



# Potley Hill Pupil Premium Strategy Statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Potley Hill Primary School
Number of pupils in school	224
Proportion (%) of pupil premium eligible pupils	18.75% (42 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024 to 2026/2027
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Mr B Ellis (HT)
Pupil premium lead	Mrs N Wallace (AHT)
Governor / Trustee lead	Steph Reid

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,090
Recovery premium funding allocation this academic year	£1,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£56,250

# Part A: Pupil premium strategy plan

## Statement of intent

At Potley Hill, we believe that if you get it right for disadvantaged children, you get it right for everybody. Our inclusive culture, with high expectations for all, ensures we maximise opportunities for every child so as to develop confident and successful learners. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

Our ultimate objectives are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- To support our children's health and wellbeing to enable them to access learning at an appropriate level.
- To provide opportunities to ensure that all disadvantaged pupils engage in the wider curriculum

We aim to achieve this through:

- Having a whole school ethos of attainment for all
- Providing high quality teaching for all, with consistently high expectations across the school linked with regular monitoring, as well as the sharing of best practice
- Meeting individual learning needs by seeking the best strategies to help each pupil make the next step in his or her learning. We provide individual support for specific learning needs so that children reach their full potential
- Deploying and developing all staff effectively across the whole of the school
- Responding to data and evidence in order to identify pupils' learning needs, review progress regularly and address underperformance quickly with clear feedback provided for all pupils
- Providing clear, responsive leadership with high aspirations from the top down and all staff setting the best example so as to be fully accountable
- Having high expectations for behaviour and attendance
- Providing social and emotional support for not only the children, but their families as well so that they can support their children
- Subsidising payments for activities, educational visits and residentials ensuring children have first-hand experiences to use in their learning in the classroom.

## Challenges

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

Challenge number	Detail of challenge
1	Academic progress of pupils in receipt of PPG funding (whatever their starting points) needs to be accelerated throughout the school year in order to close the attainment gap with peers, with a significant barrier being core skills (reading fluency, handwriting, times tables, arithmetic).
2	Internal assessments indicate that attainment among disadvantaged pupils in particular year groups are below that of non-disadvantaged pupils.
3	Some pupils in receipt of PPG funding have attendance levels beneath the school target of 95%.
4	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers.
5	Communication and language skills for pupils in receipt of PPG funding are low upon entry to school.
6	66% of the pupils in receipt of PPG funding at Potley Hill are from large families (4 or more siblings), separated families, are adopted or fostered. This brings with it a number of emotional barriers towards learning as well as, for some, having a detrimental effect on their self esteem, resilience and social skills.
7	Lack of participation in activities which are supplementary to the curriculum by disadvantaged children.

## 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
Pupils in receipt of PPG funding make expected or accelerated progress in reading, writing and maths relevant to their starting points, especially pupils working beneath the expected standard, due to core skills being in place.	Progress of pupils in receipt of PPG funding is in line with peers from similar starting points Percentage of pupils in receipt of PPG funding working at GDS and EXS increases. Decrease in the percentage of pupils working beneath EXS. Delivery of the Number Sense Project in Year R, 1 and 2 impacts the attainment of PP children in Maths.
Attendance and lateness of pupils in receipt of PPG funding will be in line with or above the school's target of 95%. This will improve progress, attainment and attitude to learning.	Attendance of pupils in receipt of PPG funding to be in line with or above the school's target of 95%
Improved self-esteem, resilience and social skills of children in receipt of PP funding through the use of myHappyMind PDL Programme across the school and regular nurture and ELSA sessions when emotional barriers to learning present.	All children will receive one morning a term of Outdoor Learning provision every year. Nurture groups and ELSA sessions are targeted to support children's individual SEMH needs as they arise. Play Therapy positively impacts the emotional barriers to learning for pupil premium children

	Children are using the language of myHappyMind and applying the habits when needed eg. happy breathing, character strengths etc in order to manage their emotions around school.
Children will participate in a range of activities supplementary to the curriculum. This includes regular extra-curricular clubs and residential, as well as termly curriculum enrichment to provide a stimulus for learning.	The high percentage of pupils in receipt of PPG funding participating in school clubs, trips and residential from the previous academic year will be maintained.
A systematic synthetic phonics programme is used throughout the school including targeted 'keep up' interventions. Across the school, all teachers and LSAs will have completed CPD to enable them to best support children working below ARE.	Percentage of pupils in receipt of PPG funding who pass the phonics screening check will be in line with or above peers. Little Wandle Catch up Programmes across KS2 have an impact on Reading Standardised Scores.
Improved attainment in the Communication and Language area of the new EYFS curriculum as the pupils move through the year.	Percentage of pupils in receipt of PPG funding who achieve EXS in the Communication strand of the EYFS Profile will be in line with or their above peers.

## 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: £14,119

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning support delivered by an experienced teacher to ensure quality first teaching in Maths and English.	Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a>	1,2
Embedding of Little Wandle systematic synthetic phonics programme (DfE validated) and Big Cat decodable reading books to ensure a consistent approach to the teaching of phonics, a comprehensive keep-up programme and ongoing CPD to secure stronger phonics teaching for all pupils.	The average impact of the adoption of phonics approaches is about an additional 5months' progress over the course of a year. It is possible that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read in the home. Targeted phonics interventions may therefore improve decoding skills more quickly for pupils who have experienced these barriers to learning. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a>	1, 2, 4

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

Budgeted cost: £30,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring all disadvantaged pupils have access to appropriate provision to meet their individual needs. Targeted	Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach	1, 2, 4, 5

<p>Pupil Premium groups, led by a qualified teacher, to be used (alongside specific interventions) to 'close the gap' between progress and attainment for disadvantaged children in all core subjects</p>	<p>allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	
<p>Communication and Language: Catch up phonics groups delivered by trained LSAs. Use of SpeechLink personalised interventions to target individual S&amp;L needs. Investment in equipment and resources to stimulate effective communication and language from pupils Additional and targeted reading/phonics support for children in receipt of PPG funding</p>	<p>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</p> <p>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a></p>	<p>4,5</p>
<p>Embedding of Number Sense project in Years R,1 and 2 to secure number fluency in Key Stage 1. Teachers will receive CPD to ensure the successful implementation of this scheme and greatest impact for all pupils.</p>	<p>Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	<p>1,2</p>

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

Budgeted cost: £12,116

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA/Nurture Groups and targeted</p>	<p>Four consistent themes can be noted throughout the literature. Firstly, improvements in managing positive and negative emotions, including their regulation and</p>	<p>6</p>

support for social and emotional support	<p>expression, and increased resilience in challenging situations (e.g. Krause, Blackwell &amp; Claridge, 2020; Mann, 2014). Secondly, increased self-concept, demonstrated through self-esteem and confidence, including self-efficacy in their competence (e.g. Barker, 2017; Edwards, 2016). Also, better quality and increased number of friendships and relationships with family members and teaching staff (e.g. Balampanidou, 2020; Mann &amp; Russell, 2011). Finally, more developed social and communication skills, such as conflict management (e.g. Ball, 2014; Wilding &amp; Claridge, 2016).</p> <p><a href="https://swindon.mylifeportal.co.uk/media/35258/elsa-research-impact-report-002.docx">https://swindon.mylifeportal.co.uk/media/35258/elsa-research-impact-report-002.docx</a></p>	
All children across the school to engage in Outdoor Learning sessions to support mental health	<p>A recent study looked at the effects of long term forests school programmes on the resilience, confidence and wellbeing of children and “established that long term Forest Schools programmes had positive impacts on children’s resilience, confidence and wellbeing”, showing improvement in key indicators on “self efficacy, persistence, and problem solving skills”, “marked propensity to take risks, heightened levels of self belief, positive attitude, independence and increased tendency of taking initiative” and “positive impacts on children’s physical and mental health in addition to improving their social and cognitive competence. The study found that promoting wellbeing in children enhances their confidence and resilience.”</p> <p><a href="https://nestinthewoods.co.uk/forest-school-research/">https://nestinthewoods.co.uk/forest-school-research/</a></p>	6
Purchasing and implementing of the myHappymind Programme for PDL lessons throughout the school	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p>	6
Access to Local Food Bank and Family Support Link	<p>Maslow's hierarchy of needs is a theory of psychology explaining human motivation based on the pursuit of different levels of needs. The theory states that humans are motivated to fulfill their needs in a hierarchical order. This order begins with the most basic needs before moving on to more advanced needs. So, in order for a child to learn effectively at school we need to make sure that their basic needs are met.</p> <p><a href="https://hampshirecamhs.nhs.uk/video/maslow/">https://hampshirecamhs.nhs.uk/video/maslow/</a></p>	6

<p>Cost of trips/residentials subsidised for children in receipt of PPG funding to encourage participation</p>	<p>After school club attendance was associated with positive academic and social outcomes for disadvantaged children in particular.</p> <p>Organised physical activities were associated with higher attainment and better social, emotional and behavioural outcomes at age 11.</p> <p><a href="https://www.nuffieldfoundation.org/project/out-of-school-activities-and-the-education-gap">https://www.nuffieldfoundation.org/project/out-of-school-activities-and-the-education-gap</a></p>	<p>7</p>
<p>Pupils in receipt of PPG funding actively encouraged to take paid for music lessons and after school clubs with the cost subsidised by the school</p>	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>Improved outcomes have been identified in English, mathematics and science.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>7</p>
<p>Attendance: Embedding principles of good practice set out in the DfE's 'Improving school attendance' advice including: -early intervention with parents when attendance drops beneath 95% -regular contact with parents and pupils when under an attendance monitoring plan - innovative and child specific ways to incentivise pupils to attend school - providing information to parents about the importance of school attendance and the impact of not doing so -appointing attendance officer to improve attendance - Designated member of staff to support families and build relationships with parents</p>	<p>The DfE guidance 'Improving School Attendance' has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p>	<p>3</p>
<p>Increasing opportunities for parental engagement particularly for our multi-layered disadvantaged families through regular "coffee drop ins" and a wider</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	



range of parent workshops to empower them to be able to support their children with learning at home.		
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**Total budgeted cost: £56,250**

## 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 2022 to 2023 academic year.

<p>Pupils in receipt of PPG funding make expected or accelerated progress in reading, writing and maths relevant to their starting points, especially pupils working beneath the expected standard, due to core skills being in place.</p>	<p>Reading in 22/23:            77% Of PP in KS1 made at least expected progress against their Year R outcomes 38% exceeded progress.            68% Of PP in KS2 made at least expected progress against their Year 2 outcomes and 16% exceeded progress.</p> <p>Writing:            92% of PP in KS1 made at least expected progress against their Year R outcomes and 31% exceeded progress.            48% of PP in KS2 made at least expected progress against their Year 2 outcomes and 12% exceed progress.</p> <p>Maths:            100% Of PP in KS1 made at least expected progress against their Year R outcomes and 15% exceeded progress.            76% Of PP in KS2 made at least expected progress against their Year 2 outcomes and 8% exceed progress.</p> <p>Year 4 MTC outcomes showed that 66% of children in receipt of PP funding achieved a score of 20 compared to the Hampshire and National data in 21/22 of 57% and 61% of the children achieving 20 or more.</p>
<p>Attendance and lateness of pupils in receipt of PPG funding will be in line with or above the school's target of 95%. This will improve progress, attainment and attitude to learning.</p>	<p>Our attendance for children in receipt of PP has dipped slightly this year to 90.44% due to a small number of pupils. We have identified the year groups and particular children for whom attendance remains a barrier to their learning and are working with external agencies to improve this.</p>
<p>Improved wellbeing which is sustained for all pupils in our school, particularly our disadvantaged pupils</p>	<p>All children in the school received Outdoor Learning provision throughout the year.</p> <p>Nurture groups and ELSA sessions were targeted to support children's individual SEMH needs with 100% of those pupils experiencing emotional barriers to learning due to being adopted, fostered or from large families with 37% of those children being eligible for Pupil Premium Funding.</p>
<p>Children will participate in a range of activities supplementary to the curriculum. This includes regular extra-curricular clubs and residentials, as well as termly curriculum enrichment to provide a stimulus for learning.</p>	<p>92% children in KS2 who are in receipt of PP funding attended at least one extra-curricular sports session.            60% of the children who attended the school games festival in Winchester were in receipt of PP funding.</p>
<p>A systematic synthetic phonics programme is used throughout the school including targeted 'keep up' interventions. Across the school, all teachers and LSAs will have completed CPD to enable them to best support children working below ARE.</p>	<p>Little Wandle is embedded throughout EYFS and Year 1 with all staff trained on the delivering it effectively. Daily catch up and keep up sessions are delivered rigorously by staff.            50% of children in Year 1 who are in receipt of PP funding passed their Year 1 Phonics screening test.            In EYFS 100% of children in receipt of PP funding were judged as EXS in the Word Reading within the 17 Key Areas of the EYFS Profile</p>

Improved attainment in the Communication and Language area of the new EYFS curriculum as the pupils move through the year.	100% of children in receipt of PP funding achieved EXS in the Communication and Language strand of the 17 Key Areas of the EYFS Profile.
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## 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
Charanga	Charanga Ltd
Little Wandle Phonics	Little Wandle Letters and Sounds
Power Maths	Pearson
Jigsaw	Janlever Group
Kapow	Kapow Primary
Rising Stars Computing	Rising Stars

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	This is included in our whole school pupil premium approach.
What was the impact of that spending on service pupil premium eligible pupils?	100% of children in receipt of service pupil premium reached the expected standard of their year group.

## Further information (optional)

Pupil Premium children will be discussed first at termly progress review meetings, highlighting the need to ensure that the needs of our most vulnerable children are being met.