



## Hartford Infant and Pre School Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	169
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	July 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Rae Lee
Pupil premium lead	Kayleigh Reid
Governor / Trustee lead	Abigail Shearing

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£67,000
Recovery premium funding allocation this academic year	TBC [At least £5000 based on KS1]
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutoring Programme	£5,832
<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	£72,832

## 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 <b>above the national average for FSM uptake</b> . <b>Hartford Infant and Pre School:</b> 30.2% <b>National average:</b> 23.1%
2	Hartford Infant and Pre School is <b>well above the national average for the proportion of SEN with EHCPs</b> . [Evidence: ISR] <b>Hartford Infant and Pre School:</b> 5.9% <b>National average:</b> 2.1%
3	The school's cohort is now in <b>IDACI Band 4/D</b> which makes us eligible for the <b>National Breakfast Funding Scheme</b> .
4	Previous data demonstrates an increased <b>attainment gap</b> between Non-Pupil Premium and Pupil Premium.
5	<b>Gaps within curriculum</b> due to school closure [Spring 2021 – Y2 cohort].
6	Overall <b>absence rates</b> are higher than the national average <b>Hartford Infant and Pre School:</b> 6.5% <b>National:</b> 5.8%

### 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, mentoring and coaching</b> e.g. to develop UQT</li> <li>Establish <b>strong middle leaders</b> and other individual needs.</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, experience and outcomes for all 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>Enhance 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 at risk of under achievement 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:

- **£17,500** for Pupil Premium Leader
- **£10,000** for CPD and cover
- **£700** Mastering Number resources

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>CPD:</u></b></p> <p>CPD for teaching staff via PLMs (e.g. feedback, reading, phonics, mastery, Walk Thrus, Herts for Learning Y2 spelling, attendance)</p> <p>Engage with Comparative Judgement for writing (No More Marking).</p> <p>Bespoke training for unqualified teachers which will develop high quality teaching and assessment.</p> <p>Whole school Mastering Number CPD linked to maths hub.</p> <p>Subject leads work closely with Hartford Junior School and Jeavons Wood within CAM Trust.</p>	<p><b>The EEF moving forwards, making a difference. A planning guide for schools 2022-23</b></p> <p>p. 7 &amp; 11</p>	4

<p><b><u>Curriculum:</u></b></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>Update and adapt maths curriculum to improve maths fluency through Mastering Number programme linked to Maths Hub</p>	<p><b>The EEF moving forwards, making a difference. A planning guide for schools 2022-23</b></p> <p><b>High quality teaching</b> Improving literacy and maths outcomes p.12</p>	<p>4</p>
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost:**

- **£5000** [to be finalised] Recovery premium tutoring for EYFS
- **£5832** National Tutoring Programme
- **£6000** for support staff to deliver bespoke interventions
- **£500** for preschool phonics programme resources
- **£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>Review interventions on Edukey inc. PP champions.</p> <p>Year group data days to standardise and moderate within a year group, including SLT.</p>	<p><b>The EEF moving forwards, making a difference. A planning guide for schools 2022-23</b></p> <p>Targeted academic support p.18</p>	<p>1, 2, 4, 5</p>
<p><b><u>Interventions:</u></b></p> <p>Introduce CAM preschool phonics programme.</p> <p>Intervention for children who did not meet phonics screening past mark.</p> <p>Establish small group phonic interventions for disadvantaged pupils falling behind age related</p>	<p><b>NELI is a DfE recommended programme</b></p> <p><b>The EEF moving forwards, making a difference. A planning guide for schools 2022-23</b></p> <p>Targeted academic support p.19</p>	<p>1, 2, 4, 5</p>

<p>expectations e.g. phonics flash, ERT.</p> <p>Pupil premium champions to offer bespoke support e.g. 1:1 reading, feedback,</p> <p>Complete NELI programme in Early Years for new cohort.</p>		
<p><b><u>National Tutoring Programme:</u></b></p> <p>Teacher led small group and 1:1 tutoring for Year 1 and 2, with a focus on phonics and reading</p>	<p><b>The National Tutoring Programme</b> offers subsidised school-led tutoring</p> <p><b>EEF Menu of approaches</b></p>	
<p><b><u>Recovery premium:</u></b></p> <p>Teacher led small group and 1:1 tutoring for EYFS</p>		

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

Budgeted cost:

- **£9000** 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 TAs effectively implement nurture in the Nest to target social, emotional and mental well-being of disadvantaged children.</p>	<p><b>EEF Social &amp; Emotional Learning: A guidance document</b></p>	3, 6
<p><b><u>Extra-curricular activities:</u></b></p> <p>One sports club per term offered to Pupil Premium children, and subsidies for school trips.</p>		3, 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><b>EEF Social &amp; Emotional Learning: A guidance document</b></p>	3, 6
<p><b><u>Attendance and lateness:</u></b></p> <p>Monitor attendance and lateness of PP children. Work is liaison with EWO regarding attendance letters. Offer free use of breakfast club for children who are frequently late. Open EHA with</p>	<p><b>The EEF moving forwards, making a difference. A planning guide for schools 2022-23</b></p> <p>Targeted academic support p.22</p>	3, 6

family inclusion worker if needed. Posters regarding attendance and lateness. Continue lateness book.		
<b>STEPS:</b> Introduce STEPS across whole school (a therapeutic approach to positive behaviour management).	<b>The EEF moving forwards, making a difference. A planning guide for schools 2022-23</b> Targeted academic support p.24	3, 6
Engage parents of pupil premium children to attend <b>workshops</b> e.g. through raffle prizes	<b>The EEF moving forwards, making a difference. A planning guide for schools 2022-23</b> Targeted academic support p.22	3, 6

**Total budgeted cost: £67,000**

## 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 2021 to 2022 academic year.

Aim	Outcome
<p>Support the quality of teaching through CPD e.g. to develop UQT, ECT [Early Career Teacher], establish strong middle leaders and other individual needs.</p> <p>Develop support staff across the school through apprenticeships.</p> <p>Embed our broad, engaging, enquiry based curriculum from Pre School through to end of Key Stage 1 with a continued emphasis on oracy.</p>	<p>Employees are highly effective in their roles and well prepared to deliver the best possible education, experiences and outcomes. [Evidence: CPD overview on sharepoint e.g. ECT 2 training; learning walks that show staff are motivated, confident and have high self-esteem; middle leaders have monitored their subject areas termly; Walk Thrus seen throughout school and have impacted on practice e.g. quizzing for knowledge retrieval]</p> <p>Apprentices courses have been partially/fully completed and staff recruited to HIPS.</p> <p>Progress data:</p> <p>Children's cultural capital has been improved by experiences such as a pantomime trip, Shuttleworth trip, sparky start days e.g. Brazil, Evacuees, UK games day, healthy week.</p> <p>Student readers and parent readers read regularly with pupil premium children throughout the year.</p>
<p>Through rigorous assessment identify children most affected by school closures [Summer 2020, Spring 2021] and deliver regular, bespoke interventions and tutoring over a sustained period to support gaps within learning.</p>	<p>Despite rigorous assessment completed to identify children most affected by school closures, the gap between pupil children and their peers was not narrowed. Edukey shows these children to have had regular bespoke interventions to support gaps within their learning. These children will be targeted in 2022-2023 provision.</p> <p>Learning walks and monitoring show that pupil premium champions have a positive impact on children's progress [Evidence: progress data – see above].</p>
<p>Tackle non-academic barriers (such as attendance, behaviour</p>	<p>The most vulnerable children have accessed nurture provision this year via The Nest and have made good progress in their SEMH [Evidence: Boxalls and SDQs]. Despite Covid related illnesses school rigorously monitored attendance/lateness and liaise with CAM Trust EWO this included the 3 letter system, supportive meetings with the EWO and offers for use of breakfast club. Following this,</p>

and SEMH) through pastoral support.	improvements in attendance were seen [Evidence: Attendance folder]. Behaviour is now recorded and monitored on My Concern and appropriate next steps applied e.g. EHAs, speaking to parents, reward charts. Some children have also accessed the Acorn Project.
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## 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.	