

Pupil premium strategy statement: Potter Street Academy

1. Summary information			
School	Potter Street Academy		
Academic Year	2020/2021	Total PP budget	19/20 - £108,474 20/21 - £114,325
Total number of pupils	243	Number of pupils eligible for PP	84 (34%)

Record of PPG spending by item/project 2019/2020				
Barrier	Action	Objective	Cost	Outcomes
On entry skills to reception are lower for pupils eligible for PP than for other pupils	•Increase speaking and phonics skills in EYFS and KS1	Increase number of PP children reaching ARE at the end of EYFS and those passing phonics check	£11,511	Review in March 2021
The % of pupils achieving ARE at the end of KS2 is lower for those eligible for PP funding than for those not eligible in reading, writing and in maths. The % of pupils achieving ARE at the end of KS1 is lower in writing and in maths than for pupils not eligible for PP funding	<ul style="list-style-type: none"> • Development of Guided reading approaches with high quality texts in KS1 and KS2 • Use of Accelerator Reader to increase the profile of reading and the amount children read • Use of TT Rockstars to engage children and improve number fluency • Development of oral fluency within daily math sessions • Individual tracking of pupils not on track during pupil progress meetings • See chosen actions for C too • Positive behaviour policy developed 	Higher rates of progress and higher levels of attainment for pupils eligible for PP		Review in March 2021

	to increase consistency of behaviour management and expectations in school.			
<p>A number of pupils eligible for PP have a range of social, emotional and mental health difficulties which are affecting their readiness to learn</p> <p>Attendance rates for pupils eligible for PP are lower than Non PPG pupils This reduces their school hours and causes them to fall behind</p>	<ul style="list-style-type: none"> • Whole staff training on Children's mental Health • Young Carers Award • Wellbeing surveys for staff and pupils • Family sessions within school to encourage parental engagement • Attendance awards, attendance letters and high profile attendance with pupils 	<p>The social and emotional wellbeing of vulnerable children is protected and enhanced, pupils are able to learn and make progress</p> <p>Increase the rate of attendance for those eligible for PP funding</p>		Review in March 2021
On entry skills to reception are lower for pupils eligible for PP than for other pupils	<ul style="list-style-type: none"> • Phonics and WELCOMM interventions for identified pupils 	Improved language skills for pupils eligible for PP in Reception	£94,231	Review in March 2021
<p>The % of pupils achieving ARE at the end of KS2 is lower for those eligible for PP funding than for those not eligible in reading, writing and in maths.</p> <p>The % of pupils achieving ARE at the end of KS1 is lower in writing and in maths than for pupils not eligible for PP funding</p>	<ul style="list-style-type: none"> • Part funded LSAs to support a range of interventions including write away together and precision teaching in small groups or 1 to 1 • Small group before and after school tuition for identified Year 6 pupils • Peer to Peer support from Yr 10 Passmores students to support arithmetic skills with Yr 4 pupils • Learning Walks, CPD and Performance management to improve Quality First Teaching across the school. 	Higher rates of progress and higher levels of attainment for pupils eligible for PP		Review in March 2021
A number of pupils eligible for PP have a range of social, emotional and mental health difficulties which are affecting their readiness to learn	<ul style="list-style-type: none"> • Harbour – on-site counseling for direct support of 12 children and 3 parents • Support from learning mentor 1:1, small group work, chill and chat and parent support • Safeguarding Officer to build relationships with parents and support pupils and families. 	<p>The social and emotional wellbeing of vulnerable children is protected and enhanced, pupils are able to learn and make progress</p> <p>Increase the rate of attendance for those eligible for PP funding</p>		Review in March 2021

	<ul style="list-style-type: none"> • Team Around the Child/Family meetings • Regular liaison and signposting to outside 			
Complex family situations and a lack of learning experiences and opportunities outside of school prevent children from flourishing	<ul style="list-style-type: none"> • Support vulnerable families in funding extra-curricular activities, life skills and life experiences, e.g. breakfast club, residential visits, day trips, music lessons, chess tuition, clubs etc. by subsidising these • During COVID19 support vulnerable families with home learning packs on a weekly basis and resources to support home learning. 	Pupils eligible for PP across the school have the same opportunities as their peers, e.g. to access day trips, residential trips, clubs etc	£6,434	Review in March 2021
Many pupils come from homes where families are unable to support their learning outside of school	<ul style="list-style-type: none"> • In class joint learning opportunities between parents and children • Adult learning workshops • Sharing assemblies – parents invited • Homework celebrations – parents invited • Extended parent consultations for parents of pupils who have SEN • Information events/workshops to be held where new strategies/initiatives are shared (Key parents to be informed/invited to workshops etc • During COVID 19 provide families with daily emails and weekly phone contact to ensure they are able to support learning at home. 	Parents feel supported by the school leading to improved engagement with their children's education		Review in March 2021

Current attainment				
End of KS2 (End of academic year 2018-2019) - Information taken from SATs results				
	<i>Pupils eligible for PPG (11 = 38% of the cohort)</i>	<i>Pupils eligible for PP, not SEN (10 = 34% of the cohort)</i>	<i>Pupils not eligible for PP (15 = 50% of the cohort)</i>	<i>Pupils not eligible for PP (national average)</i>
% of pupils achieving ARE in reading, writing and maths combined	40%	50%	74%	65%
% of pupils achieving ARE in reading	40%	50%	74%	73%
% of pupils achieving ARE in writing	60%	70%	79%	78%
% of pupils achieving ARE in maths	70%	80%	79%	79%
End of KS1 (End of academic year 2018-2019) - Information taken from SATs results				
	<i>Pupils eligible for PP (14 pupils)</i>	<i>Pupils eligible for PP, not SEN (6 pupils)</i>	<i>Pupils not eligible for PP (23 pupils)</i>	<i>Pupils not eligible for PP (national average)</i>
% of pupils achieving ARE in reading, writing and maths combined	43%	67%	70%	-
% of pupils achieving ARE in reading	64%	83%	78%	75%
% of pupils achieving ARE in writing	50%	83%	74%	69%
% of pupils achieving ARE in maths	57%	100%	74%	76%

2. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

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| A. | On entry skills to reception are lower for pupils eligible for PP than for other pupils |
| B. | The % of pupils achieving ARE at the end of KS2 is lower for those eligible for PP funding than for those not eligible in reading, writing and in maths. The % of pupils achieving ARE at the end of KS1 is lower in writing and in maths than for pupils not eligible for PP funding. |
| C. | A number of pupils eligible for PP have a range of social, emotional and mental health difficulties which are affecting their readiness to learn |

External barriers (*issues which also require action outside school, such as low attendance rates*)

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| D. | Attendance rates for pupils eligible for PP are lower than Non PPG pupils This reduces their school hours and causes them to fall behind |
| E. | Complex family situations and a lack of learning experiences and opportunities outside of school prevent children from flourishing |
| F. | Many pupils come from homes where families are unable to support their learning outside of school |

3. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase number of PP children reaching ARE at the end of EYFS and those passing phonics check	There is an increase in the % of pupils eligible for PP in Reception meeting GLD Gap between PPG and Non PPG passing phonics check continues to close
B.	A higher % of pupil eligible for PP will make at least expected progress across the year and will achieve ARE	There is an increase in the % of pupils eligible for PP at the end of KS1 and KS2 meeting the expected standard in reading, writing and math
C.	The social and emotional wellbeing of vulnerable children is protected and enhanced, pupils are able to learn and make progress	Vulnerable pupils across the school are identified at the earliest opportunity and their social, emotional and mental health needs are appropriately addressed. Fewer behaviour incidents are reported by staff. Pupils make progress.
D.	Increase the rate of attendance for those eligible for PP funding	Reduce the % of 'Persistently Absent' pupils who are eligible for PP funding. There will be an increase in the % of pupils eligible for PP being in school on time.
E.	Pupils eligible for PP across the school have the same opportunities as their peers, e.g. to access day trips, residential trips, swimming lessons, music lessons, clubs etc	Pupils eligible for PP will have access to everything the peers have access to, including day trips, residential trips, music lessons, clubs etc
F.	Parents feel supported by the school leading to improved engagement with their children's education	There will be an increase in the % of pupils eligible for PP funding completing homework tasks and sharing them at the homework celebrations. There will be an increase in the % of parents attending workshops/assemblies to learn about key initiatives/strategies being used in the school. All parents will attend SEN Support Plan meetings for children who are PP and SEN

4. Planned expenditure					
Academic year	2020/21				
<p>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.</p> <p><i>All of the following approaches/actions are being put in place, some are funded through pupil premium (those in bold type), some are funded through subject area budgets.</i></p>					
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?
A Increase number of PP children reaching ARE at the end of EYFS and those passing phonics check	<ul style="list-style-type: none"> Increase speaking and phonics skills in EYFS and KS1 	<ul style="list-style-type: none"> The EEF reports that phonics effectively supports younger readers and is more effective than other approaches Evidence from EEF shows that approaches to developing CLL consistently show a positive benefit to pupils 	<ul style="list-style-type: none"> Monitoring of assessment process Termly tracking of pupil progress 	Phonics lead EYFS and KS1 class teachers	January, April and July.
B Higher rates of progress and higher levels of attainment for pupils eligible for PP	<ul style="list-style-type: none"> Development of high quality texts in KS1 and KS2 Use of Accelerator Reader to increase the profile of reading and the amount children read Use of TT Rockstars to engage children and improve number fluency Use of Mathletics to engage pupils in maths at home and in school. Development of vocabulary within daily English and math sessions and language rich learning environments. Development of vocabulary progression within each subject Individual tracking of 	<ul style="list-style-type: none"> The EEF reports that on average reading comprehension approaches improve learning by an additional 5 months over the course of a school year We found that improving children's confidence with arithmetic supported their reasoning skills. Ensuring children are fluent in number is one of the 8 recommendations by EEF to improve maths. EEF reports that targeted interventions for behaviour in school are more effective than using universal interventions alone. We have seen student behaviour improve with a combination of a consistently implemented behaviour policy and targeted support from learning mentors. 	<ul style="list-style-type: none"> English and maths leaders will carry out regular monitoring, along with SLT SLT to monitor level of expectations and engagement of pupils eligible for PP funding Governor monitoring Data collection and analysis Vulnerable Pupil meetings and Behaviour review meetings established to discuss and review students. 	SLT, maths lead, English lead	Ongoing and end of each term, when progress in analysed

	pupils not on track during pupil progress meetings				
<p>C The social and emotional wellbeing of vulnerable children is protected and enhanced, pupils are able to learn and make progress</p> <p>D Increase the rate of attendance for those eligible for PP funding</p>	<ul style="list-style-type: none"> • Whole staff training on Children's mental Health • Young Carers Award • Wellbeing surveys for staff and pupils • Family sessions within school to encourage parental engagement • Attendance awards, attendance letters and high profile attendance with pupils 	<ul style="list-style-type: none"> • EEF reports that parental involvement is often associated with improvements in school ethos 	<ul style="list-style-type: none"> • SLT to monitor • Questionnaires • Behaviour logs • Attendance figures 	SLT	Spring and Summer 2020
Total	£13,351				

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?
A Improved language skills for pupils eligible for PP in Reception	<ul style="list-style-type: none"> Phonics, WELCOMM and NELI interventions for identified pupils 	<ul style="list-style-type: none"> EEF reports that Early years interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families. 	<ul style="list-style-type: none"> Monitoring of delivery of intervention and tracking of pupil progress 	Phonics lead EYFS and KS1 class teachers SENCO	Termly
B Higher rates of progress and higher levels of attainment for pupils eligible for PP	<p>Part funded LSAs to support a range of interventions including write away together, precision teaching, reciprocal teaching in small groups or 1 to 1</p> <p>Small group before, during and after school tuition for identified Year 6, Year 5 and Year 2 pupils</p> <p>Home learning resource packs for PPG pupils</p> <p>Provision of Internet enabled device to support home learning for PPG pupils</p> <p>Peer to Peer to support key skills with pupils in KS2 (post COVID)</p> <p>EP training then implementation of paired reading and writing</p> <p>Learning Walks, CPD and Performance management to improve Quality First Teaching across the school.</p>	<ul style="list-style-type: none"> EEF report that research which focuses 1:1 or small group support shows a positive benefit. EEF report that optimum impact is seen when sessions are short and regular e.g. 30 minutes 3 to 5 times a week, over a 6 to 12 week period. The smaller the group, the more effective the support. EEF report that peer to peer support has a positive impact, especially for the lower attaining pupils especially when it enhances teaching. EEF report that the Quality of Teaching is the most essential factor for pupil attainment alongside evidence based approaches and/or interventions. 	<p>Monitor through:</p> <ul style="list-style-type: none"> termly pupil progress meetings regular data checks Book sampling Intervention assessments Support Plans 	SLT, maths lead and English lead, Inclusion Lead English lead	Post intervention and termly data analysis and pupil progress meetings

<p>C The social and emotional wellbeing of vulnerable children is protected and enhanced, pupils are able to learn and make progress</p> <p>D Increase the rate of attendance for those eligible for PP funding</p>	<ul style="list-style-type: none"> • Harbour Counseling – on-site counseling for direct support for children and parents. Teams/zoom support where necessary • Support from learning mentor 1:1, small group work and parent support to build relationships • Well Being Champions to promote a positive mental health • Team Around the Child/Family meetings • Regular liaison and signposting to outside agencies where appropriate. • Regular engagement with Trail Blazer with referrals for parents and children. • Embers The Dragon programme for Year R and Year 1 pupils. 	<ul style="list-style-type: none"> • The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues are the most effective • EEF reports that parental involvement is often associated with improvements in school ethos or discipline • EEF reports on how social and emotional learning interventions almost always improve emotional or attitudinal outcomes. • EEF reports that parental involvement is often associated with improvements in school ethos 	<ul style="list-style-type: none"> • Behavior logs • Attendance figures • Qualitative data – feedback from staff, parents and P2B 	<p>Harbour and SLT</p>	<p>Regular Vulnerable pupil meetings</p>
<p>Total budgeted cost - £99,142</p>					

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?
E Pupils eligible for PP across the school have the same opportunities as their peers, e.g. to access day trips, residential trips, clubs etc	Support vulnerable families in funding extra-curricular activities, life experiences and life skills, e.g. residential visits, day trips, music lessons, chess tuition, clubs etc. by subsidising these	We are committed to providing a rich and stimulating curriculum for all pupils by subsidising trips, clubs etc we ensure all children have the same opportunities • .	Take up of this subsidy will be monitored by the School Office Manager and finance clerk	HT and SLT	Feb 2021 and July 2021
F Parents feel supported by the school leading to improved engagement with their children's education	<ul style="list-style-type: none"> • Parent support for use of on line communication platforms – Teams / Dojo • Parent Events and information to be shared via email, website and Teams • Telephone support for part. <p>Post Covid</p> <ul style="list-style-type: none"> • In class joint learning opportunities between parents and children • Adult learning workshops • Sharing assemblies – parents invited • Homework celebrations – parents invited • Extended parent consultations for parents of pupils who have SEN • Information events/workshops to be held where new strategies/initiatives are shared (Key parents to be informed/invited to workshops etc) 	<ul style="list-style-type: none"> • EEF report that 'parental involvement is consistently associated with pupil's success at school' • EEF reports that parental involvement is often associated with improvements in school ethos or discipline 	<ul style="list-style-type: none"> • Monitor attendance at workshops/events/SEN Support Plan meetings • Parents to be called and invited to SEN Plan meetings • Parent views • Team around the child/family meetings held regularly where appropriate. 	SLT	Feb 2021 and July 2021
Total budgeted cost: £8,044					

