



Hartford Infant and Preschool Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 Preschool
Number of pupils in school [including preschool]	189
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Rae Lee
Pupil premium lead	Heather Wiltshire
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	£7,100
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutoring Programme	£2,700
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£76,800

Part A: Pupil premium strategy plan

Statement of Intent

At Hartford Infant and Preschool, 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 Preschool is in line with the national average for FSM uptake . Hartford Infant and Preschool: 24% National average: 25.9%
2	Hartford Infant and Preschool is above the national average for the proportion of SEN with EHCPs . Hartford Infant and Preschool: 3.7% [9.8% among our disadvantaged pupils]. National average: 2.5%
3	The school's cohort is now in IDACI Band 4/D which makes us eligible for the National Breakfast Funding Scheme .
4	Previous data demonstrates an increased attainment gap between Non-Pupil Premium and Pupil Premium.
5	Persistent absence among our disadvantaged pupils is higher than National [percentage of KS1 pupils who miss 10% or more sessions] Hartford Infant and Preschool: 19% National: 17.7%

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"> Support the quality of teaching through CPD, mentoring and coaching e.g. to develop UQT Establish strong middle leaders and other individual needs. 	<ul style="list-style-type: none"> Employees are highly effective in their roles and well prepared to deliver the best possible education, experience and outcomes for all pupils. Staff are motivated, competent and have high self-esteem. This supports the retention of staff at Hartford Infant and Preschool.
<ul style="list-style-type: none"> Develop our curriculum to enable all learners to engage in a 21st century curriculum with a focus on computing and diversity. 	<ul style="list-style-type: none"> Improved outcomes for all pupils from their individual starting points.
<ul style="list-style-type: none"> Through rigorous assessment identify children most at risk of under achievement and deliver regular, bespoke interventions and tutoring over a sustained period to support gaps within learning. 	<ul style="list-style-type: none"> Narrow the gap between identified pupils and their peers to meet age related expectations with a particular focus on Reception and phonics/reading.
<ul style="list-style-type: none"> Raise outcomes and ensure academic progress is very high for all our pupils. 	<ul style="list-style-type: none"> Ensure the outcomes for preschool children are sharply focussed so that they are well prepared for their transition into Reception Establish a consistent approach to supporting attendance where pupils fall below 96%

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 [ELTA, DML, Reading Fluency, Early Language Development via English Hub, Clicker, Seesaw courses etc.]

£573 Seesaw

£1782 Clicker

£2000 for Read Aloud books to support reading curriculum

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD: PLMs – reading fluency [HfL], Maths, writing moderation with HJS</p> <p>ELTA course for newly recruited TAs.</p> <p>Attending DML course through CAM [developing middle leadership].</p> <p>Y1 staff attending - Learning to Read: What do we teach our pupils with moderate to severe and complex SEND?</p> <p>Early Language Development English Hub CPD for 4 members of staff [EYFS/Y1]</p> <p>NELI for Preschool staff.</p> <p>Seesaw training.</p> <p>Clicker training [Teachers and Teaching Assistants]</p> <p>“Get Set for PE” course.</p>	<p>The EEF moving forwards, making a difference. A planning guide for schools 2022-23 p. 7 & 11</p>	<p>4</p>
<p>Curriculum: Introduce Seesaw to Y1 [in line with CAM initiative] across the curriculum</p> <p>Begin to use Teach Computing curriculum across school, reviewing MTPs and Enquiry Organisers.</p> <p>Engage with new PE curriculum “Get Set for PE”</p>	<p>The EEF moving forwards, making a difference. A planning guide for schools 2022-23</p> <p>High quality teaching Improving literacy and maths outcomes p.12</p>	<p>4</p>

<p>Enhance curriculum to incorporate more diversity e.g. books to reflect chn's circumstances and begin to adapt core texts in English and reading LTP/MTP to show greater diversity via books and authors.</p> <p>Create Read Aloud book sets for each year group.</p>		
---	--	--

Targeted academic support (for example, tutoring and interventions)

Budgeted cost:

£2,700 National Tutoring Programme for Reception and Y1 phonics intervention

£2,700 to supplement the above.

£6000 for support staff to deliver bespoke interventions [ERT CPD etc.]

£230 Write Away Together intervention and CPD

£600 Bug Club subscription

£100 Cambugs

£200 Numbots subscription

£100 Preschool resources

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assessment: In Reception carry out phonics assessments fortnightly. Respond to these with twice weekly tutoring [NTP]. In KS1 Continue to carry out half termly phonics assessments. Input this data onto Insight and respond with twice weekly tutoring [NTP].</p> <p>Carry out termly reading fluency assessments. Begin to use fluency assessments in Y2 to be in line with Junior school [Reading Fluency Project].</p> <p>Monitor and review interventions on Edukey inc. Pupil Premium champions.</p> <p>Year group data days to standardise and moderate within a year group, including SLT.</p>	<p>The EEF moving forwards, making a difference. A planning guide for schools 2022-23. Targeted academic support p.18</p>	1, 2, 4, 5
<p>Interventions: 1:1 and/or small group tutoring for Reception phonics to prevent chdn falling behind [using above assessments]</p> <p>1:5 small group tutoring for Y1 children not on track to pass phonics screening.</p> <p>In Y2 establish small group phonic interventions for disadvantaged pupils falling behind age related expectations e.g. phonics flash, ERT, Cambugs, pre-tutoring maths, Write Away Together</p>	<p>NELI is a DfE recommended programme</p> <p>The EEF moving forwards, making a difference. A planning guide for schools 2022-23</p> <p>Targeted academic support p.19</p>	1, 2, 4, 5

Pupil premium champions to offer bespoke support e.g. 1:1 reading, feedback, writing booster		
Accelerated reader for GDS readers in Y2.		
<u>National Tutoring Programme:</u> Teacher led small group and/or 1:1 tutoring for Reception and Year 1, with a focus on phonics and reading	The National Tutoring Programme offers subsidised school-led tutoring EEF Menu of approaches	

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

Budgeted cost:

- **£9000** for Nurture room lead TA 5 afternoons a week
- **£6563** for play therapist two afternoons a week
- **£6000** for trips, extra curricular club and breakfast club subsidiary
- **£1000** for milk subsidiary
- **£10,000** payback for UFSM

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Nurture:</u> Ensure TAs effectively implement nurture in the Nest to target social, emotional and mental well-being of disadvantaged children. Play therapist deliver 1:1 sessions twice a week.	EEF Social & Emotional Learning: A guidance document	1, 2, 3, 4, 5
<u>Extra-curricular activities:</u> Two sports club per term offered to Pupil Premium children, and subsidies for school trips. Y2 Art club from Autumn 2. Yoga club		1, 2, 3, 4, 5
<u>Well-being support:</u> Continue engagement with outside agencies to support children's well-being e.g. Acorn project, Inclusive Developments	EEF Social & Emotional Learning: A guidance document	1, 2, 3, 4, 5
<u>Attendance and lateness:</u> 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 family inclusion worker if needed. Posters regarding attendance and lateness. Continue lateness book.	The EEF moving forwards, making a difference. A planning guide for schools 2022-23 Targeted academic support p.22	1, 2, 3, 4, 5

STEPS: Introduce STEPS across whole school (a therapeutic approach to positive behaviour management).	The EEF moving forwards, making a difference. A planning guide for schools 2022-23 Targeted academic support p.24	1, 2, 3, 4, 5
Engage parents of pupil premium children to attend workshops e.g. through raffle prizes	The EEF moving forwards, making a difference. A planning guide for schools 2022-23 Targeted academic support p.22	1, 2, 3, 4, 5

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 2022 to 2023 academic year.

Aim	Outcome
Support the quality of teaching through CPD, mentoring and coaching e.g. to develop UQT Establish strong middle leaders and other individual needs.	Staff have had a range of CPD opportunities this year, including Mastering Number, SEND updates and Mental Health network meetings as well as TA Phonics training, Early Years Tapestry support and KS1 training on how to support the lowest 20%. Opportunities for observing and coaching others within school has also taken place. (Evidence: CPD overview on sharepoint). UQT achieved BA(Hons) Primary Education Degree. High quality, confident teaching has been observed through termly learning walks and subject monitoring (Evidence: Subject leader drop in forms). STEPS therapeutic behaviour management training for all staff (Evidence: CPD overview and Behaviour Policy). All staff recognise how trauma may impact upon a child's ability to regulate and understand how children benefit from bespoke support.
Enhance our broad, engaging, enquiry-based curriculum from Pre School through to end of Key Stage 1 with a continued emphasis on oracy.	Through the enquiry-based curriculum, children have had a wide range of experiences including a trip to Hamerton Zoo and visited the local library. Sparky Start days e.g. Museum toy box and Grandparent visits, Victorian day, Australia day. Healthy week included trips to the local park, Olympic Gym and visitors providing multiskills, dance and yoga sessions. A document outlining key phrases for adults and children has been created for Pre School and Reception, with a focus on oracy skills. The Preschool have also created a Curriculum Statement, including the importance of play, positive interactions with adults and peers, and communication and language development. Each year group including Preschool, has a selection of 6 core high quality texts to focus on during the year that the children become increasingly familiar with, enhancing their vocabulary, oracy, reading and writing skills. Stem sentences are widely used in all areas of learning and teaching to reinforce the importance of oracy. "I can... I know... I remember...".
Through rigorous assessment identify children most at risk of under achievement and deliver regular, bespoke	Children were identified for interventions using key teacher and statutory assessments (Baseline, Phonics Screening Check). Interventions were regularly monitored, updated and reviewed on Edukey. (Evidence: Edukey provisions). Small group phonics interventions were provided in year 1 and 2. 1:1 reading, and writing and maths group interventions were provided in Reception. The NELI programme was also delivered in Reception to improve communication and language skills. The National Tutoring Programme offered tutoring for Year 1 and 2 with a focus on phonics and reading. PP+ 1:1 tutoring also provided based around individual needs, including reading. Pupil Premium Champions offered bespoke support for individual children including 1:1 reading. PP Champion targets were regularly reviewed and updated on Edukey (Evidence: Edukey provisions).

<p>interventions and tutoring over a sustained period to support gaps within learning.</p>	<p>Learning walks and monitoring show that PP Champions have a positive impact on children's progress (Evidence: progress data, learning walk forms)</p> <p>Attainment gap between PP and non PP not narrowed despite bespoke interventions put into place (Evidence: Insight). However, most PP children made expected or above expected progress.</p> <p>Progress data taken from Insight:</p> <table border="1" data-bbox="343 414 1532 840"> <thead> <tr> <th></th> <th>% making expected progress in Reading</th> <th>% making accelerated progress in Reading</th> </tr> </thead> <tbody> <tr> <td>Reception</td> <td>36% [9% <u>non PP</u> -27%]</td> <td>57% [86% <u>non PP</u> +29%]</td> </tr> <tr> <td>Year 1</td> <td>59% [67% <u>non PP</u> +8%]</td> <td>29% [26% <u>non PP</u> -3%]</td> </tr> <tr> <td>Year 2</td> <td>82% [76% <u>non PP</u> -6%]</td> <td>18% [15% <u>non PP</u> -3%]</td> </tr> <tr> <th></th> <th>% making expected progress in Writing</th> <th>% making accelerated progress in Writing</th> </tr> <tr> <td>Reception</td> <td>36% [9 <u>non PP</u> -27%]</td> <td>57% [86% <u>non PP</u> +29%]</td> </tr> <tr> <td>Year 1</td> <td>71% [86% <u>non PP</u> +15%]</td> <td>12% [7% <u>non PP</u> -5%]</td> </tr> <tr> <td>Year 2</td> <td>82% [76% <u>non PP</u> -6%]</td> <td>18% [12% <u>non PP</u> -6%]</td> </tr> <tr> <th></th> <th>% making expected progress in Maths</th> <th>% making accelerated progress in Maths</th> </tr> <tr> <td>Reception</td> <td>36% [14% <u>non PP</u> -22%]</td> <td>57% [77% <u>non PP</u> +20%]</td> </tr> <tr> <td>Year 1</td> <td>59% [72% <u>non PP</u> +13%]</td> <td>12% [21% <u>non PP</u> +9%]</td> </tr> <tr> <td>Year 2</td> <td>77% [76% <u>non PP</u> -1%]</td> <td>18% [15% <u>non PP</u> -3%]</td> </tr> </tbody> </table>		% making expected progress in Reading	% making accelerated progress in Reading	Reception	36% [9% <u>non PP</u> -27%]	57% [86% <u>non PP</u> +29%]	Year 1	59% [67% <u>non PP</u> +8%]	29% [26% <u>non PP</u> -3%]	Year 2	82% [76% <u>non PP</u> -6%]	18% [15% <u>non PP</u> -3%]		% making expected progress in Writing	% making accelerated progress in Writing	Reception	36% [9 <u>non PP</u> -27%]	57% [86% <u>non PP</u> +29%]	Year 1	71% [86% <u>non PP</u> +15%]	12% [7% <u>non PP</u> -5%]	Year 2	82% [76% <u>non PP</u> -6%]	18% [12% <u>non PP</u> -6%]		% making expected progress in Maths	% making accelerated progress in Maths	Reception	36% [14% <u>non PP</u> -22%]	57% [77% <u>non PP</u> +20%]	Year 1	59% [72% <u>non PP</u> +13%]	12% [21% <u>non PP</u> +9%]	Year 2	77% [76% <u>non PP</u> -1%]	18% [15% <u>non PP</u> -3%]
	% making expected progress in Reading	% making accelerated progress in Reading																																			
Reception	36% [9% <u>non PP</u> -27%]	57% [86% <u>non PP</u> +29%]																																			
Year 1	59% [67% <u>non PP</u> +8%]	29% [26% <u>non PP</u> -3%]																																			
Year 2	82% [76% <u>non PP</u> -6%]	18% [15% <u>non PP</u> -3%]																																			
	% making expected progress in Writing	% making accelerated progress in Writing																																			
Reception	36% [9 <u>non PP</u> -27%]	57% [86% <u>non PP</u> +29%]																																			
Year 1	71% [86% <u>non PP</u> +15%]	12% [7% <u>non PP</u> -5%]																																			
Year 2	82% [76% <u>non PP</u> -6%]	18% [12% <u>non PP</u> -6%]																																			
	% making expected progress in Maths	% making accelerated progress in Maths																																			
Reception	36% [14% <u>non PP</u> -22%]	57% [77% <u>non PP</u> +20%]																																			
Year 1	59% [72% <u>non PP</u> +13%]	12% [21% <u>non PP</u> +9%]																																			
Year 2	77% [76% <u>non PP</u> -1%]	18% [15% <u>non PP</u> -3%]																																			
<p>Tackle non-academic barriers (such as attendance, behaviour and SEMH) through pastoral support.</p>	<p>The most vulnerable children have accessed nurture provision this year via The Nest and have made good progress in the SEMH (Evidence: Boxalls, SDQs, Edukey provision reviews).</p> <p>Breakfast Club offered to all PP children and attendance letters sent to those with an attendance of 95% or less, using the 3 letter system. Supportive meetings with SENCo and Cam Trust EWO. Slight improvements in attendance across year (Evidence: PP attendance monitoring forms, Scholarpack Attendance records).</p> <p>Behaviour recorded on My Concern and all staff training for the STEPS approach (see above). Appropriate next steps applied on an individual basis e.g. speaking to parents, reward charts.</p>																																				

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.	Pearson
Reading Fluency Project [HfL] - informed reading intervention designed to support struggling readers to make swift progress towards reaching age-related expectations.	Herts for Learning
ERT [Expanded Rehearsal Technique]	Cambs Learn Together