



# Hartford Infant School

## 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 Infant and Pre School
Number of pupils in school	173
Proportion (%) of pupil premium eligible pupils	27%
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	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Rae Lee
Pupil premium lead	Kayleigh Reid
Governor / Trustee lead	Sue Orledge

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,300
Recovery premium funding allocation this academic year	£6000
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	£64,300

# Part A: Pupil premium strategy plan

## Statement of Intent

At Hartford Infant School, we provide **inclusive** and **aspirational** opportunities for all children, regardless of their socio-economic background so that every child has an **equal chance to succeed as a lifelong learner**. Alongside parents, all staff and governors will support children in a **nurturing** and **affectionate** environment. This encourages children to be **confident** and **curious individuals** who can **communicate** effectively and meet their full potential academically, emotionally, and socially. **We promote an ‘I can’ attitude where the sky is the limit!**

## Challenges

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

Challenge number	Detail of challenge
1	Hartford Infant and Pre School is above the national average for Ever 6 FSM uptake. <b>Hartford Infant and Pre School: 28% [2019]</b> <b>National average: 23% [2019 RAISE online]</b>
2	Hartford Infant and Pre School is in the <b>top 20% of all schools for the proportion of SEN with EHCP/statement.</b> <b>Hartford Infant and Pre School: 6% [2019]</b> <b>National average: 1.6% [2019]</b>
3	Attainment on entry in Reception is <b>below</b> average [September 2020]: <b>23% of pupils are assessed at the 30-50s [secure] months development stage for Reading, 26% for Writing and 36% for Number and 43% for Shape, Space and Measure [OFSTED hand-book 2013 stated the average child would be between 30-50s and 40-60e [emerging].]</b>
4	Previous data [2019] demonstrates the attainment gap between Non-Pupil Premium and Pupil Premium.
5	Gaps within curriculum due to school closure [Summer 2020, Spring 2021].
6	Children’s social and emotional well-being due to school closure [Summer 2020, Spring 2021].

## 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
<ul style="list-style-type: none"> <li>Support the <b>quality of teaching</b> through <b>CPD</b> e.g. to develop UQT, ECT [Early Career Teacher], establish strong middle leaders and other individual needs.</li> <li>Develop support staff across the school through <b>apprenticeships</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Employees are highly effective in their roles and well prepared to deliver the best possible education and experience and outcomes for all its pupils.</li> <li>Staff are motivated, competent and have high self-esteem. This supports the retention of staff at Hartford Infant and Pre School.</li> </ul>
<ul style="list-style-type: none"> <li>Embed our broad, engaging, <b>enquiry-based curriculum</b> from Pre School through to end of Key Stage 1 with a continued emphasis on <b>oracy</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Improved outcomes for all pupils from their individual starting points.</li> </ul>
<ul style="list-style-type: none"> <li>Through <b>rigorous assessment</b> identify children most affected by school closures [Summer 2020, Spring 2021] and deliver regular, <b>bespoke interventions</b> and tutoring over a sustained period to support gaps within learning.</li> </ul>	<ul style="list-style-type: none"> <li>Narrow the gap between identified pupils and their peers to meet age related expectations.</li> </ul>
<ul style="list-style-type: none"> <li>Tackle non-academic barriers (such as <b>attendance, behaviour</b> and <b>SEMH</b>) through pastoral support.</li> </ul>	<ul style="list-style-type: none"> <li>Ensure most vulnerable pupils are able to access the curriculum and be successful in all that they achieve.</li> </ul>

## 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:

**£13,000** for Pupil Premium Leader

**£10,000** for CPD and cover

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>PD:</u></b></p> <p>CPD for teaching staff via PLMs will engage with Walkthrus (Instructional Coaching).</p> <p>Engage with Comparative Judgement for writing (No More Marking).</p> <p>Bespoke training for Early Career teachers and unqualified teachers which will include a <u>focus on phonics</u>.</p> <p>Apprenticeship training for Teaching Assistants via Aspire.</p>	<p><b>The EEF guide to supporting school planning: a tiered approach to 2021:</b></p> <p>Drop ins throughout school from 1.11.2021 demonstrated CPD through Walkthrus in place. PLM on 16.11.2021 agenda item that new methods now non negotiables.</p> <p>PLM scheduled on TOP for all teachers to engage in Y1 NMM in Spring 1.</p> <p>CPD overview regularly updated on SharePoint, expectation for all teachers at PLM will share/cascade as applicable new learning to colleagues</p> <p>HT has signed entry requirements for 2 apprentices, courses ongoing with mentor in place</p>	3, 4
<p><b><u>Curriculum:</u></b></p> <p>Engage with the Hunts Collaboration with a focus on oracy.</p> <p>Continue to review and adapt Enquiry Organisers and Medium Term Plans to ensure a broad and balanced curriculum that focuses on curiosity, confidence and communication.</p> <p>Resume previous [pre Covid-19] reading strategies e.g. sending phonics based books home, whole-school reading tree and cards, volunteer reading support.</p>	<p><b>The EEF guide to supporting school planning: a tiered approach to 2021 &amp; EEF Teaching and Learning toolkit:</b></p> <p>Scheduled for Spring 1 2022.</p> <p>Headteacher meets with lead teachers from R-Y2 to ensure progression of curriculum each half term. Learning Leaflets and Enquiry Organisers are tweaked to meet chn's needs.</p> <p>Letter sent to parents explaining reading system, phonics workshop for YR parents, reading tree established in school, limited volunteers in situ.</p>	3, 4, 5

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

### Budgeted cost:

£4000 for apprentice TA 5 afternoons a week

£6000 for intervention TA

£3000 for NELI

£600 Bug Club subscription

£200 Numbots subscription

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Assessment:</u></b></p> <p>Carry out <b>half termly</b> phonics assessments (phonics screening/HIS phonics tracking grid).</p> <p>Carry out <b>termly</b> reading assessments.</p> <p>Implement Power Maths assessments at the end of a unit.</p> <p>Review interventions on Edukey.</p> <p>Year group data days to standardise and moderate within a year group, including SLT.</p>	<p><b>EEF Teaching and Learning toolkit:</b></p> <p>Autumn 1 phonic checks completed, gaps identified, and support given to chn as necessary e.g. phonics flash in Y2, CEW assessments completed in autumn 2. All assessments used in data days by staff to standardise when moderating work.</p> <p>Completed, chn have moved book band levels. Assessment used in data days for all year groups.</p> <p>Review of plans scheduled for 4.1.2022</p> <p>Data days scheduled for YR 8.12.2021, Y1 15.12.2021 &amp; Y2 16.12.2021</p>	3, 4, 5
<p><b><u>Interventions:</u></b></p> <p>Establish small group phonic interventions for disadvantaged pupils falling behind age related expectations e.g. phonics flash, ERT.</p> <p>Begin small group pre-tutoring for maths vocabulary.</p> <p>Pupil premium champions to read regularly with disadvantaged children (during Ready to Learn time).</p> <p>Complete 2020-21 cohorts NELI programme and begin in Early Years for new cohort.</p>	<p><b>NELI is a DfE recommended programme</b></p> <p>Recorded on Edukey with outcomes monitored and shared at data days.</p> <p>82% met phonics threshold in Y2 in autumn PSCs, an increase from 64% in Summer 2021</p> <p>Drop in by PP Lead to monitor PP champion work.</p> <p>Scheduled for Spring 2021</p>	2, 3, 4

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

Budgeted cost:

£8000 for Nurture room lead TA 5 afternoons a week

£4500 for Nurture room assistant TA 5 afternoons a week

£4000 for trips and club subsidiary

£1000 for milk subsidiary

£10,000 payback for UFSM

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Nurture:</u></b></p> <p>Ensure TA effectively implements nurture in the Rainbow Room to target social, emotional and mental well-being of disadvantaged children.</p>	<p><b>EEF Social &amp; Emotional Learning A guidance document:</b></p> <p>Experienced TA with CPD opportunities completed, nurture room re located and revamped, observation by SENDCo of provision, SDQs and Boxall baseline completed and recorded for provision needs.</p>	1, 2, 6
<p><b><u>Extra-curricular activities:</u></b></p> <p>Free breakfast club and one sports club per term offered to Pupil Premium children.</p>	<p>Following on from PP Lead scrutiny of PP chn's lateness and attendance, school identified families and offered breakfast club, uptake from 3 families.</p>	1, 2, 6
<p><b><u>Well-being support:</u></b></p> <p>Continue engagement with outside agencies to support children's well-being e.g. Acorn project, Inclusive Developments</p>	<p>Established a timetable across the school with needs identified. Reports created by the SENDco and Headteacher for the agencies to track progress and impact of support.</p>	1, 2, 6

**Total budgeted cost: £64,300**

## 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.

Aim	Outcome
	<p><i>Due to the Covid-19 pandemic a measure impact in relation to the previous academic year has been difficult to obtain. These aspects have been incorporated into the strategy for next academic year.</i></p>
1. To increase the progress for all pupil premium children from their starting points.	<p>Y2 Pupil Premium Reading progress (from Y1 Summer 2 – Y2 Summer 1) <b>57% expected progress; 43% above expected progress.</b></p> <p>Y2 Pupil Premium Writing progress (from Y1 Summer 2 – Y2 Summer 1) <b>71% expected progress; 29% above expected progress.</b></p> <p>Y2 Pupil Premium Maths progress (from Y1 Summer 2 – Y2 Summer 1) <b>14% below expected progress; 71% expected progress; 14% above expected progress.</b></p> <p>Y1 Pupil Premium Reading progress (from Y1 Autumn 1 – Y1 Summer 1) <b>38% expected progress; 46% above expected progress.</b> <i>NB. Some missing data due to chdn becoming PP at different points in the year.</i></p> <p>Y1 Pupil Premium Writing progress (from Y1 Autumn 1 – Y1 Summer 1) <b>38% expected progress; 46% above expected progress.</b> <i>NB. Some missing data due to chdn becoming PP at different points in the year.</i></p> <p>Y1 Pupil Premium Maths progress (from Y1 Autumn 1 – Y1 Summer 1) <b>46% expected progress; 38% above expected progress.</b> <i>NB. Some missing data due to chdn becoming PP at different points in the year.</i></p>

	<p>YR Pupil Premium Reading progress (from YR Autumn 2 – YR Summer 1) below expected progress 26%; <b>63% expected progress; 5% above expected progress.</b> NB. Some missing data due to chdn becoming PP at different points in the year.</p> <p>YR Pupil Premium Writing progress (from YR Autumn 2 – YR Summer 1) below expected progress 16%; <b>74% expected progress; 5% above expected progress.</b> NB. Some missing data due to chdn becoming PP at different points in the year.</p> <p>YR Pupil Premium Maths progress (from YR Autumn 2 – YR Summer 1) below expected progress 11%; <b>84% expected progress.</b> Some missing data due to chdn becoming PP at different points in the year.</p>
2.To raise the data outcomes for pupil premium children across the school to be inline with national or above	No 2020-21 data available due to COVID-19.
3. To provide a rich range of opportunities for pupil premium children.	<p>Antarctica visitor.</p> <p>Polar Explorer Day.</p> <p>Harvest festival.</p> <p>Fashion show.</p> <p>Art Exhibition.</p> <p>Y1 Christmas play via video.</p> <p>Christmas fete.</p> <p>Park life trip.</p> <p>Mini First Aiders for Y2.</p> <p>Curriculum development.</p> <p>Oracy.</p> <p>After school multi-skills club (as of Summer term)</p> <p>Nurture provision</p> <p>Bespoke Zoom sessions during school closure.</p> <p>Whole-school PSHE units.</p> <p>Bug Club, Numbots etc.</p> <p>Forest School.</p>
4. To develop the partnerships with key stakeholders.	<p>During school closure, weekly Zoom calls were offered to Pupil Premium children.</p> <p>Door step visits where home learning packs were delivered.</p> <p>Pupil Premium parents were emailed weekly with an update.</p> <p>Phone calls were offered to all parents to check in on children and ask about their well-being.</p> <p>FSM vouchers were organised.</p> <p>Christmas hampers provided for disadvantaged families.</p> <p>Parents invited in for Art Exhibition and Stay and Play sessions.</p> <p>Virtual meetings held e.g. Tour of HIS, Y2 Phonics Screening Information session, Reception Phonics Workshop, New Parents Evening.</p>
5.To ensure each pupil premium child has an individual plan to support their journey through school.	Pupil premium champions set up in the Autumn term. These were then continued in Summer 1 (Spring term school was closed). Targets reviewed at end of academic year.
6.To continue to support children's social, emotional wellbeing and increase the percentage of children raising scores in all 3 elements of assessment.	Children invited to Nurture group, Acorn Project and Inclusive Developments.

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NELI- The Nuffield Early Language Intervention is a 20-week programme proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness.	