



Pupil premium strategy statement:

*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
Total number of pupils PG ST. A	459 63	Total number of pupils eligible for PP	63 10	Date of next internal review of this strategy	October 2021

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)	
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		
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	
Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
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.

Review of 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	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)

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.	• There is ongoing staff CPD- half termly staff meetings with focus on moderation and assessment. • Assessment lead provided CPD which led to accurate teacher assessment • Support from colleagues across the trust • Termly calendar of monitoring including Pupil Progress Meetings, book scrutiny		
				Total cost:	budget £2,015 £ 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 along with regular termly assessments • Teaching assistants provide small group and 1:1 intervention for children in receipt of pupil premium who are currently working below national year group expectations • Daily phonics interventions take place for all KS1 children for 45 minutes and assessment data reflects pupil progress. Precision teaching is used for those children in need of extra support in phonics and reading. • Increase targeted support from Teachers and TA's using Read Write Inc phonics. Focussed narrowing the gap support- phonics 1:1 tutoring. • Classroom displays, teaching and planning reflects use of high-quality texts, vocabulary mats and wide use of language.		
				Total cost:	budget £54,980 £3,744

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)
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	- Interventions for the Autumn term showed more impact on pupil progress than Spring and Summer were COVID affected both consistent delivery and progress. This outcome is to continue with focused intervention support showing impact on learning in the classroom. - Intervention evaluation forms completed termly by TAs and teachers are more informed of outcomes.
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 do check-ins to see how they are. - Our ELSA provided check-ins with over 45 children due to increasing anxiety after lockdown. - Nurture group took place for 6 vulnerable children in the summer term with Boxall profile scores reflecting positive impact as well as pupil voice. - Two new members of staff were trained in lego therapy and this took place as an intervention with KS1 children in the Summer term. - All pupils have the opportunity to see their champion and to use their 'bubble card' to signal they need time to talk.

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 is positive for the parenting puzzle courses. Due to COVID this did not run in the Spring or Summer term, however 15 families were signposted to and accessed family therapy and parenting support through Space2Grow. - School continued to offer parenting support over the phone in lockdown and then again at school with our trained counsellor and parent puzzle lead.		
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	- The Inclusion Team keeps in regular contact with parents and carers. Coffee mornings were held (before COVID) and email, phone calls and signposting information on the website and in the newsletters keep them informed and included. - During lockdown the Inclusion team called parents weekly - HSLW regularly offers families uniform, learning resources, food bank vouchers - Inclusion team buy breakfast foods and snacks for those vulnerable children in need. - Inclusion team offer opportunities to attend extra-curricular clubs and breakfast / after school clubs.		
				Total cost:	budget £26,350 £2,851
iii. Wider strategies					
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)		

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 introduced Growth mindset and transition support work to year group. Resilience doughnut research showed that it was best suited to older age children. Middle leader continued to use focus on resilience and formed Wellbeing School Council. Resilience groups using CAMHS self esteem intervention continued as an intervention across both schools.		
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	Referrals to Space2Grow (Wellbeing and Mental Health Community Project) increased over the year with 15 families attending family therapy / parenting course and their wellbeing garden. Space2Grow also offered Cookery and Veg club for vulnerable children and their parent with 12 children attending cookery sessions and 6 children attending veg club. School Inclusion Team supported increasing number of families across both schools. A Nurture group started in the Summer term for 11 hours a week with 6 children attending.		
				Total budget cost:	£2,534

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. During the pandemic and continuing through 2021 lockdowns, 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 and games to vulnerable children
- Adapted learning resources made available hand delivered and put on website
- HSLW organised and sourced charity laptops for vulnerable families first and then offered to all pupils through laptop scheme
- HSLW time to resource online learning for 6 families through providing laptops.
- ELSA and Play therapist support via TEAMs