

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Potter Street Academy
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	40.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Executive Headteacher And LGB
Pupil premium lead	Nicola Beesley
Governor / Trustee lead	David Butler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£129,120.00
Recovery premium funding allocation this academic year	£13,920.00
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	£143,040

Part A: Pupil premium strategy plan

Statement of intent

At Potter Street Academy we have a larger than average number of educationally disadvantaged pupils. Many of these pupils have additional barriers to learning with a number of children joining us from other schools. We intend to enable all our pupils to aim high and set themselves inspirational targets that will help them achieve their goals. We will develop happy, confident and resilient learners who see mistakes as their next learning opportunity. All pupils will have a broad range of engaging and enriching experiences and a rich and varied vocabulary which will ensure their knowledge and skills are embedded. When children leave Potter Street they will have the essential skills they need to succeed later in life.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	On entry language and communication are lower for disadvantaged children.
2	Large proportion of disadvantaged pupils have ACES and attachment difficulties.
3	During the pandemic Levels of engagement in remote learning varied and therefore the gap in attainment has increased in many areas but particularly in writing.
4	Complex family situations, lack of learning experiences and opportunities outside school and families are unable to support learning outside of school.
5	The school experiences a high level of mobility, many children who enter come from disadvantaged backgrounds have a lack of school experiences or language barriers.
6	Regular attendance can be a challenge for a small proportion of our disadvantaged pupils for a variety of reasons.

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
1. Improve outcomes for educational disadvantaged pupils by the end of key stage 1.	An increase in the amount of disadvantaged pupils attaining ARE and higher level by the end of KS1 in reading, writing and maths.
2. Close the attainment and progress gap between disadvantaged and Non disadvantaged pupils across KS2 in reading, writing and maths.	The attainment and progress of disadvantaged pupils will be at least similar to their peers by the end of KS2 in reading, writing and maths.
3. Increase the rate of attendance for disadvantaged pupils	Disadvantaged pupils attend similarly to their peers.
4. Parents have the tools to support children's learning.	Increased parental engagement with learning
5. Disadvantaged pupils have the same opportunities and experiences as their peers	All disadvantaged children attend additional experiences/activities provided by the school.
6. Disadvantaged pupils who arrive midyear are provided with an effective transition to enable them to access teaching and learning.	Disadvantaged pupils who arrive midyear make similar or better progress than their 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: £19,080

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium champion appointed and attends PPG strategy training throughout the year.	EEF report that the Quality of Teaching is the most essential factor for pupil's attainment alongside evidence based approaches and/or intervention. EEF report on effective CPD states that high quality teaching improves pupil outcomes and professional development offers a crucial tool to develop the teaching quality and enhance children's outcomes.	1-6
Staff CPD understanding educationally disadvantaged pupils	EEF report on Improving Behaviour in schools states that research by Sammons, P., Lindorff, A. M., Ortega, L. and Kington, A. (2016) ' <i>Inspiring teaching: learning from exemplary practitioners</i> ', suggests that teachers knowing their students well has a positive impact on classroom behaviour and engagement.	1-6
Staff CPD on developing effective relationships in the community	EEF teaching and learning toolkit evidence suggests that effective parental engagement can lead to learning gains up to 4 months over the course of the year.	2,3,4,5
Staff CPD on improving language and communication skills in and outside the classroom	EEF 'Preparing for Literacy Guidance report' states 'communication and language provide the foundations for learning and thinking.' 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.	1-6
Staff CPD on improving understanding of SEMH	EEF 'Improving Behaviour in schools' document states the benefits on engagement and learning by staff knowing and understating the needs of pupils. The average impact of successful Social, Emotional Learning interventions is an additional four months' progress over the course of a year.	2
Staff CPD on improving understanding of metacognition.	EEF evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be	4

	worth the equivalent of an additional +7 months' progress when used well.	
Staff CPD on improving understanding of EYFS	From the EYFS statutory framework it states that the development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial.	1,2,3

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

Budgeted cost: Budgeted cost: £74,256

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and language early intervention	DFE 'Best Start in SLC 2020 Guidance states the positive benefits of Early identification and intervention with language delays. The daily Wellcomm interventions support DFE guidance that states 'high dosage interventions are consistently shown to have greater efficacy than low dosage.'	1
After school group tuition	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.	3
Targeted EAL support	EEF and Bell Foundation EAL reviews show there is high positive impact on Literacy and Language skills for targeted interventions that systematically teach language acquisition and phonological and comprehension skills.	3
Evidenced based/informed interventions	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.	3

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

Total budgeted cost: £57,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support from Learning Mentor	EEF reports on how social and emotional learning interventions almost always improve emotional or attitudinal outcomes.	2
Targeted support from Harbour Counsellors	EEF reports on how social and emotional learning interventions almost always improve emotional or attitudinal outcomes.	2
Targeted breakfast club	EEF reports on how breakfast provided before school delivered an average of 2 months progress in KS1. Breakfast Clubs in school also see an improvement in behaviour and attendance.	4
Targeted after school club and extracurricular activities	Planned extra-curricular activities such as an after-school club or summer school, are more likely to offer academic benefits than sporting activities alone.	4
Like skills and experiences programme	EEF commissioned report shows that educational experiences outside of the classroom benefit attainment, and skills crucial to school performance,	4
Attendance support and intervention for identified families	DFE school attendance and attainment report states the importance of attendance and the clear evidence of a link between poor attendance at school and low levels of achievement.	6

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 2020 to 2021 academic year. *Due to COVID-19, performance measures have not been published for 2020 to 2021.*

Total number of pupils eligible for PPG	97
Total number of pupils with SEND and PPG	34
Total number of pupils with EAL and PPG (not including SEND)	10
Total number of pupils with EAL, SEND and PPG	3

	<i>Desired outcomes and how they will be measured</i>	<i>Outcome 2020/21</i>
A.	Increase number of PP children reaching ARE at the end of EYFS and those passing phonics check	Teacher assessment in July 2021 showed that the end of EYFS showed the gap had reduced to 5% (1 pupil) on percentage GLD (55%/61%) Phonics Check in December 2020 (Yr 2 children taking late due to COVID) showed that the gap had closed with 80%/82%
B.	A higher % of pupil eligible for PP will make at least expected progress across the year and will achieve ARE	Across the school 46% Non SEND PPG pupils are on track in reading, 32% in writing and 48% in Math. Across the school 60% Non SEND PPG pupils made at least good progress in reading, 53% in writing and 68% in Math.
C.	The social and emotional wellbeing of vulnerable children is protected and	7% PPG children Harbor 60% PPG children received input for the Learning mentor in 20/21.

	enhanced, pupils are able to learn and make progress	
D.	Increase the rate of attendance for those eligible for PP funding	8 PPG pupils were PA during 20/21 with 1 Non-PPG pupil. There was a 2% gap in attendance between PPG and Non PPG. The school was without EWO for June and July
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	EYFS trip to Stick Man 100 PP 100% attendance Year 1 trip to Walton on the Naze 100% PP attendance Year 2 trip to Colchester Zoo 100% PP attendance Year 3 trip to Hatfield Forest 100% PP attendance Year 4 trip to Parndon Wood 100% PP attendance Year 6 trip to Southend 94% PP attendance 18% of children who attended Music lessons conducted by rock steady were PP
F.	Parents feel supported by the school leading to improved engagement with their children's education	During lockdown all PPG families had access to the internet and home learning via the school's provision of laptops and dongles 95% of families engaged with daily live lessons during the pandemic

Further information

At Potter Street Academy, developing our mental health provision has been a priority over the last two years and this is now a strength of the school. Our Silver Carnegie Award highlights the systems we have in place to support children and their families which includes: daily mindfulness sessions, Well Being Champions and our wellbeing base. Our Young Carers award also recognises the support we provide pupils who have caring responsibilities at home.

Ensuring the pandemic did not disadvantage any pupil has also been a priority so we ensured every pupil had internet access and a suitable device to access on line learning if they were unable to come in to school. Our on line learning platforms, as well as 3 daily live lessons, ensured all pupils had access to high quality learning opportunities.

During 2021 – 2023 Potter Street Academy will be part of the Essex and HEC Disadvantaged Strategy. This will allow us to continue to develop our provision by learning from other schools in our area, accessing high quality CPD and working alongside experts such as Marc Rowland.