	<b>Behaviour interventions</b> Moderate impact for low cost based on limited evidence 	
	<b>Small group tuition</b> Moderate impact for low cost based on moderate evidence 	
	<b>Teaching Assistant Interventions</b> Moderate impact for moderate cost based on moderate evidence 	

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

Budgeted cost: £ 9000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Zones of Regulation training to support children with self-regulation.	<p>Both targeted interventions and universal approaches can have positive overall effects.</p>	1, 3, 5
Employ staff from 8:40am to allow for time to work on Early Bird Maths		1, 3
Employment of more mid-day assistants to support with behaviour on the playground		4
Delivery of 1-2-3 Magic programme for parents.		

**Total budgeted cost: £ 82,722**



## 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.

#### Impact 20-21

It is important to note that in March 2020 and January 2021, the school was instructed 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.

#### 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"> <li>Admin systems to quickly identify absence of pupils in this group</li> <li>School to make home visits if family are not contactable by phone</li> <li>Half termly safeguarding meetings to analyse PP attendance compared with non-PP pupils.</li> <li>Headteacher/Safeguarding Lead to meet with specific parents</li> <li>Free access to breakfast Club to be considered for children /families entitled to PP</li> </ul>	<p>-Improved levels of attendance for individual children and the PP group as a whole</p> <p><b>Impact</b></p> <p>The 2021 Lockdown saw an increase in attendance to school for children entitled to Pupil Premium, allowing for less disruption to education (as could be</p>	<p>Cost of additional Breakfast Club sessions</p> <p>Admin time</p>

		during this time) as Home Learning was not needing to be accessed.	
Some children entering school in Nursery and Reception require additional speech and language support	<p>Speech and Language Support for FS children</p> <ul style="list-style-type: none"> <li>Wellcomm – programme delivered by specifically trained staff in Early Years</li> </ul>	<p>Initial and final assessments from both programmes</p> <p>Teacher assessments</p> <p><b>Impact</b></p> <p>During lockdown-TAs were directed to where support was needed within the child care provision. End of year assessments were interrupted due to COVID</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.	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.	<p>Initial and final assessments</p> <p>Feedback from class teacher at</p>	<p>£15 per hour</p> <p>£11,700 per year</p>

	Targeted support for fine motor skills and letter formation.	point of re-integration  On-going assessments to check gains are maintained  <b>Impact</b>  Review impact in 2022.	
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.	Daily nurture support to encourage positive relationships with staff, peers and build self esteem and develop emotional regulation.  Opportunities to encourage turn taking, eye contact and reciprocal communication.  Opportunities to explore gaps in key knowledge and skills within low demand high reward activities.	Assessment toolkits demonstrate an improvement in emotional resilience and coping strategies.  <b>Impact</b>  Fewer CPOMS incidences from playground issues reported.	
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.	Initial and final assessments  Feedback from class teacher at	£8,000

		<p>point of re-integration</p> <p><b>Impact</b></p> <p>Of the three children claiming Pupil Premium who did not pass the December 2020 Phonics Screening, 2 of these now have. The three children continue to have literacy support in an intervention group to ensure continued progress.</p>	
<p>Throughout Key Stage 2, some children are working way below the expected standard</p>	<ul style="list-style-type: none"> <li>• Small group work for maths and English- targeting basic skills</li> <li>• Precision Teaching</li> <li>• Phonics</li> <li>• Targeted Speech and Language support- daily 1:1 or small group provision.</li> </ul>	<p>Ongoing assessments and work tailored to suit need.</p> <p>No end of year SATS due to COVID</p> <p><b>Impact</b></p> <p>From teacher assessments carried out, an increase</p>	<p>£30,000</p>

		<p>in reading comprehension scores had increased significantly over the year for the majority of children claiming pupil premium. Most of these children had accessed in-person schooling during the 2021 lockdown.</p> <p>5 of these children worked in a daily small intervention with a HLTA.</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 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>	£7,800

		<p>Children reach improved levels on Time Tables Rock Stars</p> <p><b>Impact</b></p> <p>From end of year assessments, it was shown that the majority of children claiming pupil premium had shown significant improvement in arithmetic scores.</p> <p>Most of these children had accessed in-person schooling during 2021 Lockdown.</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</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</p>	<p>Assessment toolkits demonstrate an improvement in emotional resilience and coping strategies.</p>	<p>£15 per hour £7,312</p>

<p>relationships with peers and staff.</p>	<p>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><b>Impact</b></p> <p>School funding Youth Kicks to provide extra-curricular sports sessions during both Lockdowns to provide an active, sports based element to enhance the curriculum.</p> <p>The daily nurture group have also noted a positive development in their focus children's ability to understand their emotions and the 'Zone' they are in, which has lead them to be able to begin to regulate their behaviour more independently.</p>	<p>£1500</p>
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<p>COVID-19 pandemic forced school closures in January 2021</p>	<p>Children entitled to Pupil Premium were invited to continue to attend school.</p> <p>Children who didn't attend were given a device in order to access home-learning remotely.</p> <p>Meal vouchers were provided for children at home.</p> <p>The children in school were offered a daily hot meal.</p> <p>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.</p>	<p><b>Impact</b></p> <p>Reduced stress from paying for meals.</p> <p>Devices given so access to online home learning could continue.</p>	
			<p>Total £83,412</p>



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*