

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	254
Proportion (%) of pupil premium eligible pupils	17% (44 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr B Ellis (HT)
Pupil premium lead	Mrs N Samuel (AHT)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,005
Recovery premium funding allocation this academic year	£5364
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£63,369

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	Some pupils in receipt of PPG funding have attendance levels beneath the school target of 95%.
3	Low self-esteem and poor resilience together with poor social skills and emotional literacy of pupils in receipt of PPG funding has a detrimental effect on some of them meaning they find it challenging to engage fully with the curriculum. Additional stress has been caused by the Covid-19 pandemic and lockdowns.
4	Lack of participation in activities which are supplementary to the curriculum by disadvantaged children.
5	Assessments and observations suggest disadvantaged pupils generally have greater difficulties with phonics than their peers.
6	Internal assessments indicate that attainment among disadvantaged pupils in KS1 is significantly below that of non-disadvantaged pupils.
7	Communication and language skills low upon entry to 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
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.
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 wellbeing which is sustained for all pupils in our school, particularly our disadvantaged pupils	All children will receive half a term of Forest School provision every year. Nurture groups and ELSA sessions which are targeted to support children's individual SEMH needs.
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.	Increased percentage of pupils in receipt of PPG funding participating in school clubs, trips and residential.

<p>A systematic synthetic phonics programme place 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>Percentage of pupils in receipt of PPG funding who pass the phonics screening check will be in line with or above peers.</p>
<p>Improved attainment in the Communication and Language area of the new EYFS curriculum as the pupils move through the year.</p>	<p>Percentage of pupils in receipt of PPG funding who achieve GLD will be in line with or above peers.</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: £17,219

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning support delivered by two experienced teachers 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. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	1,5,6,7
Purchase 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	5,6
Reduced, single-year classes in Year 3/4 to allow for smaller class sizes and focused teaching	International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies also have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1,5

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

Budgeted cost: £30,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensuring all disadvantaged pupils have access to appropriate provision to meet their individual needs. Targeted 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>Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p> <p>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 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1,5,6,7</p>
<p>Communication and Language: Parent workshops will be held in order to support the importance of communication Embedding Voice 21 strategies across all classrooms Use of SpeechLink personalised interventions to target individual S&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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>7</p>
<p>Introduction of Number Sense project in Years 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>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	<p>1,6</p>

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

Budgeted cost: £16,219

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA/Nurture Groups and targeted support for social and emotional support	<p>Four consistent themes can be noted throughout the literature. Firstly, improvements in managing positive and negative emotions, including their regulation and expression, and increased resilience in challenging situations (e.g. Krause, Blackwell & 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 & Russell, 2011). Finally, more developed social and communication skills, such as conflict management (e.g. Ball, 2014; Wilding & Claridge, 2016).</p> <p>https://swindon.mylifeportal.co.uk/media/35258/elsa-research-impact-report-002.docx</p>	3
All children across the school to engage in Forest School 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>https://nestinthewoods.co.uk/forest-school-research/</p>	3
Cost of trips/residential/clubs subsidised for children in receipt of PPG funding to encourage participation	<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>https://www.nuffieldfoundation.org/project/out-of-school-activities-and-the-education-gap</p>	4
Pupils in receipt of PPG funding actively encouraged to take music lessons with the cost subsidised by the school	<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</p>	4

	<p>subject to financial barriers for pupils from deprived backgrounds.</p> <p>Improved outcomes have been identified in English, mathematics and science.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
<p>Attendance: Embedding principles of good practice set out in the DfE's 'Improving school attendance' advice including:</p> <ul style="list-style-type: none"> -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 	<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>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	2

Total budgeted cost: £63,369

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 2020 to 2021 academic year.

<p>Ensure all disadvantaged pupils have access to appropriate provision to meet their individual needs. Targeted 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>Targeted Pupil Premium groups ran throughout the Autumn and Summer terms where possible. This was limited at times due to peaks in Covid cases, absence with children isolating etc. They did not run through the lockdown during the Spring term. However, a high proportion of our more vulnerable pupils attended school throughout this period. These sessions have focused on cementing core skills and supporting children to close the gap.</p>
<p>Ensure that all pupils who fall into the 'disadvantaged' category have full access to remote learning opportunities and are engaged in this.</p>	<p>A high proportion of our vulnerable pupils attended school during lockdown. For those that didn't, daily checks were made to ensure that they were engaging with online learning, and wellbeing phone calls made weekly. For children who did not have access to laptops/tablets to engage with our remote provision, we made sure that laptops were made available to them.</p>
<p>Ensure that all pupils who fall into the 'disadvantaged' category with lower than average oracy skills receive targeted speech and language support through assessment and specific interventions.</p> <p>Use of SpeechLink software to identify and plan intervention support for children with speech and language difficulties</p>	<p>Diagnostic testing was carried out on children across the whole school, with subsequent interventions delivered to children who did not pass.</p>
<p>Additional resources for new Phonics reading programme and use of new 'Bounce Back Phonics' intervention for those children who are falling behind age related expectations</p>	<p>New decodable reading books were purchased to ensure that the books children were taking home to read matched the phonic ability of the child.</p> <p>'Bounce Back Phonics' was introduced initially in Year 3 to target children who had gaps in their phonic knowledge. This was successful with 100% of children who followed the programme increasing their age standardised score in reading significantly, and all but one child making the same progress in their spelling standardised score.</p>
<p>Access on online White Rose and Power Maths resources to support T&L, home learning and interventions</p>	<p>Power Maths resources were purchased and have been successfully embedded into Maths Learning Journeys. A subscription to online White Rose was purchased and used initially to support remote learning, but is now also used as a weekly homework tool.</p>
<p>Expanding nurture provision to provide regular opportunities for all children to experience outdoor learning and support wellbeing and mental health</p>	<p>Throughout the year and including during lockdown, we have continued to use our Jigsaw PDL scheme of work, which has promoted wellbeing, and all children had scheduled Forest School sessions on return to school after lockdown in order to counteract</p>

	any negative effects from the lockdown. Due to Covid and children staying in bubbles, Nurture Groups were unable to take place.
To improve the diagnosis and support of children with mental health issues and those suffering from post-lockdown issues; new SEN diagnostic toolkit for range of emotional and academic barriers	Due to issues with our IT company, the majority of the SEN diagnostic toolkit has not been accessible to teachers and support staff. However, the profile of mental health issues had remained high, and children experiencing difficulties are quickly identified and supported. ELSA sessions are ongoing and our HLTA is still working 1:1 with particular children and families.
To maintain high levels of support for vulnerable parents through access to regular advice from HLTA and ELSA	<p>Our HLTA had regular time allocated to working with vulnerable parents, both on the phone and in person. She was also available at 'drop off' every day to speak to parents and give advice as needed.</p> <p>Regular phone calls home were made during the lockdown to 'check in' on both vulnerable children and their parents.</p> <p>Where possible, ELSA sessions continued during lockdown, including being held remotely, and our ELSA was able to offer guidance and support to parents in this way.</p>

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

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.

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.