



## **Pupil Premium Strategy Statement 2017**

**'Learning: the Journey of Life, Making Every Child Count'**

1. Summary information					
School	Pottery Primary School				
Academic Year	2017 - 2018	Total PP budget	£50,300	Date of most recent PP Review	Sept 2017
Total number of pupils	328	Number of pupils eligible for PP	41	Date for next internal review of this strategy	Sept 2018
2. Current attainment					
		<i>Pupils eligible for PP our school end KS2 = 8 (4 of which have SEN)</i>	<i>Progress Measure for PP (all other) KS1 to KS2</i>	<i>Pupils not eligible for PP 2017 (national average)</i>	
Pupils achieving age expected Y6 2017 - reading		50%	-0.83 (0.9)	77%	
Pupils achieving age expected Y6 2017 - writing		50%	-3.81 (0.1)	81%	
Pupils achieving age expected Y6 2017 grammar, punctuation, spelling		63%	N/A	82%	
Pupils achieving age expected Y6 2017 - mathematics		50%	-0.92 (0.35)	80%	
		<i>Pupils eligible for PP our school end KS1 = 7 (1 of which has SEN)</i>		<i>2017 figures</i>	
Pupils achieving age expected Y2 2017 - reading		71%		76%	
Pupils achieving age expected Y2 2017 - writing		86%		68%	
Pupils achieving age expected Y2 2017 - mathematics		71%		75%	
Pupils achieving phonic test PASS end of Y1 2017 (2 eligible)		100%		81%	
Pupils achieving overall 'good progress' end of EYFS 2017 (3 eligible)		33%		61%	
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>					

<b>A.</b>	Oral language skills / language development on entry and through KS1 are lower for pupils eligible for PP than for other pupils impacting on reading, writing and mathematics.	
<b>B.</b>	The large majority of pupils eligible to pupil premium have a lower baseline generally when starting school.	
<b>C.</b>	40% of pupils eligible for pupil premium have a SEND and/ or mental health concern.	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Attendance for 15% of pupils eligible to pupil premium is poor due to absence / punctuality	
<b>E.</b>	Parental engagement for 33% of pupils eligible to pupil premium is limited or non-existent	
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>
<b>A.</b>	Rapid progress made in oral skill development in EYFS and KS1	Diminishing difference in attainment and progress at end of EYFS and KS1 between PP pupils and not
<b>B.</b>	Rapid progress in reading, writing and mathematics is made by pupils eligible across the school, particularly in writing.	Diminishing difference in attainment and progress at end of each year group between PP pupils and not
<b>C.</b>	Improvement of attendance.	No PP pupil's persistent absentee and diminishing difference between those eligible to PP and those not. Gaps in learning not created by poor attendance.
<b>D.</b>	Improved parental engagement, supporting home/school partnership in learning.	100% parental engagement, improved outcomes.

5. Planned expenditure					
Academic year		2017 - 2018			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
All staff working with a child have thorough knowledge of strengths and areas for development	Time for teachers and (where relevant)/ teaching assistants to discuss individuals and work together on identifying approaches/programmes to use. <b>Time to analyse, review impact and discuss.</b>	NFER research 'building blocks to success'	Analysis of pupil progress	SLT	On-going when analysis is submitted (usually each 6 – 8 weeks) Estimated cost £2,000
Gaps in mathematical understanding are addressed quickly.	Employ additional mathematics teacher so that disadvantaged children can be taught in 'pure' year group and in smaller group.	Quality first teaching by qualified teacher has most impact EEF	Performance Management of staff.	SLT	£14,520 On-going through observation, discussion and collection of data/data analysis and through the performance management of staff. July 2018 final review
<b>Total budgeted cost</b>					£16,520

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupils receive quality first teaching to address specific gaps in knowledge or where 'more able' to ensure working in greater depth.	Engage teacher to work in KS2 to work 1:1 or in very small group to <b><u>address specific gaps</u></b> where necessary/ ensure greater depth for 'more able'. Discuss learning, providing quality feedback.	Quality feedback from teacher (EEF) known to be successful.	Monitor implementation. Teacher to evaluate progress, intervention analysis report. Child's gaps being successfully addressed, evidenced in work scrutiny/pupil discussion	SLT	Throughout the year, termly data analysis and then in July 2018 Estimated: £13,000
Pupils receive high quality intervention in reading, writing and mathematics (TA)	Two teaching assistants fixed term appointments to <b><u>develop pupil learning</u></b> outside of the classroom (intervention). 1 x Y1/ 2 1 x Y3/ 4  One teaching assistant fixed term appointment to work in EYFS under direction of teacher to <b><u>develop oracy/ early skills/ readiness for learning</u></b>	EEF – where TA receive high quality training they can make a difference to children's learning.	Senior leaders to monitor implementation by observing interventions and analysing progress. TA to work with CT to write evaluation.	SLT	Throughout the year, termly data analysis and then in July 2017 Specific intervention report. Estimated: £7,200  £5,000
<b>Total budgeted cost</b>					£25,200
iii. Other approaches					

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Teachers engage with parents successfully in home /school partnership	Fund supply cover to: Autumn -enable teachers to meet at a time convenient to parent to discuss expenditure and hear views of parent/s Spring – review/evaluate this Summer – evaluate and look to the next year together.	Parental engagement and value parent places on home/school relationship enhances ‘readiness for learning’ and success.	Teachers to complete a pupil premium strategy plan and evaluate this.	GH	July 2018 Estimated: £2,000
Improved self-esteem/ confidence	Access to music tuition from peripatetic service KS2	Children voice not being able to access opportunities due to limited funding	Liaise with peripatetic staff, ensure children making progress.	GH	Termly with staff / pupils. Estimated: £1,500
Improved self-esteem/ confidence	Access to after school sports clubs on school site (up to £90 annually per child Y1 – Y6)		Liaise with premier sport staff ensuring children making progress and enjoying opportunity	GH	Termly with staff / pupils. Estimated: £3,000

Visits and visitors enhance learning and are not cancelled due to lack of funding from low income families	Ensure a rich curriculum to inspire all and in particular those eligible to PP (fund up to £100 annually per child for visits)	Visits and visitors historically cancelled due to lack of parental contributions Children from families eligible to PP not attending Y6 residential.	Liaise with parents via class teacher meetings. Work scrutiny/pupil discussion will evidence quality of learning opportunity.	CT's	End of each term Estimated £3,700
<b>Total budgeted cost</b>					£10,200
<b>TOTAL EXPENDITURE</b>					52,000

6. Review of expenditure				
Previous Academic Year		2016 – 2017 Amount: £50,300		
i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
All staff have good working knowledge of mental health, its impact on learning/ have the necessary knowledge/skills to support effectively	High quality training from <b><u>Place2Be.</u></b>	Yes. Training successful in that teachers and TA have improved knowledge and understanding of identification and strategies to meet needs/remove barriers and identify early help.	N/A as successful	£1,000
All staff working with a child have thorough knowledge of strengths and areas for development	Time for teachers / teaching assistants to discuss individuals and work together on identifying approaches/programmes	Yes. Need to continue with this good practice.	N/A as successful	£2,000
TA know how to use 'Switch-on' effectively as a tool for identifying and addressing gaps in learning	All TA attend ' <b><u>Switch-on</u></b> ' 10 hour professional development course Oct /Nov 2016 (Nottingham CC)	Children supported using the 'Switch-on' support that were identified as borderline AE in reading (100%) and writing (75%) achieved age expected (Y6)	This approach could be extended across the school. EEF summer 2017 however now question the validity of their earlier research samples.	£500
TA/teachers know how to use precision teaching effectively as a tool for addressing gaps in	TA/teachers to attend <b><u>precision teaching training</u></b> led by educational psychology team INSET day Oct 2016	All staff proficient in approach and was used as a tool to consolidate key skills successfully for children across Y1 to Y6	Continue to use this approach where thought relevant.	£500



<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Pupils have access to IT and relevant software to overcome barriers to learning at home and school.	Purchase <b><u>student laptops</u></b> and ensure <b><u>Clicker 7</u></b> software installed. Children to take to and from home as and when necessary to enable them to complete homework task in variety of ways/formats.	Student laptops with Clicker 7 made a very positive impact to the quality of children's work and subsequently their self-esteem. Some children completed homework who had never done so before.	Ensure laptops purchased for students as and when necessary.	Laptops £2,500 Software £1,000
Pupils receive quality first teaching to address specific gaps in knowledge or where 'more able' to ensure working in greater depth.	Engage teacher/s to work 1:1 or in very small group to <b><u>address specific gaps</u></b> where necessary/ ensure greater depth for 'more able'. Discuss learning, providing quality feedback.	Children identified as 'borderline' achieved age expected in reading mathematics.	Quality teaching is the best way to provide intervention where this can be afforded.	£18,000

Pupils receive high quality intervention in reading, writing and mathematics (TA)	Two teaching assistants fixed term appointments to <b><u>develop pupil learning</u></b> outside of the classroom (intervention) Y1 to Y4	Whilst the majority of children made progress against objectives when reviewed following the intervention, some did not.	Reduce amount next year in favour of qualified teacher input.	£11,000
	One teaching assistant fixed term appointment to work in EYFS under direction of teacher to <b><u>develop oracy/ early skills/ readiness for learning</u></b>	The additional teaching assistant enabled the teacher or HLTA to have a focus group within the base on more occasions. Whilst 1 of the 3 disadvantaged children made overall good progress end of EYFS, the 2 who didn't made good progress from starting points.	Continue to support this practice.	£5,000

### iii. Other approaches

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Teachers engage with parents successfully in home /school partnership	Fund supply cover to: Autumn -enable teachers to meet at a time convenient to parent to discuss expenditure and hear views of parent/s Spring – review/evaluate this Summer – evaluate and look to the next year together.	Met 85% which is a continued improvement.	Continue with practice and aim for 100%	£2,000

Improved self-esteem/ confidence	Access to music tuition from peripatetic service KS2	Disadvantaged children accessed music tuition where interested and whilst some tried this for a short period of time others continue to be successful and has raised self-esteem/self-worth.	Continue with this practice Y3 – Y6	£1,500
Improved self-esteem/ confidence	Access to after school sports clubs on school site (up to £90 annually per child Y2 – Y6)	Disadvantaged children have been able to access sports clubs after school. For those taking part they have enjoyed these and have gained new skills or enhanced existing skills as well as having an opportunity of building relationships with children from other year groups.	Continue with this practice Y1 – Y6	£2,000
Visits and visitors enhance learning and are not cancelled due to lack of funding from low income families	Ensure a rich curriculum to inspire all and in particular those eligible to PP (fund up to £100 annually per child for visits)	Visits off site have not been cancelled due to parents of disadvantaged not being able to afford these. Children have been able to attend residential visits where would not otherwise.		£3,000

## 7. Additional detail