



Hartford Junior 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 Junior School
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	31% (Ever 6)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Rae Lee
Pupil premium lead	Claire Gerrard
Governor / Trustee lead	Abigail Shearing

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,280
Recovery premium funding allocation this academic year	£10,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£111,580

Part A: Pupil premium strategy plan

Statement of Intent

At **Hartford Junior School**, we create a vibrant space where all members of the school and its extended community strive to provide a nurturing and stimulating learning environment, in which our pupils can flourish academically, socially, and emotionally.

We aim to provide a school environment that is a safe, calm and caring, where our pupils behave well and are supportive of each other. We endeavour to challenge our pupils academically and encourage them to share responsibility for their learning. We strive to ensure we are 'Bringing out the Best in Everyone' in order that they meet their full potential academically, emotionally, and socially.

Challenges

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

Challenge number	Detail of challenge
1	Hartford Junior School is above the national average for FSM uptake . <ul style="list-style-type: none"> • Hartford Junior School: 26.7% • National average: 22.5%
2	Hartford Junior School is significantly higher than the national average for the proportion of SEN with EHCPs : <ul style="list-style-type: none"> • Hartford Junior School: 6% • National average: 2% • 25.4% of our Pupil Premium pupils have SEND compared with 16% nationally.
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 that although overall attainment is improving, and the attainment gap between Non-Pupil Premium and Pupil Premium is improving, the attainment gap remains at 22% for reading and maths.
5	There is a continuing legacy of gaps in learning due to school closures during Covid periods.
6	Overall absence rates for disadvantaged pupils are higher than the national average: <ul style="list-style-type: none"> • Hartford Junior School: 7.6% absence • National: 6.3% absence. • For our non-disadvantaged pupils, the absence rate is lower than the national average at 3.4%) Persistent absence rates for our disadvantaged pupils are also higher than national rates: <ul style="list-style-type: none"> • Hartford Junior School: 25.4% absence • National: 17.7% absence.

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 ECTs • Establish strong middle leaders and other individual needs e.g. Curriculum Leads 	<ul style="list-style-type: none"> • Employees are highly effective in their roles. They have high levels of pedagogical subject knowledge which enables them to deliver the best possible education, experiences and outcomes for all pupils. • Staff are motivated, competent and have high self-esteem. This supports the retention of staff at Hartford Junior School.
<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.
<ul style="list-style-type: none"> Raise outcomes and ensure academic progress is good or better for all our pupils, tackling non-academic barriers (such as attendance, behaviour and SEMH) through pastoral support. 	<ul style="list-style-type: none"> Ensure the most vulnerable pupils can access the curriculum and be successful in all that they achieve. Establish a consistent approach to supporting attendance where pupils fall below 96% and where lateness hinders pupils' attainment

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:

- £21,184 for Pupil Premium Leader
- £10,000 for CPD and cover
- £5,000 Curriculum resources

TOTAL: £36,184

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD: CPD for teaching staff via PLMs and team planning (e.g. feedback, 'Write Away Together' CPD, writing progression and moderation, reading progression and phonics, ERT, Herts for Learning Reading Fluency Programme, Teaching for Mastery in maths, Mastering Number)</p> <p>CPD for TAs via after school slots, including reading fluency, ERT, 'Write Away Together' and maths.</p> <p>Subject Leads work closely with Hartford Infant and Preschool Leads, other schools within the Trust and the Strategic Leads within CAM Trust.</p>	<p>The EEF moving forwards, making a difference. A planning guide for schools 2022-23 p. 7 & 11</p> <p>The EEF Special Educational Needs in mainstream classrooms. p. 20</p>	2, 4 and 5
<p>Curriculum: Review and develop the current knowledge rich curriculum to ensure it is ambitious, balanced and meets the needs of all learners.</p> <p>Adapt Medium Term Plans to ensure a cohesive, broad and balanced curriculum which builds on previous learning.</p> <p>Embed the use of ipads as a tool for learning.</p> <p>Continue to update and adapt our English curriculum to improve independent writing.</p> <p>Continue to update and adapt our maths curriculum to improve engagement and outcomes for all our pupils.</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>	4 and 5

<p>Parental engagement Increase parental engagement and communication through open classrooms and parent workshops, support for well-being and attendance.</p>	<p>The EEF moving forwards, making a difference. A planning guide for schools 2022-23</p> <p>Wider strategies Parental engagement approaches p.22</p>	<p>4, 5 and 6</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

- £2,100 for staff to deliver bespoke interventions for Y6 pupils
- £28,388 for Pupil Premium Champion Support

TOTAL: £30,488

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Assessment: Continue to develop the curriculum using formative assessment/low stakes testing to identify learning needs and provide opportunities to revisit and consolidate knowledge.</p> <p>Carry out termly reading, writing and maths assessments in Years 3, 4 and 5.</p> <p>More frequent reading, writing and maths assessments in Year 6 to include SATs practice with supporting adults in place</p> <p>Question level analysis of assessment to identify strengths and areas for development within teaching. Year group Termly Data Days with SLT to standardise and moderate assessment judgements.</p> <p>Review interventions on Edukey inc.</p> <p>Create Pupil Premium [PP] Champions across the school to support PP children</p> <p>Create Pupil Premium Profiles on Edukey to support eh interventions and track support for chn</p>	<p>The EEF moving forwards, making a difference. A planning guide for schools 2022-23</p> <p>Targeted academic support p.18</p>	<p>1, 2, 4, 5</p>
<p>Interventions: Establish and embed close monitoring and recording of interventions.</p> <p>Establish small group phonic interventions for disadvantaged pupils falling behind age related expectations e.g., ERT</p> <p>Pupil Premium Champions to offer bespoke support e.g., 1:1 reading, feedback</p> <p>Targeted catch up tutoring for children starting with children on the cusp of ARE in Year 6 before being rolled out in the earlier years.</p>	<p>The EEF moving forwards, making a difference. A planning guide for schools 2022-23</p> <p>Targeted academic support p.19</p> <p>SEN support: A rapid evidence assessment</p> <p>EEF teaching and Learning Toolkit</p>	<p>1, 2, 4, 5</p>

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

Budgeted cost:

- £20,908 for Family and Inclusion Worker
- £4000 for trips and club subsidiary
- £1000 for bagels subsidiary
- £1000 for fruit subsidiary
- £1000 for attendance monitoring and interventions
- £10,000 for SEMH interventions, e.g. Blue Smile
- £7,000 for Sensory Circuits

TOTAL: £44,908

Activity	Evidence that supports this approach	Challenge number(s) addressed
Nurture: Ensure family and inclusion worker effectively implements nurture and bespoke interventions to target social, emotional and mental well-being of disadvantaged children.	EEF Social & Emotional Learning: A guidance document	3, 6
Extra-curricular activities: One sports club per term offered to Pupil Premium children, and subsidies for school trips.		3, 6
Well-being support: Continue engagement with outside agencies to support children's well-being e.g. Acorn project, Inclusive Developments, Blue Smile.	EEF Social & Emotional Learning: A guidance document	3, 6
Attendance and lateness: Monitor attendance and lateness of PP children. Work is liaison with EWO regarding attendance letters. 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	3, 6
STEPS: Further develop use of 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	3, 6
Engage parents of pupil premium children to attend workshops e.g. coffee mornings	The EEF moving forwards, making a difference. A planning guide for schools 2022-23 Targeted academic support p.22	3, 6

TOTAL: £111,480

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
Support the quality of teaching through CPD, mentoring and coaching e.g. to develop ECTs Establish strong middle leaders and other individual needs.	Staff have had a range of CPD opportunities this year, including raising attainment in writing , SEND updates and Mental Health network meetings. Identified staff have attended PD through the Trust, eg ELTA, OTL and ETL programmes, and Maths Hub NPQs in English and behaviour leadership have been started. ECTs have attended PD through the LA, Teaching School Hub and LA STEPS therapeutic behaviour management training for all staff All staff recognise how trauma may impact upon a child's ability to regulate and understand how children benefit from bespoke support.

	Many subject leads have attended Trust network meetings to help develop their subject leadership skills. This will continue to be a focus this year.
Enhance our broad, balanced and engaging curriculum throughout Key Stage 2.	Work has focussed on continuing to develop the use of the new Opening Worlds curriculum, as well as developing our English and maths curricula to ensure more children meet age related expectations. Outcomes are improved from last year, with a greater percentage of pupils meeting ARE in Y6.
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.	Difficulties in recruiting support staff and high levels of SEMH needs have meant that it has been difficult to carry out all the bespoke interventions planned. Year 6 tutoring was successful in developing the skills and confidence of pupils in maths and more pupils achieved ARE. However, the attendance and engagement of some pupils was poor and more needs to be done to raise expectations and involve parents
Tackle non-academic barriers (such as attendance, behaviour and SEMH) through pastoral support.	External sources of support have been accessed, such as Farm Club and Blue Smile. These interventions, alongside bespoke timetables and support from the SENCO and Family and Inclusion Worker have reduced exclusions and increased the engagement of parents.

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 Programme	HfL
Specialist Knowledge in Maths for ECTs	Cambridge Maths Hub
Support for ECTs – various courses	Cambs LA and Teaching School Hub
SEMH bespoke support	St Ives Farm Club