



Pupil premium strategy statement

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	427
Proportion (%) of pupil premium eligible pupils	7.04%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Full Governing Body
Pupil premium lead	Simon Kidwell
Governor / Trustee lead	Joanna Collings

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£46,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 46,050



Part A: Pupil premium strategy plan

Statement of intent

At Hartford Manor, we are committed to ensuring disadvantaged pupils thrive academically, socially and emotionally. Over the next three years we will focus sharply on the most significant barriers affecting our disadvantaged pupils: attendance, access to enrichment, early reading and writing, and speech and language development.

Previous strategy reviews show that:

- Attendance remains the single greatest barrier to attainment.
- Early reading and phonics interventions are effective, but gaps persist for pupils with poor attendance and limited vocabulary.
- Speech and language need remains substantial, especially in [Early Years Foundation Stage \(EYFS\)](#), with [Nuffield Early Language Intervention \(NELI\)](#) and specialist input showing good impact.
- Enrichment and wider participation raise engagement, wellbeing and motivation, yet the PP cohort currently accesses these less frequently.

Our three-year plan aims to secure excellent attendance, strong foundational literacy, and rich school experiences for every disadvantaged child.

Challenges

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

Challenge number	Detail of challenge
1. Attendance and Persistent Absence	PP pupils continue to have significantly lower attendance than non-PP peers; persistent absence is concentrated within a few families.
2. Early Reading and Writing	Gaps exist in phonics proficiency for disadvantaged pupils; continuity of learning is disrupted when attendance is poor.
3. Access to Enrichment and Wider Curriculum	PP pupils access fewer extra-curricular clubs, trips, arts and sports opportunities—limiting cultural capital, confidence and aspiration.
4. Emotional Regulation and transition	Behaviour and emotional regulation have improved, but a proportion of PP children still require structured support to be “ready to learn” at key points in transition: EYFS-Y1, Y2-Y3 and Y6 to high school.



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
1 – Attendance	<ul style="list-style-type: none">• PP attendance is 95% (in line with school target).• Persistent absence among PP pupils is reduced from 2024/25 base-lines.• Families are supported early and consistently.
2 – Early Reading and writing	<ul style="list-style-type: none">• 90% of PP pupils pass the Phonics Screening Check by end of Year 2.
3 – Enrichment Participation	<ul style="list-style-type: none">• 100% of PP pupils access at least one enrichment activity (sports, arts, clubs) each term.• Barriers such as cost, transport, confidence, and equipment are removed.
4 – Transition and Behaviour	<p>Reduction in behaviour incidents for PP pupils.</p> <ul style="list-style-type: none">• Pupils demonstrate improved self-regulation and positive engagement.• Transition programme for <u>Foundation Stage</u> to Y1 and Year 6 to Year 7

Activity in this academic year

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



Teaching (for example, Continuous Professional Development (CPD), recruitment and retention)

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for Staff on the New Writing Framework	To strengthen the teaching of writing across the school, we will invest in high-quality CPD focused on the new writing framework, with an emphasis on building foundational knowledge. This training will ensure all staff understand the progression of transcription and composition skills, the role of sentence-level grammar, and strategies for developing vocabulary and spelling. According to the Education Endowment Foundation (EEF), effective professional development can have a significant positive impact on pupil outcomes , particularly when it is sustained, collaborative, and linked to classroom practice. By equipping teachers with a deep understanding of foundational writing components, we aim to improve consistency and precision in teaching, ultimately raising attainment for pupils who are currently performing significantly below age-related expectations.	2
Staff Training for New Staff on Floppy's Phonics	To ensure consistency and fidelity in the delivery of our phonics program, all new staff will receive comprehensive training on <i>Floppy's Phonics</i> . This training will focus on the systematic synthetic phonics approach, progression through the phases, and effective strategies for supporting early reading and spelling. The Education Endowment Foundation (EEF) identifies phonics as a high-impact, low-cost intervention , with an average of	2



	<p>+5 months' progress when implemented well. By equipping new staff with the knowledge and confidence to deliver Floppy's Phonics accurately, we aim to maintain high-quality teaching and secure strong outcomes in early reading for all pupils, including those eligible for Pupil Premium. Ongoing coaching and fidelity checks will ensure the program is embedded effectively across the school.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> Phonics catch up at Year 2 and 3 	<p>To accelerate progress in early reading for pupils eligible for Pupil Premium, we will provide targeted small-group phonics tuition led by a skilled practitioner. The Education Endowment Foundation (EEF) highlights that phonics approaches have a high impact for very low cost, with an average of +5 months' progress, particularly when delivered in structured, systematic sessions. Small-group tuition enables focused teaching of decoding, blending, and segmenting skills, while fostering peer support and confidence. This intervention will prioritize pupils who did not meet the expected standard in the KS1 phonics screening, ensuring gaps are addressed promptly. Progress will be monitored through regular phonics assessments and tracking against the school's phonics progression framework.</p>	2



<ul style="list-style-type: none"> One-to-one writing for identified PP pupils in 2026 cohort 	<p>To address significantly below-average writing outcomes at KS1 for our pupil premium cohort, we will implement structured one-to-one tuition delivered by an experienced teacher. According to the Education Endowment Foundation (EEF), one-to-one tuition is a highly effective intervention, with an average impact of +5 months' progress when delivered by qualified staff and targeted to specific learning gaps. This approach allows for precise feedback, tailored scaffolding, and immediate correction of misconceptions, which is particularly critical for pupils struggling with transcription and composition skills. Sessions will focus on sentence structure, vocabulary development, and writing stamina, aligned with the school's literacy framework. Monitoring will include baseline and post-intervention writing assessments to evidence accelerated progress.</p>	2

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

Budgeted cost: £ 16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Strategies	Improving attendance for pupils eligible for Pupil Premium is a key priority, as persistent absence remains the most significant barrier to attainment. Our approach will combine proactive family engagement, structured routines, and incentives to promote regular attendance. The Education Endowment Foundation (EEF) notes that parental engagement strategies	1



	<p>can have a positive impact of up to +4 months' progress, particularly when they focus on building relationships and supporting learning at home. We will implement targeted meeting with families, regular communication to strengthen parental understanding of the link between attendance and achievement. Additionally, we will expand access to breakfast clubs to encourage punctuality and readiness to learn, supported by evidence that structured starts to the day can improve both attendance and behaviour. Attendance will be monitored weekly, with rapid intervention for pupils at risk of persistent absence.</p>	
Transition Strategies	<p>To support pupils eligible for Pupil Premium during key transition points—such as moving from EYFS to KS1 and KS2 to KS3—we will implement structured transition programs that focus on continuity of learning and emotional wellbeing. Research, including EEF guidance on transition, highlights that well-planned transition support can reduce anxiety, maintain academic progress, and strengthen engagement. Our approach will include joint planning meetings with receiving teachers, pupil passports summarizing strengths and needs, and additional visits to new settings for vulnerable pupils. For Year 6 pupils, we will provide targeted sessions on organisational skills, resilience, and secondary school routines. These strategies aim to mitigate the risk of learning loss and disengagement often associated with transition periods.</p>	4



Support with Enrichment and Extra-Curricular Activities	<p>To broaden experiences and raise aspirations for pupils eligible for Pupil Premium, we will provide targeted support to ensure access to enrichment and extra-curricular opportunities. Evidence from the Education Endowment Foundation (EEF) suggests that participation in arts, sports, and cultural activities can enhance engagement, improve social skills, and contribute to academic progress, particularly when linked to curriculum learning. Our strategy includes subsidising costs for clubs, trips, and residential visits, as well as prioritising places for disadvantaged pupils in activities that develop confidence and teamwork. By removing financial and logistical barriers, we aim to ensure all pupils benefit from a rich and varied school experience that supports both personal development and academic success.</p>	1 and 3
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Total budgeted cost: £ 46,000



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Attendance

Pupil premium attendance continues to be a significant challenge.

- In 2024- 2025 out of a cohort of 33 pupil premium children, 13 were persistently absent.
- In the current academic year out of a cohort of 22 pupil premium children, 6 were persistently absent.

Although this shows a slight improvement, persistent absence remains stubborn and is not showing the same rates or improvement as the SEND or non-pupil premium cohort. Where appropriate, fines for families have been issued and forwarded to the local authority.

Next Steps: Attendance for the pupil premium cohort must be a key focus in the next strategy, with proactive measures to reduce persistent absence and improve engagement of a small number of families.

2. Phonics and Reading

There is a significant overlap between SEND and pupil premium cohorts, and numbers remain small. Analysis of the three-year trend for the phonics screening check shows that 9 out of 12 pupil premium children passed the threshold.

Daily phonics catch-up sessions, guided reading, and volunteer Reading Team support continue to be embedded.

Next Steps: Maintain targeted phonics interventions and strengthen early identification for SEND/PP overlap.

3. Oral Language and Communication

Speech and language interventions remain in place, supported by specialist input. Individual assessments have informed SEN referrals and targeted support.

Over the last two years, 5 out of 9 pupil premium children reached the expected levels in speaking. Analysis shows a strong link between low attendance and children not reaching expected levels in speaking and communication.



Next Steps: Continue NELI and early intervention programs to close vocabulary gaps and address attendance-related barriers to language development.

4. Emotional Regulation and Behaviour

Behaviour incidents for pupil premium pupils have reduced significantly. Children are showing better self-regulation, and playground behaviour has improved through the introduction of playground zones encouraging smaller group activities, reducing large games of football and additional SLT presence.

Next Steps: Sustain relational practice and embed positive engagement strategies across all phases.

Overall Impact

While progress has been made in phonics, behaviour, and emotional regulation, attendance remains the most significant barrier to attainment. The next strategy must prioritize attendance alongside continued academic and wellbeing support.