

Pupil premium strategy statement

School overview

Metric	Data
School name	Pottery Primary School
Pupils in school	319
Proportion of disadvantaged pupils	22%
Pupil premium allocation this academic year	97,460
Academic year or years covered by statement	2021-2022
Publish date	01.09.21
Review date	01.09.22
Statement authorised by	Governing Body
Pupil premium lead	Liz Peach
Governor lead	Martin Osborne

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	
Writing	
Maths	

Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Reading-31% Writing-24% Maths-26%
Achieving high standard at KS2	Reading-12% Writing-7% Maths-5%
Measure	Activity
Priority 1	<ul style="list-style-type: none">• Ensure all relevant staff have high quality CPD in Mastery teaching of maths.• Resources purchased to deliver more hands on practical maths

	<ul style="list-style-type: none"> • Additional maths specialist teacher continues to teach maths so children can be taught in single year groups • Purchasing extra maths resources to help teachers produce high quality lessons • UPS 2 teacher to teach small groups of Key stage 1 children • Assistant head to teach small groups of Year 5/6 children initially • National Tutoring Programme to continue?
Priority 2	<ul style="list-style-type: none"> • Ensure all staff have high quality CPD in the teaching of early reading. • Phonics CPD from teaching Hub • Whole class shared reading introduced across the school • Reading specialist teacher to deliver reading model lessons to each class • UPS 2 teacher to teach Key stage 1 PP children for 5 hours per week in small groups • Assistant headteacher to teach Key stage 2 PP children for 5 hours per week
Barriers to learning these priorities address	Ensure staff use evidence -based whole-class teaching interventions and small group interventions. Research from EEF
Projected spending	<p>Reading specialist teacher £250 per half day (£1000 across school)</p> <p>Phonics CPD from teaching hub-£1600</p> <p>Teacher to cover maths intervention with PP children £21,658</p> <p>Extra maths resources-£684.89</p> <p>£518.43</p> <p>M6 teacher 0.4- £6,368 per term</p> <p>5 hours UPS 2 teacher- £2,545 per term (£7635)</p> <p>5 hours per week M6 - £ 2,334 per term (£7002)</p> <p>M6 teacher to teach PP year 3/4 children 2 afternoons a week after Christmas £4668</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve National average progress scores in KS2 reading (0)	September 2022
Progress in Writing	Achieve National average progress scores in KS2 writing (0)	September 2022
Progress in Mathematics	Achieve National average progress scores in KS2 mathematics (0)	September 2022
Phonics	Achieve National average score in PSC	September 2022
Other	Improve attendance of disadvantaged pupils to LA average	September 2022

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> • Ensure all relevant staff have high quality CPD in Mastery teaching of maths. • Resources purchased to deliver more hands on practical maths • Additional maths specialist teacher continues to teach maths so children can be taught in single year groups • National tutoring programme for small group maths tuition • Purchasing extra maths resources to help teachers produce high quality lessons
Priority 2	<ul style="list-style-type: none"> • Ensure all staff have high quality CPD in the teaching of early reading. • Whole class shared reading introduced across the school • Reading specialist teacher to deliver reading model lessons to each class • UPS 2 teacher to teach reading to Key stage 1 PP children for 5 hours per week in small groups • Assistant headteacher to teach Key stage 2 PP children for 5 hours per week

Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged children Support from home with homework and home learning during Lockdown and Bubble closures
Projected spending	Reading specialist teacher £250 per half day (£1000 across school) Phonics CPD from teaching hub-£1600 Teacher to cover maths intervention with PP children £21,658 Extra maths resources-£684.89 + cost of Cuisenaire and other manipulatives-£518.43 M6 teacher 0.4- £6,368 per term 5 hours UPS 2 teacher- £2,545 per term (£7635) 5 hours per week- £ 2,334 per term (£7002) M6 teacher to teach PP year 3/4 children 2 afternoons a week after Christmas £4668

Wider strategies for current academic year

Measure	Activity
Priority 1	<ul style="list-style-type: none"> To ensure all disadvantaged children have emotional support when required from a full time well-being mentor. Families of vulnerable families also have support from the well-being mentor-supported by an ELSA trained TA
Priority 2	<p>To improve self confidence in PP children</p> <ul style="list-style-type: none"> Access to afterschool clubs Visits and visitors enhance learning for PP children Access to music tuition
Barriers to learning these priorities address	Parents allowing children to participate in visits clubs and music opportunities
Projected spending	£32,582-Well-being mentor

	<p>£2000 per year-clubs £3000 -visits visitors £1,500 -music tuition</p> <p>Total: Projected spend -87,786.43 will review after 6 months and spend remaining budget on increased intervention groups.</p>
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Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time given for professional development	Use of INSET time and MK to cover teachers on rota basis for CPD
Targeted support	Ensure enough time for maths and English lead support teachers	MK released for 2 afternoons per week (3 from Christmas) UPS2 teacher released to support small groups from September in Key Stage 1
Wider strategies	Engaging the families facing the most challenges	Support for families from well-being mentor

Review: last year's aims and outcomes

Aim	Outcome
Data unavailable due to COVID measures	There are gaps in learning due to a lack of parental support to aid remote learning during lockdown with some of our families