

Pupil premium strategy statement

Pottery Primary School



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	285
Proportion (%) of pupil premium eligible pupils	24.6%
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)	2025-26
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Darren Hooley
Pupil premium lead	Darren Hooley
Governor / Trustee lead	Rachel Pecz

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£118,475 (Academic Year)
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£118,475

Part A: Pupil premium strategy plan

Statement of intent

The intent of Pottery Primary School is that all pupils, regardless of their individual barriers to learning, make good progress and achieve the very highest possible attainment across all subject areas. The aim of this document and our wider premium strategy is to support our staff and pupils in achieving this goal. At Pottery, we believe that every pupil has the basic right to be given the tools and skills to achieve their own potential, including those pupils who are already higher attaining.

In this strategy, we will consider the challenges faced by our learners, especially those who are vulnerable and at risk of not making good progress. We will have particular focus on those disadvantaged pupils who currently require the most support due to a range of factors.

The best possible teaching will be at the heart of our approach for all pupils. This will have the greatest and most sustainable impact on the progress of those who face barriers to maintaining learning and progress. In this way we can close the gaps in learning for our disadvantaged pupils, while also benefiting the non-disadvantaged pupils in our school. It is our intention to maintain and improve the progress of non-disadvantaged pupils alongside their peers.

Our efforts will initially focus most directly on the highlighted areas of concern for our vulnerable learners. This information has been gathered through our assessment practices and a range of other monitoring activities over the past year. The findings of this self-evaluation have also driven our school improvement planning. These school improvement plans sit alongside our premium strategy in order to support the effectiveness of both.

Initial baseline assessment information will drive our first approach to supporting accelerated progress. Objective level assessment has been introduced through writing moderation and test QLA. This will be used to target areas of need. We will continue to utilise enhanced assessment information in order to respond quickly to the group and individual needs of our learners. In this way we can meld an initial proactive approach with an increasingly reactive one, in order to facilitate all pupils “keeping up”, rather than “catching up”, with year group expectations.

Our simple approach to maximising learning for all pupils will be based on the following key commitments:

- Ensure accurate and detailed assessment information is available for all pupils.
- Utilise all available assessment information in order to ensure ALL PUPILS are challenged effectively in all areas of their learning.
- A “keep up” not “catch up” approach will see early intervention for those who have not understood a key concept. This will be most evident through the teaching of early reading and maths skills.
- Raise staff awareness of and expectations for disadvantaged learners.
- Continue to improve the quality of teaching in key subjects through school improvement planning.

Challenges

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

Challenge number	Detail of challenge
1	Low prior attainment: Assessments and observations show that poor outcomes in previous phases mean that there are significant gaps in prior learning and understanding. This is most evident in key writing mental maths skills for key stage 2 pupils, but is also evident in early reading, writing and maths skills. Teaching staff will have to prioritise the teaching of some foundations in these areas, in order to give a platform for future accelerated progress.
2	Key periods of missed schooling: School closures during key times in early pupil development have had a significant impact on the progress of our disadvantaged pupils. Our assessment information, pupil discussions, observations and SEMH support required, show that there are portions of learning from previous years that are not secure. This prior knowledge is essential for embedding and applying new learning. The school has been able to close some of these gaps in learning through high quality teaching and intervention, but more must be done.
3	Early Communication and Reading Skills: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. Assessments, observations, and discussions with pupils also suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
4	Mental health, low confidence and poor self-regulation: Early Help, SEND and Safeguarding documentation shows significant challenges for social and emotional wellbeing of all pupils. It is most significantly seen in our disadvantaged pupils however.
5	Attendance: Tracking data shows that disadvantaged pupils have a lower average attendance than non-disadvantaged pupils (4.1% lower). This will have a significant impact on their progress. Information from early help documents shows that a significant proportion of this non-attendance is down to emotional need and family challenges.
6	Low aspirations leading to lack of engagement with learning: Some of our disadvantaged pupils have expressed disinterest in school and learning, as well as showing a lack of acknowledgement that learning can have a positive impact on their life in the next phase of education and beyond.
7	Barriers to parental engagement and involvement in learning: Home life can have huge impact on the progress of pupils, both positive and negative. This can be academically, socially and emotionally. Our early help involvement with a number of families, as well as information from parent consultations, engagement with in school parent sessions and in-home learning activities, shows us that we have a core of families who are harder to reach and engage in support. It is evident that a greater percentage of disadvantaged parents do not engage in learning activities at home and are lacking the skills to support some learning activities.

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
Close gaps in learning from previous years, created by periods of disrupted learning and poor progress. This catch up intervention and high-quality teaching will close gaps in prior learning and support progress across all areas.	Pupils to have closed the gaps in learning from previous years. A greater percentage to be either on track or closer to being on track mid-year and end of year.
Boost the early communication and reading skills of those disadvantaged pupils who have under developed oral communications skills and those who have greater difficulty with phonic acquisition and application.	Early years assessment tracking shows improvement in early language skills. Phonics tracking using SSP tracking shows that gaps in phonic knowledge and application are being diminished.
Improve the emotional wellbeing and mental health of disadvantaged pupils.	Boxhall Profiles and Strengths and Difficulties Questionnaires (SDQs) to show that disadvantaged pupils receiving nurture, ELSA and family early help, have made progress in their SEMH. Scores should move positively through the year as a result of support.
Improve the attendance of disadvantaged pupils.	Attendance of disadvantaged pupils should increase from 92.3%, being closer to that of other pupils.
Increase the engagement of disadvantaged pupils with education and learning.	Anecdotal evidence shows that those pupils who are difficult to engage in learning are more engaged and their learning is beginning to accelerate.
Engage disadvantaged parents with school, supporting them with strategies to help their children learn at home and value the role education can play in the next phase in their life.	Engagement in parents evenings, in school parental engagement activities and various homework activities has increased.

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, CPD, recruitment and retention)

Budgeted cost: £24,216.99

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Involvement in English Hub Phonics support. Weekly English Lead Release Time to facilitate baselining, action planning, evaluation, delivery of CPD</p> <p>£5,631.99</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 2 3</p>
<p>Further investment in phonics delivery and resources, in order to improve the quality of our phonics practice every day. Gaps in decodable books for Reception to Year 2 to be closed. Resources for effective teaching of SSP to be purchased to ensure consistency across all phases.</p> <p>£5,000</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 2 3</p>
<p>Training for KS2 shared reading teaching. DCC Reading Lead in working with leaders.</p> <p>£500</p>	<p>There is significant evidence that effective, discrete teaching of reading comprehension skills has a large impact on early reading skills. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction.</p> <p>Reading Comprehension strategies EEF</p> <p>Right Track Reading The Importance of Guided Reading</p>	<p>1 2</p>
<p>Repeated purchase of standardised assessments for reading, writing and maths.</p> <p>£4,000</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£500</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1 2</p>

<p>Screening test purchases to clearly and accurately identify specific barriers to learning in reading.</p> <p>£400</p>	<p>Early identification of learning difficulties prevents persistent academic struggles and reduces socio-emotional challenges. Screening helps tailor interventions, promoting school belonging and motivation. Universal, repeated assessments across multiple domains are recommended to avoid misdiagnosis and ensure equitable support.</p> <p>Early screening for learning difficulties: The need for repeated universal assessments</p>	<p>1 2 5</p>
<p>Continued improvements in delivery of Twinkl SSP. Monitoring of provision, assessment and training.</p> <p>£500</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	<p>1 2 3</p>
<p>Purchase of diagnostic assessment in reading. Training for staff to ensure assessments are interpreted and administered correctly.</p> <p>£500</p>	<p>These diagnostic tests for reading can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1 2</p>
<p>Subscription to early diagnostic assessment in reading and maths, in addition to the learning tools to plug gaps and support accelerated progress. IDL</p> <p>£450</p>	<p>These diagnostic tests for reading can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1 2</p>
<p>Handwriting scheme purchase and training for staff. £235</p>	<p>There is some evidence to suggest that handwriting interventions have a significant impact on writing composition in KS2 and less evidence for KS1. Some positive impact has been found for older pupils.</p>	<p>1 2</p>

	Helping Handwriting Shine EEF	
We will fund leadership time for our English lead to research, implement and monitor phonics and guided reading. £2,500	The leadership of our team is small with a large teaching commitment. It is our experience and the experience of other small schools that in order to implement and maintain improvement across multiple areas it is essential to develop the time to support implementation, train staff and monitor impact.	1 2
We will fund leadership time for our Early Reading lead to research, implement and monitor phonics and shared reading. £2,500	The leadership of our team is small with a large teaching commitment. It is our experience and the experience of other small schools that in order to implement and maintain improvement across multiple areas it is essential to develop the time to support implementation, train staff and monitor impact.	1 2
Training on the teaching of reading comprehension strategies and time for staff to deliver them. Training from External reading specialist to improve teaching of specific reading skills through modelling and shared practice in KS2. £1,500	There is significant evidence that early reading comprehension skills have a large impact on early reading skills. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. Reading Comprehension strategies EEF There is also evidence that supporting fluency and teaching specific comprehension strategies through modelling and supported practice improves reading in KS2. Improving Literacy in Key Stage 2 EEF	1 2

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

Budgeted cost: £25,724.02

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional phonics sessions targeted at	Phonics approaches have a strong evidence base indicating a positive	3

<p>pupils who require further phonics support. Catch up sessions. KS1: 5 hours per week. KS2: 2 hours per week</p> <p>KS1: £4,356.3 KS2: £1,742.52</p>	<p>impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Delivery of specific, planned interventions aimed at supporting a specific need, such as action words, Speech and language plans, memory magic. 2 hours a week.</p> <p>£1,742.52</p>	<p>Research shows that TAs can provide a large positive impact if deployed strategically with planned interventions. This can provide a moderate impact for what is a moderate cost, but effective deployment will maximise this effect.</p> <p>EEF Teaching Assistant Interventions</p>	<p>1 2</p>
<p>Independent reading practice for all disadvantaged pupils each week. 9 classes x 2 hours a week x 39 weeks.</p> <p>£15,682.68</p>	<p>For those pupils who are still engaging in the learning of SSP strategies and those who are building their fluency towards better recall and comprehension, we know that practice and repetition is essential. We have identified that some of our pupils do not engage in learning outside of school and so their practice must be made up while in school. For this reason we aim to target several readers per class every day in order to boost their reading skills through practice and re reading of both unfamiliar and familiar books.</p>	<p>1 2 3</p>
<p>Purchase of programmes designed to give short bursts of deliberate practice both at school and at home, including TTRockstars & Spelling Shed.</p> <p>£1,200</p>	<p>The EEF's Digital Technology Guidance Report states that technology can improve learning when used to increase quality and quantity of practice, which is exactly how programmes such as TTRS & Spelling Shed are designed.</p> <p>Using Digital Technology to Improve Learning EEF</p>	<p>1 2 3</p>
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p> <p>£1000</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>3</p>

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

Budgeted cost: £68,495.03

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupil and Family Resource Worker employment working with families offering Early Help around parenting, emotional need, financial planning and attendance. 9 hours per week</p> <p>£7,485</p>	<p>It is proven that effective early help can have a real impact on mental health, family stability, attendance, confidence and growth mindset among a range of other factors. All of these are known to have a significant effect on progress. It has also been shown that attendance has a significant impact on the attainment of pupils.</p> <p>The link between absence and attainment at KS2 and KS4 Gov.uk Blog</p>	<p>4 5 6 7</p>
<p>Leadership delivering the strategic planning of SEMH graduated response and targeted work supporting most vulnerable pupils. This includes liaising with Compass Changing lives, Inclusion Support Advisory Service (ISAS) and other organisations to coordinate response to changing identification of needs.</p> <p>2 hours per week</p> <p>£5,346.12</p>	<p>Pupils with better health and wellbeing are more likely to achieve better academically.</p> <p>Effective social and emotional competencies are associated with greater wellbeing and improved attainment.</p> <p>The link between pupil health and wellbeing and attainment Public Health England</p> <p>According to the EEF Teaching and Learning Toolkit, social and emotional learning approaches (which include emotional literacy) have a moderate positive impact, equivalent to +3 months of additional academic progress over a year, at very low cost and based on moderate evidence.</p> <p>SEL Toolkit Strand Education Endowment Foundation EEF</p>	<p>4 5 6</p>
<p>Emotional Literacy Support Assistant (ELSA) training, delivery & supervision.</p> <p>3 practitioners, 7 hours per week total.</p>	<p>According to the EEF Teaching and Learning Toolkit, social and emotional learning approaches (which include emotional literacy) have a moderate positive impact, equivalent to +3 months of additional academic progress over a</p>	<p>4 5 6</p>

<p>Training including cover: £1,500 Delivery: £6,098.82 Supervision: £1500 (£500/practitioner)</p>	<p>year, at very low cost and based on moderate evidence.</p> <p>SEL Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Nurture provision for targeted pupils based on SEMH needs.</p> <p>2 practitioners 4 days of 2.5 hours, 39 weeks, plus 2 hours Planning, resourcing, risk assessing and compliance for all nurture provision.</p> <p>Training including cover: £750 Delivery: £8,712.60 Planning, resourcing, risk assessing and compliance for nurture, Positive Play and Outdoor Learning: £1,742.52</p>	<p>The Education Endowment Foundation (EEF) Teaching and Learning Toolkit identifies several approaches embedded in nurture groups as highly effective for disadvantaged pupils:</p> <p>Meta-cognition and self-regulation: High impact (+8 months progress), low cost. These strategies help pupils set goals, monitor progress, and manage motivation—core elements of nurture provision.</p> <p>Behaviour interventions: Moderate impact, improving academic performance and reducing problematic behaviours.</p> <p>Social and emotional learning (SEL): Moderate impact (+3–4 months progress), improving attitudes to learning and relationships.</p> <p>The EEF toolkit and Nurture Groups NurtureUK</p>	<p>4 5 6</p>
<p>Range of targeted 1-1 or small group activities supporting SEMH, such as Meet and Greet, end of day debrief, sensory breaks, social stories etc., reacting to the need of pupils.</p> <p>5 hours per week.</p> <p>£4,356.3</p>	<p>Pupils individual learning plans, catering for a range of emotional and sensory needs, require a breadth of activities to ensure regulation and readiness to learn.</p>	<p>4 5 6</p>
<p>Positive Play. Stage 2 of graduated response to SEMH needs. More intense and targeted than nurture provision.</p> <p>2 practitioners, 39 weeks, 5 hours total including planning time per week.</p>	<p>The Education Endowment Foundation (EEF) Teaching and Learning Toolkit identifies several approaches embedded in nurture groups as highly effective for disadvantaged pupils:</p> <p>Meta-cognition and self-regulation: High impact (+8 months progress), low cost. These strategies help pupils set goals, monitor progress, and manage</p>	<p>4 5</p>

<p>Training including cover: £750 Delivery: £4,356.3</p>	<p>motivation—core elements of nurture provision.</p> <p>Behaviour interventions: Moderate impact, improving academic performance and reducing problematic behaviours.</p> <p>Social and emotional learning (SEL): Moderate impact (+3–4 months progress), improving attitudes to learning and relationships.</p> <p>The EEF toolkit and Nurture Groups NurtureUK</p>	
<p>Outdoor Learning. Stage 3 of graduated response to SEMH needs. More intense and targeted than nurture provision.</p> <p>2 practitioners, 6 hours per week total time, 24 weeks.</p> <p>Training including cover: £750 Delivery: £3,216.96</p>	<p>The Education Endowment Foundation (EEF) Teaching and Learning Toolkit identifies several approaches embedded in nurture groups as highly effective for disadvantaged pupils:</p> <p>Meta-cognition and self-regulation: High impact (+8 months progress), low cost. These strategies help pupils set goals, monitor progress, and manage motivation—core elements of nurture provision.</p> <p>Behaviour interventions: Moderate impact, improving academic performance and reducing problematic behaviours.</p> <p>Social and emotional learning (SEL): Moderate impact (+3–4 months progress), improving attitudes to learning and relationships.</p> <p>The EEF toolkit and Nurture Groups NurtureUK</p>	<p>4 5</p>
<p>Fund to support Disadvantage pupils to access core experiences to improve attendance, improve vocabulary and close gaps in social understanding with peers. Including residential, club attendance, trip contributions, targeted intervention such as sensory experiences, additional transitional work and workshops designed to increase aspirations.</p>	<p>Pupils with better health and wellbeing are more likely to achieve better academically.</p> <p>Effective social and emotional competencies are associated with greater wellbeing and improved attainment.</p> <p>The link between pupil health and wellbeing and attainment Public Health England</p>	<p>4 5</p>

£5,000		
Funding of wraparound care and attendance at afterschool clubs to improve attendance of persistent absentees	It has been shown that attendance has a significant impact on the attainment of pupils. The link between absence and attainment at KS2 and KS4 Gov.uk Blog	5
£3,000		
Play Lead to ensure that pupils have a high quality of outdoor play provision in the future. OPAL teaches social, emotional, physical and cognitive skills, as well as positively impacting on relationships and wellbeing. 10.25 hours per week £8,930.41	High-quality play in primary years improves wellbeing, behaviour, and engagement, indirectly boosting academic achievement. An evaluation of South Gloucestershire's Outdoor Play and Learning Programme Gloucester University OPAL provides a structured, evidence-based approach that transforms play culture and supports whole-school improvement. EEF endorses play-based learning as a cost-effective strategy for cognitive and social development. Play-based learning Toolkit Strand Education Endowment Foundation EEF	4 5
Contingency for flexible support based on Early Help assessments, Safeguarding concerns and other support structure information. £5,000	Pupils with better health and wellbeing are more likely to achieve better academically. Effective social and emotional competencies are associated with greater wellbeing and improved attainment. The link between pupil health and wellbeing and attainment Public Health England It has been shown that attendance has a significant impact on the attainment of pupils. The link between absence and attainment at KS2 and KS4 Gov.uk Blog	4 5 6 7

Total budgeted cost: £ 118,436.04

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged pupils made progress from starting points. This was not the accelerated progress targeted for all and the gap between Pupil Premium children and other pupils remains large. A new plan has been put in place for the coming year, alongside a range of large school improvement plans aimed to close gaps in learning for all pupils, with a particular focus on Pupil Premium achievement.

Some families have received substantial support from school staff on a range of needs. The loss of a family resource worker in the last 18 months has reduced this capacity, but this is planned back in for the current plan. During the time that a family resource worker was available for this period, the impact was positive for those families receiving support, including a rise in attendance and reported gains in SEMH.

Wider opportunities for pupils was successfully delivered and this will be having an impact on the SEMH and lexicon of Pupil Premium pupils. Ensuring access to the wider opps through school has meant that pupils have felt belonging to the community and boosted self-esteem for some.

Maths attainment for Pupil Premium pupils was not raised significantly in this period. However, progress was made in key skills for mathematics that in the long term will benefit those pupils and better prepare them for the next phase in their education.

Pupils in reception joined the school behind national average baselines, but left in line. Progress was made in prime areas of the foundation stage profile, preparing those pupils for life in KS1 and beyond.

The gap between groups in phonics and early reading attainment was large. Targeted work and improvement of the quality of initial teaching will be a priority for this plan.

Externally provided programmes

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

Programme	Provider
TTRockstars	Maths Circle Ltd.
Twinkl Phonics SSP	Twinkl
Twinkl Handwriting	Twinkl
ELSA Training	Derbyshire County Council
Spelling Shed	Education Shed Ltd.
Nurture, Positive Play and Outdoor Learning Training	Derbyshire County Council