

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	226
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	July 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Steve Davis
Pupil premium lead	Charlotte Deaves
Governor / Trustee lead	Darren Blake

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,700
Recovery premium funding allocation this academic year	£18,000
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	£93,700

Part A: Pupil premium strategy plan

Statement of intent

We intend to support children in the classrooms to reach their full potential. In order to achieve this, we are focusing on high quality teaching for all and filling gaps in knowledge, especially phonics. We are also focusing on the children's social emotional mental health and supporting them where necessary.

Challenges

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

Challenge number	Detail of challenge
1	Teaching – Time for staff to engage in meaningful CPD
2	Targeted support – Ensuring all pupils are supported according to their needs and are provided with appropriate challenge and scaffolds.
3	Wider support – Ensuring experienced, trained TAs are deployed to support disadvantaged pupils
4	Targeted support – Training TAs in research-led practice

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
Progress in Reading and writing – All pupils to become fluent readers. Pupils at ARE or above and close the word gap. All pupils to develop their disciplinary literacy writing skills and meet ARE or above standards.	Implementation and further embedding of 'Reading Reconsidered' and 'Writing Revolution' principles across the curriculum. Support to be put in place is pre-teaching, intervention of concepts not understood and additional resources and scaffolds to access and complete work.
Phonics – Be fluent in the initial and extended code.	Ensure all relevant staff (including new staff) have received paid-for training to

	deliver the 'Sounds-Write' linguistic phonics programme and interventions
Ensuring high quality, responsive pastoral support is available to all disadvantaged pupils to remove emotional barriers to learning.	Ensure All staff are trained in introduction to mental health and there is a robust framework of support available.

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: £ 37,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure weekly CPD sessions are protected so that teaching staff can devote their time to develop good classroom practice and pedagogy	EEF – Guidance to pupil premium and Special educational needs in mainstream classrooms	1
Teachers trained in Sounds-Write	Sounds-Write is acknowledged by the DfE as meeting ALL its criteria for an effective phonics teaching programme	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 38,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole day of PPA supported by AHTs and SENDCo	EEF – Guidance to pupil premium and Special educational needs in mainstream classrooms	2
Providing TAs training and time to	EEF – Guidance to pupil premium, Special educational needs in	4

communicate with CT about lesson priorities and children's needs.	mainstream classrooms, making the best use of teaching assistants	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Close links with SENDCo, Mental Health Lead, Pupil Premium Lead and Family Worker.	EEF – Guidance to pupil premium and Special educational needs in mainstream classrooms	3
Staff trained in introduction to mental health	Trust approved provider in the YMCA	3
Key staff trained in specific needs/interventions (e.g. AET2)	Local authority approved and facilitated courses.	3

Total budgeted cost: £ 93,700

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 2020 to 2021 academic year.

School activities to support disadvantaged pupils needed to be adjusted to meet the needs of those pupils during the COVID-19 pandemic. Actions and targets were adjusted accordingly	
Aim	Outcome
Ensure every pupil had access to an iPad to maintain access to lessons from home.	All disadvantaged pupils had a school iPad at home and were able to join all remote lessons.
Ensure all disadvantaged and vulnerable pupils were monitored closely to ensure support was provided during lockdown.	Pastoral Support teams were focussed on ensuring all disadvantaged pupils were regularly communicated with and any issues resolved.
Ensure all vulnerable pupils were allocated a place in school during lockdown.	School places were provided for all qualifying pupils.
Ensure teaching approaches effectively supported pupils who may have been falling behind.	Pedagogical approaches were focussed on direct instruction, managing cognitive load and ensuring retrieval of learned information.
Ensure pastoral support processes were effective for disadvantaged pupils.	Family worker, trained TAs and other pastoral support staff were focussed on disadvantaged pupils. The learning loss was minimised.

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
N/A	