

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	233
Proportion (%) of pupil premium eligible pupils	16% (38 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Mr B Ellis (HT)
Pupil premium lead	Mrs N Wallace (AHT)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£63,495
Recovery premium funding allocation this academic year	£4,241
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	£67,736

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 across the school is below that of non-disadvantaged pupils.
3	Some pupils in receipt of PPG funding have attendance levels beneath the school target of 97%.
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	Over half the pupils in receipt of PPG funding are from large families, separated families or are being fostered or adopted this. This sometimes 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. Additional stress has been caused by the Covid-19 pandemic and lockdowns.
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.
Attendance and lateness of pupils in receipt of PPG funding will be in line with or above the school's target of 97%. 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 97%
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	Increased percentage of pupils in receipt of PPG funding participating in school clubs, trips and residential.

well as termly curriculum enrichment to provide a stimulus for learning.	
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 EXS.	Percentage of pupils in receipt of PPG funding who pass the phonics screening check will be in line with or above peers.
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 GLD will be in line with or 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: £16,219

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. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 2, 4

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

Budgeted cost: £32,060

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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
<p>Communication and Language: Catch up phonics groups delivered by trained LSAs. 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>	4,5
<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>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</p>	1,2

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

Budgeted cost: £15,216

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

for social and emotional support	<p>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>	
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>https://nestinthewoods.co.uk/forest-school-research/</p>	6
Cost of trips/residential 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>	7
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>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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	7
Attendance: Embedding principles of good practice set out in the DfE’s ‘Improving school attendance’ advice including:	<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>	3

<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 - Designated member of staff to support families and build relationships with parents 	<p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	
<p>Increasing opportunities for parental engagement particularly for our multi-layered disadvantaged families through regular “coffee drop ins” and a wider range of parent workshops to empower them to be able to support their children with learning at home.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	

Total budgeted cost: £63,495

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 2021 to 2022 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>Internal data from 21/22 shows that children in receipt of PPG funding are making the following progress relative to their starting points: Reading 68%, Writing 72%, Maths 68% with 15% in Reading, 5% in Maths and 5% in Writing making accelerated progress.</p> <p>At the end of KS1 100% of Children in receipt of PPG funding made expected progress in reading, writing and maths from their EYFS starting points and at the end of KS2 80% made progress in reading, 70% in writing and 60% in Maths against their end of KS1 outcomes.</p> <p>The percentage of children in receipt of PPG funding reaching the expected standard or higher for their year group across KS1 in reading was 75%, Writing 67% and Maths 83% which is significantly higher than national indicators from 2019.</p> <p>The percentage of children in receipt of PPG funding reaching the expected standard or higher for their year group across KS2 is higher than the national indicators from 2019 in Reading with 68% but continues to be an area for development in Writing and Maths.</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>Attendance of pupils in receipt of PPG funding was 94.12% compared to the school's target of 97% and is higher than the 18-19 National Data for attendance data of Pupil in receipt of PPG funding</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</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>68% of children in receipt of PPG funding participated in school clubs which is much higher than that of their peers at 50%</p> <p>100% of pupils in receipt of PPG funding participated in the trips on offer in the 22/23 academic year.</p> <p>Of the pupils in receipt of PPG funding in the year groups where residentials took place, 88% of them went on the</p>

	residential on offer with some of them being subsidised to enable this.
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 EXS.	86% (6 out of 7) of pupils in receipt of PPG funding in Year 1 passed the phonics screening test in 22/23 and this was above the last recorded National Average recorded in 2019 of 71%
Improved attainment in the Communication and Language area of the new EYFS curriculum as the pupils move through the year.	Most pupils in receipt of PPG funding made expected progress from their relative starting points. 29% of pupils in receipt of PPG funding achieved the expected standard in Communication and Language and 29% reached a good level of development in EYFS, however a significant number of them entered reception at a lower level of communication and language than their peers. All of the 5 pupils not achieving the ELG in Communication and Language are multi-disadvantaged in some way presenting additional barriers eg. Refugee, Social involvement or SEN.

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

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

Measure	Details
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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

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.