



Pupil Premium Strategy Statement 2019

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

1. Summary information					
School	Pottery Primary School				
Academic Year	2019 - 2020	Total PP budget	£75,160	Date of most recent PP Review	Sept 2019
Total number of pupils	320	Number of pupils eligible for PP	49	Date for next internal review of this strategy	Sept 2020
2. Current attainment					
			<i>Pupils eligible for PP our school end KS2 = 8 (3 of which have SEN)</i>	<i>Progress Measure for PP</i>	All Pupils 2019 (national average)
Pupils achieving age expected Y6 2019 - reading			75%	-2.73	73%
Pupils achieving age expected Y6 2019 - writing			75%	0.24	78%
Pupils achieving age expected Y6 2019 grammar, punctuation, spelling			25%	N/A	78%
Pupils achieving age expected Y6 2019 - mathematics			75%	-4.84	79%
			<i>Pupils eligible for PP our school end KS1 = 7 (1 of which also has SEN)</i>		All pupils 2019 (national average)
Pupils achieving age expected Y2 2019 – reading			66%		75%
Pupils achieving age expected Y2 2019 - writing			66%		78%
Pupils achieving age expected Y2 2019 - mathematics			66%		75%
Pupils achieving phonic test PASS end Y1 2019 (3 children, 2 of whom have SEN)			33%		83%
Pupils achieving overall 'good progress' end EYFS 2019 (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>)					

A.	Oral language skills / language development on entry.	
B.	Low prior attainment.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
C	14 (29%) of pupils eligible for pupil premium have a SEND and/ or mental health concern.	
D.	Attendance for 15 (31%) of pupils eligible to pupil premium is poor due to absence / punctuality	
E	Parental engagement for 14 (29%) of pupils eligible to pupil premium is limited or non-existent	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	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.	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.
C.	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.
D.	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		2019 - 2020			
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 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. Time to analyse,	NFER research 'building blocks to success'	Analysis of pupil progress	SLT (GH, GHa, LN, MK)	On-going when analysis is submitted (usually each 6 – 8 weeks) Estimated cost £2,000
Improve oral/language skills of children.	Embed talk for writing through quality first teaching supported by learning and support staff.	Evidence based e.g. 2008 study in Lewisham.	All staff have quality training and time to embed this approach with the children.	GH LN	Training of new staff £800 Implementation £5,000
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.	GHa Ai	£19,205 On-going through observation, discussion and collection of data/data analysis and through the performance management of staff. July 2019 final review
Total budgeted cost					£27,005
ii. Targeted support					

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?
Attendance of identified pupils improves.	Engage education welfare officer from DCC	Proven through case studies in school that when external agency support involved parents engagement is better with the process of getting children to school/ improved punctuality.	Analyse attendance half-termly and ensure attendance panel meetings regular and support identified and offered.	GH	Half termly £1,555
Parental Engagement % improves from baseline.	Join the East Midlands Maths Hub parental engagement programme.	EMMH have research to demonstrate that their programme is effective in engaging parents.	Identify key personnel from school for training and then to engage with parent group. Identify parental group. Monitor effectiveness, has it made a difference to attendance at meetings, support for reading/homework.	GH	Termly £1,000
Gaps in understanding addressed quickly	Learning and support assistant accessible in each class to support learning.	Where learning and support assistants have good quality training in relevant areas they make a positive impact on assisting the teacher. Evident in classroom observations that a second adult benefits those who lack confidence /need extra reassurance.	Good quality training 'Good to Great' led by DCC October 2018	GH	Training £800 Implementation £34,976
Total budgeted cost					£20,865
iii. Other approaches					
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 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
Total budgeted cost					£9,824
TOTAL EXPENDITURE					£75,160

6. Review of expenditure				
Previous Academic Year		2018 – 2019 Amount: £53,060		
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. Time to analyse, review impact and discuss.	Enabled quality dialogue between staff delivering and supporting learning, discussing need/gaps/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. Impact: 49/51 children in receipt of PP maintained / accelerated progress in mathematics.	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 address specific gaps where necessary/ ensure greater depth for 'more able'. Discuss learning, providing quality feedback.	Gaps in learning successfully addressed for the very large majority as evidenced in work scrutiny/pupil discussion.	Ofsted Inspection Agenda Sept 2019 makes clear expectation that pupils are not withdrawn from wider curriculum to plug gaps in literacy/numeracy so we will not be continuing with this approach.	£13,000

Pupils receive high quality intervention in reading, writing and mathematics (TA)	Two teaching assistants fixed term appointments to <u>develop pupil learning</u> 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 <u>develop oracy/ early skills/ readiness for learning</u>	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.	Ofsted Inspection Agenda Sept 2019 makes clear expectation that pupils are not withdrawn from wider curriculum to plug gaps in literacy/numeracy so we will not be continuing with this approach. Successful so will continue with this approach.	£4,290 £575
iii. Other approaches				
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 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.	60% of pupils completed homework, an increase of 23% <i>Of those who attended that don't get any support at home, this was an invaluable opportunity for additional adult support and also the practise/reinforce learning.</i>	We will continue with offering this opportunity.	£624
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

Improved self-esteem/ confidence	Access to emotional literacy support ELSA	Boxhall profiles baseline to completion evidence increased resilience/strategies being used by child to develop emotional literacy.	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

7. Additional detail