



Hartford Junior School

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 Junior School
Number of pupils in school	217
Proportion (%) of pupil premium eligible pupils	32% (70 children as of Dec 2024)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Rae Lee
Pupil premium lead	Victoria Hollison
Governor / Trustee lead	Sian Fortt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£96,200
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
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	£ 96,200

Part A: Pupil premium strategy plan

Statement of Intent

At Hartford Junior School, our vision is to create an **aspirational** and **inclusive** educational experience, which not only focuses on **academic success** but also **nurtures** the overall well-being of **every** child. Working **collaboratively** with parents and governors, we aim to provide an environment where our children feel **safe, valued** and **happy**, one which **fosters self-esteem** and supports them to form and maintain **positive relationships** and **communicate effectively**. We aim to empower everyone to reach their **full potential**, regardless of their socio-economic background, so that every child is equipped to become **active** and **contributing members of society**, prepared to make a **meaningful impact** on the world around them.

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 national average for FSM uptake . Hartford Junior School: 30% [ISDR Oct 2024] National average: 25.9%
2	Hartford Junior School is significantly above the national average for the proportion of SEN with EHCPs . Hartford Junior School: 7% [10% among our disadvantaged pupils] [Insight Dec 2024] National average: 3%
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 in Reading and Writing between Non-Pupil Premium and Pupil Premium.

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. 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 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 Junior School.
<ul style="list-style-type: none"> Develop our curriculum and staff understanding of play to support learning behaviours in school through an introduction to OPAL. Develop our curriculum to incorporate 'Sparky Starts' and 'Final Outcomes'. 	<ul style="list-style-type: none"> Improved outcomes for all pupils from their individual starting points. Children are curious learners who can make links in their learning
<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 to be high than previous years and ensure academic progress is good or better for all pupils. 	<ul style="list-style-type: none"> Ensure the most vulnerable pupils can access the curriculum and be successful in all that they achieve.

Activity in this academic year

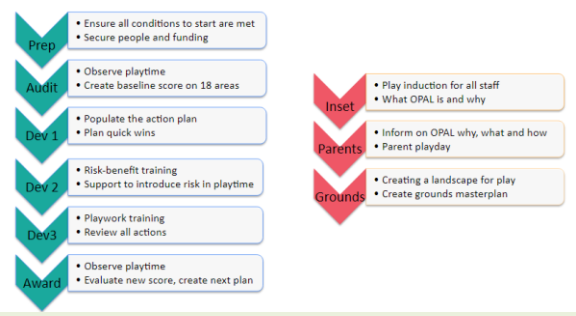
This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost:

- **£17,500** for Pupil Premium Leader
- **£10,000** for CPD and cover
- **£5,000** Curriculum resources

TOTAL: £32,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>CPD:</u></p> <p>CPD for teaching staff via PLMs and team planning.</p> <p>ELSA for “The Nest” lead.</p> <p>Continued Seesaw training.</p> <p>Begin OPAL journey/CPD for staff:</p>  <p>Newly appointed Maths Lead to work closely alongside Maths Hub and attend training to support CPD and disseminate key information and feedback amongst staff</p> <p>CPD for TAs via after school slots, including reading fluency, ERT, ‘Write Away Together’ and maths.</p>	<p>The EEF moving forwards, making a difference. A planning guide for schools 2022-23 p. 7 & 11</p>	<p>4</p>

Subject Leads work closely with Hartford Infant and Preschool Leads, other schools within the Trust and the Strategic Leads within CAM Trust.

Curriculum:
 Introduce new cohort of Year 3 children to Seesaw [in line with CAM initiative] across the curriculum.

Continue to develop the History and Geography curriculum to ensure it is ambitious, balanced and meets the needs of all learners.

Introduce 'Sparky starts' to build enthusiasm and support children to make links and connections.

Adapt Medium Term Plans to ensure a cohesive, broad and balanced curriculum which builds on previous learning.

Embed the use of Ipads as a tool for learning.

Continue to update and adapt our English curriculum to improve independent writing.

Continue to embed 'Mastering number' and 'Going for Gold' sessions to support children's mathematical recall and key number knowledge. Maths lead to facilitate training and mentoring to support teaching staff and support staff and staff to receive coaching from specialist maths teacher.

Continue to update and adapt our maths curriculum to improve engagement and outcomes for all our pupils.

Begin OPAL journey and design a curriculum for play at lunchtimes.

Regular opportunities through staff INSET and PLMs to review the curriculum, allowing time for teachers to assess and adapt teaching for the needs of the PP children.

The EEF moving forwards, making a difference. A planning guide for schools 2022-23

High quality teaching Improving literacy and maths outcomes p.12

Play makes up 20% of school life

Category	Value
Play (20%)	231 hours, 87 days, 7.4 weeks
Total (100%)	1.4 primary years

4

Targeted academic support (for example, tutoring and interventions)

Budgeted cost:

£9500 for School Led tutoring – reading fluency, phonics

£6000 for support staff to deliver bespoke interventions [ERT, YARK Reading fluency CPD etc.]

Total : £15,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Assessment:</u> Carry out termly reading, writing and maths assessments in Years 3, 4 and 5. More frequent reading, writing and maths assessments in Year 6 to include SATs practice with supporting adults in place.</p> <p>Across all year groups, continue to carry out termly YARC reading fluency assessments and respond to these by creating bespoke reading interventions. Continue to use the YARC assessments to establish next steps for learners.</p> <p>Across all year groups, continue to carry out half terming STAR Reader assessments on AR reader.</p> <p>Monitor and review interventions on Edukey inc. Pupil Premium champions. Create Pupil Premium Profiles on Edukey to support interventions and track support for children.</p> <p>Termly 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>	<p>1, 2, 4</p>
<p><u>Interventions:</u> 1:1 and/or small group tutoring to support children who did not meet the Phonics Screening Check.</p> <p>Small group tutoring for children not working at age related expectation for reading fluency.</p> <p>Establish small group phonic interventions for disadvantaged pupils falling behind age related expectations e.g. ERT, Write Away Together</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 to Year 5 students.</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>1, 2, 4</p>

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

Budgeted cost:

- **ELSA £950**
- **£6563** for play therapist
- **£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
- **£1,330** for Sensory Circuits

TOTAL: £36,751

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>ELSA support:</u> Group support 1:1 SDQ as main tracking tool</p>	<p>EEF Social & Emotional Learning: A guidance document</p>	<p>1, 2, 3, 4</p>
<p><u>Extra-curricular activities:</u> Two sports club per term offered to Pupil Premium children, and subsidies for school trips and residential. Promote a range of clubs led by Class Teachers including gardening club, art club</p>		<p>1, 2, 3, 4</p>
<p><u>Well-being support:</u> Continue engagement with outside agencies to support children's well-being e.g. Acorn project, Inclusive Developments Play therapist to deliver 1:1 sessions Introduction of Lego Therapy Family and inclusion worker to continue to implement nurture and bespoke interventions to target social, emotional and mental well-being of disadvantaged children. Weekly Artscapers</p>	<p>EEF Social & Emotional Learning: A guidance document</p>	<p>1, 2, 3, 4</p>

<p>Drawing and talking intervention supported by the Family and inclusion worker.</p> <p>Calm Club at the end of the day supported by the Family and inclusion worker.</p> <p>Pupil Premium Champions to carry out regular well being checks with children and monitor</p> <p>Sensory Circuits to support children to prepare for the day's learning.</p>		
<p><u>Attendance and lateness:</u></p> <p>Monitor attendance and lateness of PP children. Work in 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 to promote attendance with children during weekly celebration assemblies, class with best attendance celebrated weekly. Continue lateness book.</p> <p>“Bee on Time” initiative.</p>	<p>The EEF moving forwards, making a difference. A planning guide for schools 2022-23</p> <p>Targeted academic support p.22</p>	1, 2, 3, 4
<p>Engage parents of pupil premium children to attend workshops e.g. through coffee mornings, through raffle prizes</p>	<p>The EEF moving forwards, making a difference. A planning guide for schools 2022-23</p> <p>Targeted academic support p.22</p>	1, 2, 3, 4

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 ECTs</p> <p>Establish strong middle leaders and other individual needs e.g. Curriculum Leads</p>	<p>Staff have had a range of CPD opportunities, including Oracy, reading fluency (HfL), continued Mastering Number/Going for Gold [Maths Hub], ‘Write Away Together’, phonics, mathematics, moderations. 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>Weekly TA meetings led by SLT to share information and CPD for TAs via after school slots, including reading fluency, ERT, ‘Write Away Together’ and maths.</p> <p>Parent workshops have been facilitated within reading and maths, led by Maths lead/Deputy Head and English Lead/Assistant Head, (multiplication check, mastering number, reading recharged). Key vocabulary and language shared to parents. Parents then invited into the classroom to observe teachers in action.</p> <p>Subject Leads work closely with Hartford Infant and Preschool Leads, other schools within the Trust and the Strategic Leads within CAM Trust. High quality, confident teaching has been observed through termly learning walks and subject monitoring (Evidence: Subject leader drop in forms, feedback).</p>

<p>Develop our curriculum to enable all learners to engage in a 21st century curriculum with a focus on computing and diversity.</p>	<p>Staff have received up to date Clicker, Seesaw and TTRS training. A new computing curriculum has also been put into place to support learners across the school and the curriculum lead has worked closely alongside the Trust Lead to deliver CPD and implement in the curriculum.</p> <p>Children have explored 'empathy' during weekly assemblies led by HT. Diversity lead has explored texts within school and introduced and adapted texts and authors to ensure they include a diverse collection of texts and authors (reading recharged lessons, class library, English teaching).</p> <p>Children have been involved in a range of cross curricular and themed days including empathy day, Religious Education days and healthy week where children visited the Olympic Gym, had an assembly led by an Olympian/ gymnast and workshop led by him for each class.</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 (NFER assessments, RtP, Reading Fluency, Phonics).</p> <p>Interventions were regularly monitored and reviewed. Ready to Progress assessments were introduced and supported by Maths Lead and continue to be embedded across the school. These were used at the beginning of maths topics to identify any misconceptions or areas needed to target for support. Pre teaching and interventions provided where possible across year groups. Reading interventions were provided across the school based on Reading Fluency analysis and NFER data.</p> <p>The National Tutoring Programme offered tutoring for Year 6 and Year 5 in the Summer with a focus on maths.</p> <p>Pupil Premium Champions were established in order to offer bespoke and targeted support for individual children including 1:1 reading and pre tutoring. PP Champion targets were reviewed and updated on Edukey (Evidence: Edukey provisions). Learning walks and monitoring show that PP Champions have a positive impact on children's progress (Evidence progress data, learning walks). However, the attainment gap between PP and non PP has not narrowed despite bespoke interventions put into place (Evidence: Insight).</p> <p>However, most PP children made expected or above expected progress from Autumn to Summer (Evidence from Insight).</p> <div data-bbox="328 1075 1528 1232"> <table border="1"> <thead> <tr> <th>Subject</th> <th>Average</th> <th>3%</th> <th>80%</th> <th>17%</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>+0.2</td> <td>3%</td> <td>80%</td> <td>17%</td> </tr> <tr> <td>Writing</td> <td>+0.4</td> <td>70%</td> <td>28%</td> <td></td> </tr> <tr> <td>Maths</td> <td>+0.6</td> <td>59%</td> <td>39%</td> <td></td> </tr> </tbody> </table> </div> <p>In Year 3, 33% of PP made accelerated progress in maths compared to 24% of non PP children (data taken from Insight):</p> <table border="1"> <thead> <tr> <th></th> <th>% making expected progress in Maths</th> <th>% making accelerated progress in Maths</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>67% [76% <u>non PP</u> +9%]</td> <td>33% [24% <u>non PP</u> -9%]</td> </tr> </tbody> </table> <p>In year 3 in Reading all PP made expected+ progress compared to 91% of non PP children (data taken from insight):</p> <table border="1"> <thead> <tr> <th></th> <th>% making expected progress in Reading</th> <th>% making accelerated progress in Reading</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>90% [76% <u>non PP</u> -14%]</td> <td>10% [15% <u>non PP</u> +5%]</td> </tr> </tbody> </table> <p>In writing progress for PP children is in-line with non PP (data taken from insight):</p> <table border="1"> <thead> <tr> <th></th> <th>% making expected progress in Writing</th> <th>% making accelerated progress in Writing</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>71% [73% <u>non PP</u> +2%]</td> <td>24% [24% <u>non PP</u> 0%]</td> </tr> </tbody> </table> <p>In Year 4, the data shows that PP learners progress data is in-line with non PP in reading and maths (data taken from insight):</p> <table border="1"> <thead> <tr> <th></th> <th>% making expected progress in Maths</th> <th>% making accelerated progress in Maths</th> </tr> </thead> <tbody> <tr> <td>Year 4</td> <td>69% [68% <u>non PP</u> -1%]</td> <td>25% [28% <u>non PP</u> +3%]</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th></th> <th>% making expected progress in Reading</th> <th>% making accelerated progress in Reading</th> </tr> </thead> <tbody> <tr> <td>Year 4</td> <td>69% [68% <u>non PP</u> -1%]</td> <td>31% [33% <u>non PP</u> +2%]</td> </tr> </tbody> </table>	Subject	Average	3%	80%	17%	Reading	+0.2	3%	80%	17%	Writing	+0.4	70%	28%		Maths	+0.6	59%	39%			% making expected progress in Maths	% making accelerated progress in Maths	Year 3	67% [76% <u>non PP</u> +9%]	33% [24% <u>non PP</u> -9%]		% making expected progress in Reading	% making accelerated progress in Reading	Year 3	90% [76% <u>non PP</u> -14%]	10% [15% <u>non PP</u> +5%]		% making expected progress in Writing	% making accelerated progress in Writing	Year 3	71% [73% <u>non PP</u> +2%]	24% [24% <u>non PP</u> 0%]		% making expected progress in Maths	% making accelerated progress in Maths	Year 4	69% [68% <u>non PP</u> -1%]	25% [28% <u>non PP</u> +3%]		% making expected progress in Reading	% making accelerated progress in Reading	Year 4	69% [68% <u>non PP</u> -1%]	31% [33% <u>non PP</u> +2%]
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In **Year 5**, All PP children made Exp+ progress in maths and 60% of PP children made accelerated progress compared to 49% of non-PP (data taken from insight):

	% making expected progress in Maths	% making accelerated progress in Maths
Year 5	40% [51% <u>non_PP</u> +11%]	60% [49% <u>non_PP</u> -11%]

In writing, 100% of PP children made expected+ progress compared to 95% of non PP:

	% making expected progress in Writing	% making accelerated progress in Writing
Year 5	73% [69% <u>non_PP</u> -4%]	27% [26% <u>non_PP</u> -1%]

Reading progress is inline.

In **Year 6** –100% of PP learners made expected+ progress, compared to 95% of non PP. (data taken from insight):

	% making expected progress in Reading	% making accelerated progress in Reading
Year 6	88% [71% <u>non_PP</u> -17%]	12% [24% <u>non_PP</u> +12%]

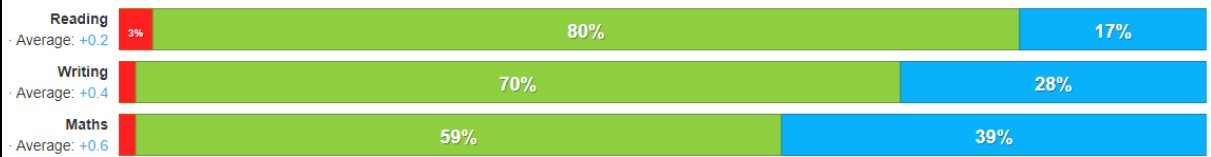
In writing, all PP learners made expected + progress compared to non PP learners where 2% did not make expected progress (date taken from insight):

	% making expected progress in Writing	% making accelerated progress in Writing
Year 6	59% [60% <u>non_PP</u> +1%]	41% [38% <u>non_PP</u> -3%]

In Maths, progress data shows that PP learners progress is in line with non PP learners for accelerated and expected progress.

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.

PP progress made across the school:



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. (Evidence: PP attendance monitoring forms, Scholarpack Attendance records).

Support from the SENCO and Family and Inclusion Worker to access nurture provision this year, including Artsclapers, Get Set, Lunch club, Young Carers and Calm Club. Pupil voice demonstrated that pupils felt positively about accessing these resources. Other evidence includes SDQs, Edukey provision reviews.

Support from Play therapist to deliver 1:1 sessions – children were incredibly engaged and pupil voice demonstrated that pupils looked forward to the sessions and felt positive with regards to the support they received.

Behaviour recorded on My Concern. Appropriate next steps applied on an individual basis e.g. reflection, speaking to parents, reward charts.

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
Specialist Knowledge in Maths for Subject Leaders	Cambridge Maths Hub
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