

# Pupil premium strategy statement – Pottery Primary School

This statement details our school's use of pupil premium (and recovery 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	317
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Liz Peach
Pupil premium lead	Liz Peach
Governor / Trustee lead	Martin Osborne

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 99,720
Recovery premium funding allocation this academic year	£ 10,440
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
<b>Total budget for this academic year</b>  <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>	£ 110.160



# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face in life, make good progress and achieve their best across all subject areas. The focus of our Pupil Premium Strategy is to help us achieve and sustain positive outcomes for our disadvantaged pupils. At Pottery Primary school we offer a broad ,rich balanced curriculum. It is our intent that the curriculum and teaching and learning within it meet the needs of all pupils, so that all children develop academically, culturally, physically, emotionally and creatively.

Following the guidance of the Education Endowment Foundation, we adopt a tiered approach to our expenditure which prioritises quality first teaching ensuring high quality teaching with a teacher delivering good to outstanding teaching in all lessons to all pupils. Every teacher is supported by high quality on-going CPD. Quality first teaching in all classes is at the heart of our approach with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the attainment gap. Our strategy will mean that all pupils will benefit from quality first teaching. Where pupils are at risk of not making at least expected progress the school implements a range of targeted academic support from very experienced mainly Upper Pay spine teachers. In Early years the support is delivered by an outstanding teacher assistant (rated outstanding by Ofsted in 2 previous inspections)

We also support children who have a social worker, have English as an additional language or are young carers. We have a well-being mentor and safe-guarding Manager who works closely with our disadvantaged families funded by pupil Premium. She liaises daily with the Headteacher.

Our strategy is also integral to wider plans for recovery following the Covid-19 pandemic. The gap between disadvantaged and non-disadvantaged has been exacerbated at National level.

Almost a quarter of our children are Pupil Premium. This has risen since the pandemic and a lot of our families are struggling financially and emotionally. Therefore, our plan is vital to close the gap.

We provide a range of opportunities for our disadvantaged pupils, including extra tuition in small groups for academic subjects, music, cooking, maths taught in single year groups and funding for visits and visitors.



Our aim for all our children including the disadvantaged is that they:

- Develop enquiring minds and a spirit of curiosity
- Become highly motivated life-long learners
- Are flexible and adaptable for the modern world
- Have high self-esteem; respecting themselves, others and the environment
- Can work independently and collaboratively
- Achieve high standards in all areas of the curriculum
- Gain advanced technological skill
- Seek to extend themselves in mind, body and spirit

We believe that each child will succeed through experiencing quality in:

- A creative and challenging curriculum
- A stimulating and exciting learning environment
- Plenty of opportunities to take learning outside
- A rich, varied and up to date range of learning resources
- Innovative teaching and an investigative approach to learning
- An ethos of support, challenge and encouragement to succeed
- Learning partnerships between school, home and the community
- An enriching programme of extra-curricular activities

Setting priorities. is key to maximising the pupil premium grant.

Our priorities are summarised below

- Ensuring all pupils receive quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Acting early to provide targeted support for pupils not making expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour for learning, well-being and cultural capital
- Adopting a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise all staff expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	Children in school have a variety of social and emotional needs requiring extra support. A high number of our disadvantaged children have had Adverse Childhood experiences (ACES). As a result many have heightened social emotional and behavioural needs.



2	Attendance data over the last year indicates data for disadvantaged pupils is lower than non-disadvantaged Lateness also means some disadvantaged children miss the start to lessons.
3	Writing assessments show that attainment in writing is below the rest of the cohort. In year six. 3 of the 6 disadvantaged children achieved the expected level.
4	Maths assessments show that attainment in maths for disadvantaged pupils is below the rest of the cohort. In year six 2 of the 6 disadvantaged children achieved the expected standard (33%)
5	EYFS assessments show children's attainment entering reception is below the rest of their peers. Baseline data has shown that the disadvantaged children have less 'ready to learn skills' language acquisition and vocabulary than their peers. This gap is evident across all classes in school
6	Phonics and reading interventions in EYFS and Key Stage One because results indicate that the disadvantaged do less well than their peers

## 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
Improved attainment across the curriculum for disadvantaged pupils	All disadvantaged pupils will make at least expected progress or better. Pupil premium children will outperform national average data for attainment and progress.
Pupils and families with identified social, emotional, mental health or health needs are supported by school staff and the well-being mentor so that they can achieve their learning potential	Schools DSL's continue to sign post parents to services to support them. All classes have zones of regulation in place and lots of opportunities to talk about feelings.  Children all feel confident there is an adult in school they can talk to (questionnaire results)  Specialist play therapist to work with selected individual pupils once a week.  Well- being mentor will regularly see our most vulnerable children.
Pupils will receive an enriched curriculum in the form of residential trips, educational visits, visitors, community events, forest schools,	Pupil voice at school council shows that pupils are accessing a broad range of curriculum enrichment activities.



<p>Pupils will benefit from enriched English SMSC RE and PSHE reflecting our community needs.</p> <p>All pupils will be given access to high quality challenging texts during shared reading which will also influence their writing.</p> <p>The write stuff by Jane Considine has been purchased, trialled by year 5/6 then across the school</p>	<p>Pink books, curriculum subject lead folders and classroom displays all show evidence</p> <p>Disadvantaged pupils benefit from a wide range of in and out of school experiences to help them gain first hand experience of other cultures and beliefs. Disadvantaged children will experience a wide range of opportunities to read and write across the curriculum and achieve standards in line with national. Whole school implement, 'The Write Stuff' by Jane Considine</p>
<p>Improved maths attainment results at the end of Key Stage 2</p>	<p>Maths programme Maths Mastery plus is fully embedded across school.</p> <p>CPD is completed regularly using resources provided and led by maths subject lead</p>
<p>Increase home links and visits with pre-schools to support families with the transition to school and ensure more children are school ready.</p>	<p>Increased opportunities to engage with families</p> <p>Toddler mornings in school</p> <p>Information events</p> <p>Continue with parent meetings eg reading phonics</p> <p>Parent questionnaire for new parents to see how we can improve</p> <p>EYFS data continues to improve</p> <p>ALL children arrive at school able to speak in full sentences (unless SEND)</p>
<p>Phonics and reading in EYFS will improve so disadvantaged children do as well as their peers</p>	<p>Highly trained phonics TA (Ofsted graded outstanding) to work with PP in Reception 2 afternoons per week</p> <p>A UPS 3 teacher to work with small groups for phonics and Key stage one early reading for 2 afternoons per week.</p> <p>Results for disadvantaged will improve and the gap will close.</p>

## 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: £ [39,400]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths is taught in single year groups. We employ a specialist maths teacher and a specialist maths teaching assistant for 4 mornings a week. £21,700 (Teacher) £8000 (TA)</p> <p>Maths subject lead working closely with the maths Hub and cascading knowledge learned to whole team</p> <p>We use Maths Mastery Ark plus across the school</p> <p>All CPD planning, PowerPoints and intervention programmes are provided.  £2700</p>	<p>Smaller class sizes impact on children's attainment because they get more individual attention.</p> <p>EEF has stated that children on this programme make 4 months more progress than on any other scheme</p> <p>Using manipulatives and representations and regular assessments. We have purchased lots more and had highly effective CPD from a maths SLE</p> <p>Dedicated time for mathematics and then integrate throughout the day. So we now have a maths problem solving session daily and a separate maths meeting which develops fluency and long term memory through repetition</p>	4
<p>Whole school focus on the teaching of writing. Whole staff CPD Visit to a school using The write stuff The writing subject Lead and headteacher visited for a morning</p>	<p>EEF guidance improving literacy in Key stage 1 and 2 shows that writing is part of a larger process for teaching language including reading capabilities and reading comprehension. Speaking and language skills develop skills and wider understanding of language. We need a balanced approach to</p>	3



<p>Year 5/6 trialling programme initially £2500</p> <p>Continue to develop shared reading and purchase more challenging texts</p> <p>Wider experiences built into the whole school curriculum to address the cultural capital deficit and improve greater use of vocabulary with new experiences</p> <p>Increase visits, residential, wider opportunities</p> <p>£4000</p>	<p>reading with comprehension and decoding. High quality interventions</p> <p>The Sutton Trust reports that parents play a significant role in the educational development of their children and these influences differ substantially for disadvantaged children limiting the social , cultural and financial capital. Furthermore better off parents are more likely to support their child outside of school through visits to historical and culturally significant sites, through music tuition and sports club attendance etc.</p>	
<p>Whole school training My Happy mind</p> <p>To support disadvantaged pupils in particular to develop positive mental habits leading to positive mental health</p> <p>£2500</p>	<p>My Happy Mind is a resource recommended by the DDC mental health team to help create a culture of positive mental well-being.</p>	1
<p>Whole school training on improving metacognition and self-regulated learning in pupils</p> <p>£500</p>	<p>EEF Metacognition and self-regulated learning recommends that all teachers have professional understanding. Explicitly teach pupils, model own thinking aloud, set appropriate level of challenge.</p> <p>Explicitly teach children how to manage and learn independently.</p> <p>Teachers teaching learners how to learn</p>	3 4

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

Budgeted Cost :£29,553

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group phonics and reading support</p> <p>Cooking and gardening</p> <p>For EYFS PP children</p> <p>With an outstanding TA</p> <p>£2,500</p>	<p>The EEF reports: The average impact of the adoption of phonics approaches is about an additional 5 months progress over the year.</p> <p>Effective phonics intervention needs to be embedded in a rich literacy environment for early readers.</p>	6



Small group phonics and reading interventions in year 1 / 2 with a UPS teacher £7365		
Small group tuition for year 3/4 pupils and year 5/6 children with a teacher and an assistant head  £4668	EEF teacher feedback to improve pupil learning. Feedback from teachers to pupils is vitally important. Working with small groups produces more opportunity for pupils to receive high quality personalised feedback.	3 4
Emotional and social support through small group interventions (Lego therapy emotional literacy sessions, talk time)  Nurture /life skills work 4 afternoons a week afternoon for some SEND and some disadvantaged children (starting in January 2023) Led by well-being mentor supported by 2 Ta's  £15,000	ELSA interventions are established in primary schools and are supported by BSS and EP in DCC  EEF improving behaviour in schools Targeted support to individuals. Research shows that children thrive in small group situations where they feel safe and the curriculum is adapted to their needs. It is important to know and understand your pupils and influences. Teaching learning behaviours alongside managing positively misbehaviours	1

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

Budgeted cost: £ 37,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for the whole staff team on Emotional coaching  £500	EEF Improving behaviour in schools recommends we know and understand pupil influences. We teach learning behaviours (alongside managing misbehaviours) we use consistent management procedures (Going for Green across school)  Targeted approach to individual children who are more challenging to manage.	1



<p>Well -being mentor working with the most vulnerable children and leading the nurture group</p> <p>£34,500</p> <p>And ELSA trained TA</p> <p>£200</p>	<p>EEF Improving social and emotional literacy (SEL). They recommend that SEL is taught explicitly. Use a SAFE curriculum-sequential active focussed and explicit.</p>	1
<p>Well-being mentor and Business assistant tracking attendance</p> <p>Rewards for class attendance</p> <p>attendance certificates for children with over 95%</p> <p>Letters to parents when attendance is a concern</p> <p>With medical evidence asked for</p> <p>Children collected from home if parents can't get the children into school</p> <p>Meet and greet at school gate and calming activity before child goes into class</p> <p>Teaching assistants to support highly emotional children in class</p> <p>£500</p>	<p>If children are not at school they are not learning and fall further behind their peers.</p> <p>The DFE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p> <p>EEF making the best use of teaching assistants. TA's provide noticeable improvements when working along side teachers. EEF recommends the importance of developing independent learners. It is important that TA's don't get focused on completing a task rather than getting the children to understand it.</p> <p>Regular training.</p>	2
<p>All children have access to outdoor learning</p> <p>Staff to visit Kilburn Junior school to observe their outdoor learning</p> <p>£1500</p>	<p>EEF improving behaviour in schools and EEF improving social and emotional literacy. All children learn when learning is active and memorable.</p>	1
<p>Music tuition for pupil premium children</p> <p>£2000</p>	<p>See Sutton Trust report as above</p>	1

**Total budgeted cost: £ 105,953**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data. Refer to any other pupil evaluations carried out during the 2021 to 2022 academic year.*

We used the time of our Well-Being mentor to keep in touch with those disadvantaged students who were not in school during the Lockdown. The well-Being mentor and the Pupil premium governor took food parcels to all our disadvantaged pupils who were not in school. Children with SEND or PP were contacted weekly for support and guidance. The PP children who were in school received regular daily support from the Well-Being Mentor.

Although school worked tirelessly to support pupil premium children and their families, receiving many positive comments from families in terms of how well we did this, our assessments and observations suggested that for many pupils not being at school was detrimental to their progress and overall well-being.

As it has been widely documented at a National level the impact of the lockdown was greatest on our disadvantaged pupils. We have done our very best to mitigate this impact through high quality remote provision, engagement of the National Tutoring Programme and our support for disadvantaged families. We have also had small group tuition for all PP children led by our teachers in the afternoons and afterschool.

The initiatives listed in this document we feel will have a great impact on narrowing the gaps.

Analysis of year 6 data showed that in 2022:

Maths - 2 out of 6 PP children achieved the expected level (33%)

Reading - 3 out of 6 children achieved the expected standard (50%)

Writing - 3 out of 6 children achieved the expected level (50%)

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

Programme	Provider



## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> <b>How our service pupil premium allocation was spent last academic year</b>
<b>The impact of that spending on service pupil premium eligible pupils</b>



## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*