

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	194
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	November 2023
Date on which it will be reviewed	November 2023
Statement authorised by	Executive Headteacher and LGB
Pupil premium lead	Kath Holland
Governor / Trustee lead	David Butler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£125,130
Recovery premium funding allocation this academic year	£12,905
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	£138,035

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. It is our intent to enable all our pupils to aim high and set themselves aspirational 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 as families are unable to support learning outside of school.
5	The school previously experienced a high level of mobility, many children who enter come from disadvantaged backgrounds and 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 number 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 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 mid-year 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: £14,342

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
Review Staff CPD on improving language and communication	EEF 'Preparing for Literacy Guidance report' states 'communication and language provide the foundations for learning and thinking.	1-6

skills in and outside the classroom	EEF reports that Early years interventions have a positive impact, delivering an average of around five additional months' progress. The approach is particularly beneficial for children from low-income families.	
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 worth the equivalent of an additional +7 months' progress when used well.	4
Support 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
Mental Health Leader Champion	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
Senior staff engage with TPP and My Happy Mind programme and lead staff CPD	EEF 'Social and emotional learning' states 'the average impact of successful SEL interventions is an additional four months' progress over the course of a year'	2

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

Budgeted cost: Budgeted cost: £68,327

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. Wellcomm and Talk Boost 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
Peer support with PCLC	Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year. Studies have identified benefits for both tutors and tutees, and for a wide range of age groups. Though all types of pupils appear to benefit from peer tutoring, there is some evidence that pupils who are low-attaining and those with special educational needs make the biggest gains.	3

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

Total budgeted cost: £55,366

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 Counsellor	EEF reports on how social and emotional learning interventions almost always improve emotional or attitudinal outcomes.	2
Targeted breakfast club	EEF reports in 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 parental support	EEF reports parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	4, 6
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

Total Budget Spend £138,035

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 2022 to 2023 academic year.

Total number of pupils eligible for PPG	72
Total number of pupils with SEND and PPG	23
Total number of pupils with EAL and PPG (not including SEND)	6
Total number of pupils with EAL, SEND and PPG	0

	<i>Desired outcomes and how they will be measured</i>	<i>Outcome 2022/2023</i>																				
1.	Improve outcomes for educational disadvantaged pupils by the end of KS1	<p>We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.</p> <p>The data demonstrated:</p> <p style="text-align: center;">Key Stage 1</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">2019 ARE</th> <th style="text-align: center;">2022 ARE</th> <th style="text-align: center;">2023 ARE</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td style="text-align: center;">67%</td> <td style="text-align: center;">58%</td> <td style="text-align: center;">73%</td> </tr> <tr> <td>Writing</td> <td style="text-align: center;">42%</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">73%</td> </tr> <tr> <td>Maths</td> <td style="text-align: center;">58%</td> <td style="text-align: center;">58%</td> <td style="text-align: center;">64%</td> </tr> <tr> <td>Combined</td> <td style="text-align: center;">42%</td> <td style="text-align: center;">50%</td> <td style="text-align: center;">55%</td> </tr> </tbody> </table> <p>Attainment of PPG children is above the national comparators. In Reading and Writing there are no differences between disadvantaged and non-disadvantaged. There is a 2% difference in Maths which is not significant.</p>		2019 ARE	2022 ARE	2023 ARE	Reading	67%	58%	73%	Writing	42%	50%	73%	Maths	58%	58%	64%	Combined	42%	50%	55%
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<p>2. Close the attainment and progress gap between disadvantaged and non-disadvantaged pupils across KS2 in reading, writing and maths.</p>	<p>Attainment</p> <table border="1" data-bbox="555 230 1396 465"> <thead> <tr> <th>KS2 SATS results</th> <th>PPG 2019</th> <th>PPG 21-22</th> <th>PPG 22 - 23</th> <th>Non-PPG 22 - 23</th> <th>Gap 22</th> <th>Gap 23</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>40%</td> <td>76%</td> <td>73%</td> <td>72%</td> <td>-21%</td> <td>+1%</td> </tr> <tr> <td>Writing</td> <td>60%</td> <td>57%</td> <td>73%</td> <td>72%</td> <td>-27%</td> <td>+1%</td> </tr> <tr> <td>Maths</td> <td>70%</td> <td>57%</td> <td>64%</td> <td>61%</td> <td>-31%</td> <td>+3%</td> </tr> <tr> <td>Combined</td> <td>40%</td> <td>43%</td> <td>55%</td> <td>61%</td> <td>-43%</td> <td>-6%</td> </tr> </tbody> </table> <p>The attainment of PPG children is above the national comparators in Reading, Writing and Maths and the gap has been significantly narrowed from the previous year.</p> <table border="1" data-bbox="555 705 1184 1003"> <thead> <tr> <th>2022 Progress</th> <th>2019 PPG 21</th> <th>2022 PPG</th> <th>2023 PPG</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-1.7</td> <td>+4.9</td> <td>+3.3</td> </tr> <tr> <td>Writing</td> <td>-1.3</td> <td>+1.5</td> <td>+3.6</td> </tr> <tr> <td>Maths</td> <td>+0.7</td> <td>+2.6</td> <td>+2.0</td> </tr> </tbody> </table> <p>The progress of PPG children has significantly improved since 2019 and is now significantly better than national in all areas.</p>	KS2 SATS results	PPG 2019	PPG 21-22	PPG 22 - 23	Non-PPG 22 - 23	Gap 22	Gap 23	Reading	40%	76%	73%	72%	-21%	+1%	Writing	60%	57%	73%	72%	-27%	+1%	Maths	70%	57%	64%	61%	-31%	+3%	Combined	40%	43%	55%	61%	-43%	-6%	2022 Progress	2019 PPG 21	2022 PPG	2023 PPG	Reading	-1.7	+4.9	+3.3	Writing	-1.3	+1.5	+3.6	Maths	+0.7	+2.6	+2.0
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<p>Improve attendance for Disadvantaged pupils</p>	<p>Overall, the school's attendance rate was 95.8% with 8.1% persistently absent. Whilst these figures are significantly lower than our rates in 18/19, they are better than the town average, with the school being the 2nd highest in the town</p> <p>For PPG children their attendance rate was 94.7%, 1.1% below the school average.</p> <p>Our overall PA is 8.9% which represents 16 children. However, of those 75% are PPG.</p> <p>Work with the attendance officer has seen a decrease in the number of absences that pupils are taking. Where attendance is an issue and children have the potential to be PA, families are identified and meetings are put into place with strategies and support given to help improve attendance.</p>																																																			

3.	Parents have the tools to support children's learning.	<p>Parent survey of PPG parents.</p> <p>A total of 119 pupil surveys were returned across the school. From these responses 51 were returned by PPG parents.</p> <p>100% of PPG parents agreed that the school lets them know how their child is doing. This is the same percentage as non-PPG parents that agreed with this statement.</p> <p>100% of PPG parents responded that they agreed that their child has the opportunity to take part in clubs and activities. This was the same percentage as non-PPG parents.</p> <p>98% of PPG parents felt that their child does well in this school. This is slightly higher than in comparison to the non-PPG parents that responded to the survey.</p> <p>96% of PPG parents felt that the school has high expectations of their child. This is slightly above the number of non-PPG parents that agreed with this statement.</p> <p>100% of PPG parents attend parents evening.</p>
4.	Disadvantaged have the same opportunities and experiences as their peers.	<p>All PPG pupils attended the same trips as their peers.</p> <p>All PPG pupils have the same opportunity to hold positions of responsibility within the school and some are wellbeing champions, sports champions, house and vice captains and school council reps.</p> <p>All PPG pupils are encouraged to attend after school clubs. The same number of PPG pupils as non-PPG represent the school in sporting events.</p>
5.	Disadvantaged pupils who arrive midyear will achieve similar or better progress than their peers.	<p>In most year groups where children have joined the school, PPG children are making similar progress to their peers. In the year groups that have been identified where this has not happened, pupils have had poor attendance and/or engaging parents has been challenging.</p>

Further information (optional)

Our evaluation of the approaches delivered last academic year indicates that targeted attendance, counselling, learning mentor support have been particularly effective. Access to additional tuition has been the most effective strategy in narrowing the attainment gap.

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: Well Being Champions and our wellbeing base. Our Young Carers award also recognises the support we provide pupils who have caring responsibilities at home.

We continue to ensure that our disadvantage pupils have access to technology to complete homework, devices are available for pupils to use at home. At lunchtimes, the ICT suite is available for pupils to access and complete homework.

To support families, we provide food vouchers for them. We offer a free place at Breakfast club to every disadvantaged child to ensure that every pupil has had food to start their day. Where pupils do not come in with the correct uniform, including school shoes, we provide uniform vouchers, so our pupils have the correct uniform. To support all pupils attending swimming lessons, we purchase swim wear and towels, so pupils have the correct equipment to attend swimming. As a school we also ensure that pupils have the equipment to take part in PE lessons as we identify pupils who do not have kits provide PE kits to these pupils.

To ensure all disadvantaged pupils have access to wider opportunities, we support parents in ensuring all children attend school trips.

During 2021 – 2023 Potter Street Academy were part of the Essex and HEC Disadvantaged Strategy. This allowed 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.