



Pupil premium strategy statement:

For further breakdown of PP costings please see [Pupil Premium Analysis 2020-2021](#) on our website

*Through our inclusive, Christian values, we have high expectations for all, within our safe and caring community.
Inspiring and creative education promoting enjoyment, well-being and pride for all our community to become successful, hard-working learners for life.*

At Potters Gate Primary School and St. Andrew's Infants, we all strive so that **all** our pupils succeed and shine. Our pastoral care of pupils and tracking of all pupils who are at risk of not making sufficient progress and have helped us to plan and implement good intervention strategies. We aim to go above and beyond for the most vulnerable and disadvantaged children within our school so that their lower starting point is not a barrier for their achievement.

1. Summary information					
School	Potters Gate Primary School and St. Andrew's Infant School				
Academic Year	2020-2021	Total PP budget – Potters Gate St. Andrew's	£81,285 £8,070	Date of most recent PP Review	October 2020

Any data is from the end of the academic year 2018 – 2019 (unless otherwise stated) as the last published data available due to COVID -19.
Some targets are carried over from Lockdown

SCHOOL ASSESSMENT DATA				
2a. Year 1 Phonic Screening Check				
	Pupils eligible for PP		Pupils not eligible for PP - National Data	
	PG	St. A	PG	St. A
% achieving the standard in the Year 1 Phonics check	56%	75%	90%	88.5%
2b. Attainment for KS1				

% achieving expected standard or above in reading	14%	66%	83%	83%
% achieving expected standard or above in writing	14%	0%	74%	78%
% achieving expected standard or above in maths	14%	33%	81%	74%
% achieving greater depth standards in reading	0%	0%	34%	37%
% achieving greater depth standards or above in writing	0%	0%	20%	13%
% achieving greater depth standard or above in maths	0%	0%	34%	20%
2c. Attainment for KS2				
% achieving expected or above in reading, writing and maths	73%		83%	
% achieving expected scaled score or above in reading	100%		89%	
% achieving expected scaled score or above in SPaG writing	75%		92%	
% achieving expected scaled score or above in maths	91%		100%	
% achieving high scaled score in reading, writing and maths	0%		10%	
% achieving high scaled score in reading	9%		32%	
% achieving high scaled score in writing	0%		15%	
% achieving high scaled score in maths	18%		37%	

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. | Social, emotional and attachment issues are a barrier to learning for PP children much more than for other pupils which slows progress. |
| B. | Reading and writing for some pupils eligible for PP (excluding high ability who achieve) are lower than non-PP. |
| C. | Adverse circumstances occur in some of the PP children's lives which affect their wellbeing and progress |
| D. | Children start school with underdeveloped language and communication skills |

External barriers

- | | |
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| E. | Parental engagement and home learning support |
| F. | Pupils emotional resilience |
| G. | Parents' mental health and well-being has an impact on pupils' learning & well-being |

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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A.	QFT and targeted interventions to meet the needs of SEND children and PP children, which address writing skills.	QFT and targeted interventions lead to accelerated progress of PP children in writing so that they meet age related expectations.
B.	An increased number of pupil premium children meeting end of year expectations. Measured through termly tracking of progress and outcomes	The difference between PP and non-PP will be diminished
C.	Mitigate the effect of adverse circumstances so that children have a secure outlet and are emotionally stable ready for learning	Children's progress is in line with non-PP children.
D.	Pupils with SEMH needs are able to make good progress as a result of whole school approaches and targeted interventions.	The difference between PP and non-PP will be diminished and impact is evident in class. SEMH Wave 1-3 support in place. Increase in ELSA hours will show good outcomes for children with SEMH.

4. Planned expenditure

Academic year	2020/2021				
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?
An increased number of pupil premium children meeting end of year expectations.	‘No More Marking’ Rigorous monitoring schedule to monitor teaching and learning	An approach used by all schools in GST that compares standards of work nationally enabling accurate teacher assessment A more rigorous approach will ensure that any concerns are quickly identified, and appropriate support put in place.	• Ongoing staff CPD- half termly staff meetings • Support from colleagues across the trust • Termly calendar of monitoring including Pupil Progress Meetings, book scrutiny • Assessment Lead training and CPD	SLT and Assessment Lead Phase Leaders	Termly 2021
				Total budget cost:	£8,000 £ 1,475

Reading and writing for pupils eligible for PP will be in line with peers.	Increase the opportunities in EYFS and KS1 to develop oral language and communication which will impact on writing attainments Fischer Family Trust Intervention for KS1 children to develop reading and writing Catch-up funding used to cover resources and training costs of Read, Write Inc phonics programme – whole school approach from Reception up, incorporating the 1:1 tutoring sessions and home engagement	Quality-first teaching delivers well matched, deep and enriching activities to stimulate writing. Rationale: Education Endowment Foundation (June 2016): Utilise PP to promote long term change which will help all pupils including: Phonics (EEF Toolkit +4) Reading comprehension strategies (EEF Toolkit +5) High quality feedback (EEF Toolkit +8) Small group tuition (EEF Toolkit +4) Parental Engagement (EEF Toolkit +3) Oral language: explicitly extending pupils' spoken vocabulary; the use of structured questioning to develop reading comprehension. (EEF Toolkit +5)	• Observations carried out by the SLT/ Phonics Leads • Planning and book scrutiny • Teaching assistants to provide small group and 1:1 intervention for children in receipt of pupil premium who are currently working below national year group expectations • Increase targeted support from Teachers and TA's using Read Write Inc phonics. Focussed narrowing the gap support-phonics 1:1 tutoring. • We will continue to track and monitor data of PP children and exit data analysed for intervention programmes.	SLT, SENDCo and Phonics Leads, English Lead	Termly
				Total budget cost:	£56,000 £3,744

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?
High quality intervention programmes lead to pupil premium pupils making good progress which is reflected in the classroom	Progress of pupil premium pupils receiving intervention programmes are tracked and monitored to see impact on learning in class.	Intervention impact shows that they have good outcomes for children however this is not always transferred into class learning	• Ensure TAs feedback outcomes of interventions to the class teacher. • Ensure there is regular dialogue between teachers and TAs about pupils and ensure skills are transferred.	SENDCo	Termly

Pupils access learning in class and have the resilience to work through any emotional difficulties through the support of interventions and 'Champion' mentors	SEMH waves of intervention support offered to all children using the Thrive model e.g. lego construction therapy, referrals for ELSA support, Nurture Room PG and St. Andrew's 'Champions' mentor PP and SEND children	Impact of Champions with strong, nurturing relationships with PP and SEND pupils can be evident in class and ensures pupils are ready to learn. EEF toolkit and further research (Elaine Hannen, educational psychologist, Kim Aldred, Behaviour Support) suggests that on average, Social and Emotional Learning (SEL) interventions and ASD strategies and interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). Interventions which target SEL seek to improve attainment by improving the social and emotional dimensions of learning	• Staff find appropriate times in the day to meet with children as Champion mentors and see how they are. • SEMH intervention baseline and end data e.g. Strengths and Difficulties scores, Boxall profile scoring, emotional scales, ELSA impact scores	Inclusion team Play therapist ELSA All staff	Termly and after each client completed.
Parents attend high quality training called Parent Puzzle and make use of resources available. Parents access school based parental support through the Inclusion Team-phone in one	Parents and carers access in house parenting courses run on a regular rolling basis	Research based approach from Family Links national parenting programme. Increase parental aspirations and confidence to parents in providing boundaries and positive discipline	• Parental feedback	Parent group leaders Inclusion Team	At completion of parenting course
All pupil premium children will feel fully inclusive and part of the community with high aspirations and opportunities	Children will be provided with uniform and resources as and when needed, school trip and extra-curricular club contributions will be offered	All children will have the same opportunities in school and feel part of the community. Cost of living, social deprivation and personal family circumstances are reasons for school support	• Clear and regular communication with parents and carers with HSLW • Uniform and resources kept by HSLW and SENDCo • Newsletters • Aim High assemblies	HSLW Inclusion Team KS2 Phase leader	Regular

				Total budget cost:	£ 22,444 £2,851
iii. Wider strategies					
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 attracting PP funding have greater resilience that leads to better engagement in learning.	We are looking to use the Resilience Doughnut as an intervention with our PP pupils	Other local schools have good evidence for the impact of the programme which concentrates on what children can do and strengthening those rather than only providing interventions for things that children find hard.	Year 6 will initially work through the Resilience Doughnut training to follow through the recommended implementation. This will be overseen by our middle leader who has done the training.	SENDCo, Mental Health specialist, AC- Middle Leader	July 2021
Involvement from outside agencies to reduce negative influences	Signpost parents and families to outside agencies e.g. Young carers, Barnardo's parenting support, Space to grow	Feedback from parents and children who have accessed these agencies states that they make a difference	Work with the agencies to monitor the impact of the work done	SLT Inclusion Team HSLW	July 2021
				Total budget cost:	£800

5. Review of expenditure

Previous Academic Year 2019-20		£80,120 £1,320		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost

Pupil's make good progress due to high quality and targeted interventions	Early interventions in language, number and handwriting for EYFS children Use of HLTA and non-class-based TAs to run interventions TAs to run small group interventions in class	Intervention data at Potters Gate and St. Andrew's shows pupils taking part in KS1 interventions made good progress from baseline data. A small number of children from Potters Gate and from St. Andrew's in Year 2 did not reach EOYE in writing and maths. At Potters Gate these children also happened to be SEND and although they made progress, they were still behind age related progress and further targeted support is needed as well as continued QFT. In EYFS (Potters Gate) we trialled NELI (Nuffield Early Language Intervention) and out of the 6 children taking part all but one pupil made greater than expected progress. Potters Gate KS2 intervention data in Maths showed children achieving EOYE. Whilst in Year 4 children made progress in Reading through precision teaching, 50% of PP children didn't achieve end of year expectations. These children have been identified as having SEND and further support needed. Pupil progress meetings and targeted interventions remain a focus for both schools next year.	• An ongoing strategy which was interrupted due to lockdown.	
High prior attaining pupils maintain or increase end of year attainment, from their starting point. Disadvantaged children are identified and make	SLT to focus on leading teaching staff, through CPD, to develop quality first teaching and learning through self-reflection, research and collaborative learning	Our data shows us that most pupils make good progress but that we don't always close the gap or raise our expectations for some pupils that could do even better. Learning walks, book scrutinies and progress meetings reflect prior attaining children maintaining high levels of attainment. SLT ensure that all staff know every child in their class is their responsibility and that every child must make good progress and for some to make better than expected progress.	• An ongoing strategy which was interrupted due to lockdown.	
PP writing improves in-line with non-PP	Increase the opportunities in EYFS and KS1 to develop oral language and communication which will impact on writing attainments Fischer Family Trust Intervention for KS1 children to develop reading and writing	Writing is based on high quality texts and grammar is linked to genre and text. This producing better quality writing and pupils are becoming enthused in reading also. This is on the school development plan for next year as focus. Fischer Family trust continues to be a successful intervention for both schools and starts the link between text and writing.	• An ongoing strategy which was interrupted due to lockdown.	

Pupils make good progress in maths and are accessing stretching and challenging activities	Teachers to plan lessons which stretch and challenge all pupils. Maths Mastery approach to lessons Whole school Maths mastery training.	Maths No problem is a government approved scheme and was introduced after October half term 2018. Teaching and learning across Years 2- 5 is very consistent with pupils following the same lesson structure. PP children are exposed to reasoning, problem solving and mathematical language. Misconceptions are worked through allowing pupils to build resilience. Every year group has access to high quality stretch and challenge resources and the expectation is there is a challenge for every pupil to move on to. Maths Lead is a Mastery Specialist and working for the Maths Hub carrying out school to school support and facilitating a work group on intervention. Mastery maths intervention is an area for development next year.	An ongoing strategy which was interrupted due to lockdown.	
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
High quality intervention programmes lead to pupil premium pupils making good progress which is reflected in the classroom	Progress of pupil premium pupils receiving intervention programmes are tracked and monitored to see impact on learning in class.	KS1 interventions delivered by specific HLTA show significant achievements through targeted programmes of intervention such as Fischer Family Trust, 1 st Class@Number. TA intervention impact data reflect most successful whole school intervention is precision teaching, especially for KS1 pupils.	An ongoing strategy which was interrupted due to lockdown.	

In house social, emotional and mental health provision meets the needs of all children requiring therapeutic intervention Pupils access learning in class and have the resilience to work through any emotional difficulties through the support of interventions and 'Champion' mentors	Strengths and Difficulties Questionnaire scores are carried out at regular reviews and feedback from teachers, parents and pupils. Play Therapy sessions with pupil premium children are discussed at progress meetings. Three waves of intervention support offered to all children for Social, emotional and mental health needs e.g. referrals for ELSA support, bubble room PG and St. Andrew's 'Champions' mentor PP children and regularly	Our mental health specialist, inclusion team and ELSA have provided support to pupils and families and parental feedback shows good outcomes for some of the families. Our Inclusion team continue to provide good support to vulnerable families and as a result children's attendance improved, children managed to settle in school each morning and self-esteem and resilience increased. Our mental health specialist continues to work with targeted children providing play therapy. SDQ score show positive change. Our PP champions have met regularly with PP pupils and this is now in place successfully at St. Andrew's school	• An ongoing strategy which was interrupted due to lockdown.	
Parents attend high quality training called Parent Puzzle and make use of resources available	Parents and carers access in house parenting courses run on a regular rolling basis	Regular attendees from both schools have taken part in the training. Feedback from parents is very positive about the trainers and the resources shared.	• 5 parents attended training sessions over the Autumn term and this was due to run again however postponed due to COVID. Parent puzzle leads noted that more parents would attend if we offered a creche. This is to be costed for	

6. Additional detail

In addition to the main areas of focus the school provides support to children and families in financial hardship and may impact participation in the wider school. This is especially significant since March 2020 and continues to be a focus into next year. During the pandemic, the following steps have been taken to ensure that 'disadvantaged' pupils' barriers to learning will continue to be overcome wherever possible.

- Weekly phone calls to all disadvantaged pupils
- Provided supermarket vouchers to top up food bank and pupils free school meal vouchers
- Provided clothing, toys, furniture and games to vulnerable children
- Adapted learning resources
- HSLW time to resource online learning for 6 families through providing laptops.

