



## **Pupil Premium Strategy Statement 2018**

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

1. Summary information					
School	Pottery Primary School				
Academic Year	2018 - 2019	Total PP budget	£53,060	Date of most recent PP Review	Sept 2018
Total number of pupils	313	Number of pupils eligible for PP	47	Date for next internal review of this strategy	Sept 2019
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>	<b>All Pupils 2018 (national average)</b>	
Pupils achieving age expected Y6 2018 - reading		50%	-0.54 (0.4)	80%	
Pupils achieving age expected Y6 2018 - writing		50%	-1.21 (2.28)	87%	
Pupils achieving age expected Y6 2018 grammar, punctuation, spelling		63%	N/A	81%	
Pupils achieving age expected Y6 2018 - mathematics		50%	-3.17 (-0.89)	78%	
		<i>Pupils eligible for PP our school end KS1 = 7 (1 of which has SEN)</i>		<b>All pupils 2018 (national average)</b>	
Pupils achieving age expected Y2 2018 – reading		66%		75%	
Pupils achieving age expected Y2 2018 - writing		66%		78%	
Pupils achieving age expected Y2 2018 - mathematics		66%		75%	
Pupils achieving phonic test PASS end Y1 2018 (3 children, 2 of whom have SEN)		33%		83%	
Pupils achieving overall 'good progress' end EYFS 2018 (6 children, 3 of whom have SEN)		60%		72%	
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>	26% 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 21% of pupils eligible to pupil premium is poor due to absence / punctuality	
<b>E.</b>	Parental engagement for 25% 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 and mathematics.	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.	Parental engagement improves.  100% of pupils eligible to pupil premium complete homework.

5. Planned expenditure					
Academic year		2018 - 2019			
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					
<b>i. Quality of teaching for all</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	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	£19,205 On-going through observation, discussion and collection of data/data analysis and through the performance management of staff. July 2019 final review
<b>Total budgeted cost</b>					£21,205
<b>ii. Targeted support</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	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 2019 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 6hrs weekly (intervention). 1 x Y1/ 2 1 x Y3/ 4 One teaching assistant fixed term appointment 10hrs weekly 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 2019 Specific intervention report. Estimated:  £2,145 (6 hrs) £2,145 (6 hrs)  £3,575 (10 hrs)
<b>Total budgeted cost</b>					£20,865
<b>iii. Other approaches</b>					
<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>
All children in receipt of pupil premium complete homework.	Homework club once a week staffed by TA so that children can have support to complete homework where not receiving support at home.	Pupil premium external review Feb 2018	Assess if more children completing homework tasks.	GH	On going £624
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: £1,000

Improved self-esteem/ confidence	Access to after school sports clubs on school site (up to £90 annually per child Y1 – Y6)	Children voice not being able to access opportunities due to limited funding	Liaise with premier sport staff ensuring children making progress and enjoying opportunity	GH	Termly with staff / pupils. Estimated: £2,000
Improved self-esteem/ confidence	Access to emotional literacy support ELSA	Improved mental health improves readiness to learn	Fully trained ELSA in place.	GH	Termly £1,500
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.	GH	End of each term Estimated £4,700
<b>Total budgeted cost</b>					£9,824
<b>TOTAL EXPENDITURE</b>					£51,894

6. Review of expenditure				
Previous Academic Year		2017 – 2018 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 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>	Enabled quality dialogue between staff delivering / supporting teaching and intervention: discussing need, progress and next steps.	Will continue with this approach.	£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.	Ofsted inspection and Pupil Premium review February 2018 identified this as good practice. Y4 and 5 pupil at age expected % higher than ALL pupils and in line with at Y3 and Y6. Y1 and Y2 attainment was lower at age expected but pupil numbers were small (3 children).	Will continue with this approach.	£14,520
ii. Targeted support				
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
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>address specific gaps</b> where necessary/ ensure greater depth for 'more able'. Discuss learning, providing quality feedback.	Gaps in learning successfully addressed for the large majority as evidenced in work scrutiny/pupil discussion	Will continue with this approach	£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>	Intervention progress reports/ pupil work and discussion identifies that gaps in learning are addressed successfully in the main. MK as TA performance manager observed TA session over the year.  Enabled children in receipt of pupil premium to have additional support to enable progress.	Hours to be re-balanced. More teacher /less TA input. Will continue with some level of TA support as this has been successful.  Will continue with this approach at this level.	£7,200   £5,000
<b>iii. Other approaches</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>
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 Summer – evaluate and look to the next year together.	Parental engagement improved over the year.	Will continue with this approach.	£2,000
Improved self-esteem/ confidence	Access to music tuition from peripatetic service KS2	Improved self-esteem and additional skills developed.	Will continue with this approach.	£1,500
Improved self-esteem/ confidence	Access to after school sports clubs on school site (up to £90 annually per child Y1 – Y6)	The majority of children accessed this opportunity, improved self-esteem, social skills as mixing with other year groups in a social activity and enabled them to be more successful in school PE (prior teaching).	Will continue with this approach.	£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 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.	Will continue with this approach.	£3,700
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### 7. Additional detail

Following Pupil Premium external review Feb 2018 we audited home / school support with regards to completion of homework. July 2018 outcomes are as follows:

31 pupil premium children Y1 to Y6 2017 - 2018

Of these, 2 did no homework, 4 achieved 10 weeks of the 39 weeks (bronze), 7 achieved 18 weeks (silver), 4 achieved 24 weeks (gold) and 14 completed all homework.

In March 2018 we opened an infant homework club additionally to the junior club so that children had the opportunity to complete homework in school.