



# Hartford Infant and Preschool Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (for the 2024 to 2025 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]	164
Proportion (%) of pupil premium eligible pupils	21.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023-2024 [review] 2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
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	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutoring Programme	£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	£ 67,000

# 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 <b>close to the national average for FSM uptake</b> . <b>Hartford Infant and Preschool:</b> 25% [ISDR Oct 2024] <b>National average:</b> 25.9%
2	Hartford Infant and Preschool is <b>above the national average for the proportion of SEN with EHCPs</b> . <b>Hartford Infant and Preschool:</b> 4.2% [ISDR Oct 2024] <b>National average:</b> 2.5%
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	Hartford Infant and Preschool is <b>above the national average for pupils with EAL</b> . <b>Hartford Infant and Preschool:</b> 19% [ISDR Oct 2024]
5	<b>Persistent absence</b> is higher than national [percentage of KS1 pupils who miss 10% or more sessions] <b>Hartford Infant and Preschool:</b> 18.2% [ISDR Oct 2024] <b>National:</b> 16.2%

## 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 Preschool.</li> </ul>
<ul style="list-style-type: none"> <li>Develop our <b>curriculum</b> and staff understanding of play to support learning behaviours in school through an introduction to OPAL.</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 with a particular focus on EYFS and phonics/reading.</li> </ul>
<ul style="list-style-type: none"> <li>Raise <b>outcomes</b> to be higher than previous years and ensure academic progress is good or better for all pupils.</li> </ul>	<ul style="list-style-type: none"> <li>Consistently monitor progress of all children and ensure interventions are in place to improve progress.</li> </ul>
<ul style="list-style-type: none"> <li>Improve <b>attendance</b> of all children with a particular focus on PP children.</li> </ul>	<ul style="list-style-type: none"> <li>Establish a consistent approach to supporting attendance where pupils fall below 96%.</li> <li>Offer bespoke support for families where necessary.</li> </ul>

## Activity in this academic year

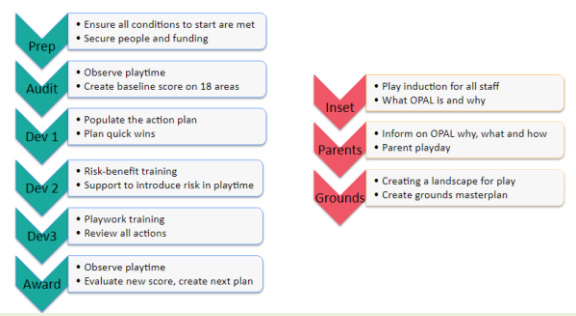
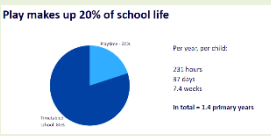
This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

£7,500 for Pupil Premium Leader

£10,000 for CPD and cover

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>CPD:</b></p> <p>ELSA for “The Nest” lead.</p> <p>Drawing Club for Reception teachers.</p> <p>Early Excellence - Rethinking the Learning Environment in KS1 for Year 1 teachers.</p> <p>Seesaw training for Year 2 teachers.</p> <p>Begin OPAL journey/CPD for staff:</p> 	<p><b>The EEF moving forwards, making a difference. A planning guide for schools 2022-23 p. 7 &amp; 11</b></p>	<p>4</p>
<p><b>Curriculum:</b></p> <p>Introduce Seesaw to Year 2 [in line with CAM initiative] across the curriculum</p> <p>Introduce Drawing Club to Reception.</p> <p>Explore continuous provision in Year 1</p> <p>Begin OPAL journey and design a curriculum for play at lunchtimes.</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>

## Targeted academic support (for example, tutoring and interventions)

### Budgeted cost:

£9360 for School Led tutoring – reading fluency, phonics

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

£600 Bug Club subscription

£200 Numbots subscription

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Assessment:</u></b>            In Reception and Year 1 carry out phonics assessments fortnightly. Respond to these with three times weekly tutoring. In Year 2 continue to carry out <b>half termly</b> phonics assessments for those children working at the expected standard. Input this data onto Insight and respond with twice weekly tutoring [NTP].</p> <p>Use YARC reading fluency assessments for some children in Year 2 working towards/below the expected standard.</p> <p>In Year 2 carry out <b>termly</b> reading fluency assessments for all children.</p> <p>Monitor and review interventions on Edukey inc. Pupil Premium champions.</p> <p>Termly 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> Targeted academic support p.18</p>	<p>1, 2, 4, 5</p>
<p><b><u>Interventions:</u></b>            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>1:5 small group tutoring for Y2 children not working at age related expectation for reading fluency.</p> <p>In Y2 establish small group phonic interventions for disadvantaged pupils falling behind age related expectations e.g. ERT, Cambugs, Write Away Together</p> <p>Pupil premium champions to offer bespoke support e.g. 1:1 reading.</p> <p>Accelerated reader for GDS readers in Y2.</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>

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

Budgeted cost:

- **£9000** for “The Nest” lead TA 5 afternoons a week
- **£750 ELSA**
- **£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
<p><b><u>ELSA support:</u></b> Group support 1:1 SDQ as main tracking tool</p>	<p><b>EEF Social &amp; Emotional Learning: A guidance document</b></p>	1, 2, 3, 4, 5
<p><b><u>Extra-curricular activities:</u></b> Two sports club per term offered to Pupil Premium children, and subsidies for school trips.</p>		1, 2, 3, 4, 5
<p><b><u>Well-being support:</u></b> Continue engagement with outside agencies to support children’s well-being e.g. Acorn project, Inclusive Developments  Play therapist deliver 1:1 sessions twice a week.  Drawing and talking intervention</p>	<p><b>EEF Social &amp; Emotional Learning: A guidance document</b></p>	1, 2, 3, 4, 5
<p><b><u>Attendance and lateness:</u></b> Monitor attendance and lateness of PP children. Work is liaison with EWO regarding attendance letters. Offer <b>free use of breakfast club</b> for children who are frequently late. Open EHA with family inclusion worker if needed. Posters regarding attendance and lateness. Continue lateness book.  “Bee on Time” initiative. Encourage chdn to be on time to school by entering into weekly prize draw for voucher and choice of small toy.</p>	<p><b>The EEF moving forwards, making a difference. A planning guide for schools 2022-23</b> Targeted academic support p.22</p>	1, 2, 3, 4, 5
<p><b><u>Parental Engagement:</u></b> Engage parents of pupil premium children to attend <b>workshops</b> e.g. through raffle prizes  Use of social media for communication [Facebook] and online platforms e.g. Seesaw and Tapestry.</p>	<p><b>The EEF moving forwards, making a difference. A planning guide for schools 2022-23</b> Targeted academic support p.22</p>	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 2023 to 2024 academic year.

Aim	Outcome
<p>Support the quality of teaching through CPD, mentoring and coaching e.g. to develop UQT Establish strong middle leaders and other individual needs.</p>	<p>Staff have had a range of CPD opportunities this year, including Developing Middle Leaders, reading fluency (HfL), continued Mastering Number [Maths Hub], local network meetings linked to subjects, Learning to Read: What do we teach our pupils with moderate to severe and complex SEND? [English Hub] The National Disadvantaged Conference, ELTA course for newly recruited TAs, and Early Language Development [English Hub] course for 4 members of staff from Preschool to KS1. CPD received outside of school has been disseminated to the rest of the teaching team via PLMs where necessary. (Evidence: CPD overview on sharepoint).</p> <p>High quality, confident teaching has been observed through termly learning walks and subject monitoring (Evidence: Subject leader drop in forms).</p>
<p>Develop our curriculum to enable all learners to engage in a 21<sup>st</sup> century curriculum with a focus on computing and diversity.</p>	<p>Staff have received up to date Clicker, Seesaw and Scratch Junior CPD. A new computing curriculum has also been put into place to support learners across the school.</p> <p>The children have visited a number of local areas as part of the curriculum this year including the Library, Churches, the Olympic Gym and local parks. Year 2 visited Cambridge Mosque as part of the Religious Education curriculum. We have also had a number of visitors in school including an Olympian, Antarctic explorer and Explorer Dome.</p>
<p>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.</p>	<p>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). Bi weekly phonics assessments focussing on grapheme/phoneme recognition and ability to blend words using these phonemes were completed in Reception and Year 1 to identify individual needs and interventions/tutoring were provided. Small group phonics interventions were provided in year 1 and 2. 1:1 reading, and writing and maths group interventions were provided in Reception.</p> <p>The National Tutoring Programme offered tutoring for Year R and Year 1 with a focus on phonics and reading.</p> <p>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> <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>

	% making expected progress in Reading	% making accelerated progress in Reading
Reception	45% [5% <u>non PP</u> -40%]	45% [91% <u>non PP</u> +46%]
Year 1	67% [81% <u>non PP</u> +14%]	13% [10% <u>non PP</u> -3%]
Year 2	79% [83% <u>non PP</u> +4%]	5% [13% <u>non PP</u> +8%]
	% making expected progress in Writing	% making accelerated progress in Writing
Reception	36% [5% <u>non PP</u> -31%]	55% [93% <u>non PP</u> +38%]
Year 1	67% [86% <u>non PP</u> +19%]	13% [2% <u>non PP</u> -11%]
Year 2	74% [93% <u>non PP</u> +19%]	16% [8% <u>non PP</u> -8%]
	% making expected progress in Maths	% making accelerated progress in Maths
Reception	45% [14% <u>non PP</u> -31%]	45% [84% <u>non PP</u> +39%]
Year 1	53% [86% <u>non PP</u> +33%]	13% [10% <u>non PP</u> -3%]
Year 2	89% [95% <u>non PP</u> +6%]	5% [3% <u>non PP</u> -2%]

Raise outcomes and ensure academic progress is very high for all our pupils.	Progress made across the school:																			
	<p>Progress Overview for Pupils in class RM5, RM6, RM1, RM2, RM3 or RM4, who are disadvantaged – 2023-2024 Autumn 2 to 2023-2024 Summer 2 Main Assessment <span style="float: right;">Print</span></p> <p>Legend: Below Expected (red), Expected Progress (0) (green), Above Expected (blue), Insufficient Data (grey)</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Below Expected</th> <th>Expected Progress (0)</th> <th>Above Expected</th> <th>Insufficient Data</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>4%</td> <td>82%</td> <td>7%</td> <td>7%</td> </tr> <tr> <td>Writing</td> <td>7%</td> <td>78%</td> <td>9%</td> <td>7%</td> </tr> <tr> <td>Maths</td> <td>4%</td> <td>80%</td> <td>9%</td> <td>7%</td> </tr> </tbody> </table> <p>Action plans for EYFSP children were created and monitored across the year.  Summer data for PP Children:  Literacy: 67% PP Children were secure and had made good progress.  Maths: 67% PP Children were secure and had made good progress.</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>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. Breakfast club offered to vulnerable families with a higher number of absences and/or lates. Attendance and lateness continues to be an issue (Evidence: PP attendance monitoring forms, Scholarpack Attendance records).</p>	Subject	Below Expected	Expected Progress (0)	Above Expected	Insufficient Data	Reading	4%	82%	7%	7%	Writing	7%	78%	9%	7%	Maths	4%	80%	9%
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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
Reading Fluency Project [HfL] - informed <b>reading</b> 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