



This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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.

"I have come that you may have life - life in all its fullness,"

Developing in our children the ability to find joy in life, the natural world, finding moral strength for their own lives.

We celebrate our differences, welcoming families of different faiths, social and ethnic backgrounds to our school family

School overview

Detail	Data
School name	Potters Gate Primary and St. Andrew's Infant Schools
Number of pupils in school	538 Potters Gate 83 St. Andrew's
Proportion (%) of pupil premium eligible pupils	(63) 11% Potters Gate ↑ (7) 8% St Andrew's ↑
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Jayne Venables
Pupil premium lead	Jayne Venables
Governor / Trustee lead	Harry Gilcrist

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	<p>£115,963 Allocation based on 67 census pp pupils.</p>
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<p>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</p>	£115,963

Part A: Pupil premium strategy plan

Statement of intent

- *At Potters Gate and St. Andrew's Infant School, we strive to ensure all our pupils succeed and have access to a broad and enriching curriculum and aspirational and cultural opportunities that they need to be as successful as they can be.*

We will consider the challenges felt by our families and our vulnerable pupils and the work we have planned as part of this strategy will include these children and families.

First and foremost, quality first teaching is central to all children making good progress and setting them up for equal access to opportunities. Being able to read, we believe, is key to success in all other areas and reading is a high priority. All children will have access to quality teaching of phonics and guided reading and disadvantaged children will be targeted for support to enable them to catch up quickly to be in line with the progress of non-disadvantaged pupils.

Through one-to-one tutoring support for early reading, for any child who is at risk of not meeting expected. Our approach will be a wider school initiative looking at all pupils, identifying early on those who have not had access to wide and rich life opportunities. This approach will ensure that all pupils will have the same opportunities while at our schools. Our aim is to increase the number of PP children attending a club or event.

This will mean that:

- Children are identified early if they are not making progress
 - A whole school approach ensures that all staff take responsibility for any child at a disadvantage to raise expectation and outcome for every child.
 - Expectations for all children are high irrespective of their home life.
 - We will provide all teachers and teaching assistants with high quality CPD to ensure pupils access effective quality first teaching.
 - Target funding to ensure that all pupils have access to trips, residential and first-hand learning experiences, including music and sporting activities.
 - Provide appropriate nurture support to help pupils with their emotional and social development.

Challenges

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

Challenge number	Detail of challenge
1	There is low engagement from the majority of families with social and emotional issues resulting in low support at home with reading and homework.
2	The life experiences of pupil premium children before they start school are limited and therefore a significant percentage of pupil premium pupils are not yet ready for school
3	There is a high rate of SEMH needs within the group of pupils we have grouped as pupil premium.
4	Our assessments and observations have indicated that the education of many of our disadvantaged pupils have been impacted by socio-economic to a greater degree than all other pupils. The educational attainment among disadvantaged pupils is significantly below that of all other children with 50% meeting expected against 85% of all other children, in reading. In writing the gap is more significant with 36% of disadvantaged pupils against 82.4% expected for all other children. Combined (R,W,M) for pupil premium children 36% compared with non pupil premium children at 78.4%.
5	Through assessments and observations, we have identified that there is a significant gap in language development and acquisition between children who have social and emotional issues.
6	Aspirational and cultural experiences are limited for children who are grouped as pupil premium. This has been further evidenced from observations and discussions as enrichment opportunities during school closures were not available for most children. These challenges particularly affect disadvantaged pupils.
7	Attendance over the last year indicates 24.6% of Pupil Premium pupils are persistently absent. (Compared to 9% of non-Pupil Premium pupils) Whole school attendance to date compares 96% of non-pupil premium attendance to 91.6% of pupil premium pupils. Our assessments and observations indicate that absenteeism and lateness is negatively impacting disadvantaged pupils' progress.

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
An increased number of pupil premium children meeting end of year expectations.	<p>Assessments, observations and discussions with disadvantaged and vulnerable pupils indicate that their outcomes are beginning to show an upward trend of achieving expected or greater depth.</p> <p>Pupil progress meetings show that an increased percentage of Pupil Premium pupils are on track to meet end of year expectations.</p> <p>Children requiring catch up in phonics and early reading are identified and provision put in place with highly skilled teachers.</p> <p>End of year GLD data shows that an increased percentage of PP children reach end of year expectations.</p>
Outcomes in reading and writing for pupils eligible for PP will be closer in line with peers and the gap reduced between expected outcomes for PP and non PP.	<p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils.</p> <p>Three year increase in the year 1 Phonics screening pass rate for pupil premium pupils.</p>
Mitigate the effect of adverse circumstances so that children develop the emotional stability and are ready for learning.	<p>Sustained high levels of well-being from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> Qualitive data from pupil voice, parent surveys and teacher observations A reduction in the frequency of friendship issues Attendance of PP children and key identified children is monitored by SLT Increase in attendance figures for PP children.

	<ul style="list-style-type: none"> • Reduction in the percentage of lateness for PP children.
Pupils are able to self-regulate and manage emotions in an appropriate way.	Qualitative data shows improved happiness within school in order that children are ready to learn.
Wider opportunities for disadvantaged pupils are increased and each child monitored for engagement	<p>High levels of engagement and participation in enrichment and wider opportunities among disadvantaged pupils.</p> <p>Pupil premium children are invited to funded extra-curricular activities in family groups to increase attendance at these.</p>

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: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Talk for Writing CPD	Writing remains the lowest strand at the end of KS1 and KS2. Recommendations Summary – Improving Literacy in Key Stage 1 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 4
Colourful Semantics	https://learningjournals.co.uk/colourful-semantics-children-can-develop-language-colour/	
Drawing Club	https://writing4pleasure.com/2024/07/19/drawing-first-writing-after-a-winning-strategy-for-early-writers/	
Attention Bucket	https://www.springfieldsautismsupport.co.uk/cpd/sas-blog/the-benefits-of-attention-autismbucket-time-in-autism-education	
Continued investment in validated Systematic Synthetics Phonics Programme to secure stronger phonics teaching for all pupils.	Strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Education Endowment Foundation School data shows that disadvantaged pupils are more likely to be below national expectations in reading at the end of key stage 1 and 2. interventions Interventions For Literacy	4

Regular CPD for all teachers ensuring QFT strategies are in place in all classes.	Quality first teaching is especially significant for children from disadvantaged backgrounds (Sutton Trust 2011) https://www.suttontrust.com/our-research/great-teaching/	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 42,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one tutoring in phonics for pupils not meeting expectations in KS 1 and KS2	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or quality first teaching. SEEF	1, 2, 4
Pre-teach and Catch up for maths mastery	43% of disadvantaged pupils achieve expected in maths with only 0% achieving greater depth. In reading 50% of disadvantaged pupils achieve expected with 0% gaining greater depth. In writing 36% achieve expected and 2% greater depth. EEF Teacher Feedback to Improve Pupil Learning Using Pupil Premium: guidance for school leaders (March 2022)	
Pupils access learning in class and have the resilience to work through any emotional difficulties through the support of interventions and 'Champion' mentors Early Birds Nurture Group	EEF Guidance: Improving Social And Emotional Learning In Primary Schools Using Pupil Premium: guidance for school leaders (March 2022)	3

<p>Parents attend high quality training called Parent Puzzle and make use of resources available.</p> <p>Parents access school based parental support through the ELSA</p> <p>Triangulation approach for Parents</p> <p>Coffee mornings</p>	<p>Parental engagement approaches have, on average, a positive impact of five months' additional progress.</p> <p>EEF - Parental engagement</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3
<p>All pupil premium children will feel fully inclusive and part of the community that has high aspirations and opportunities on offer to them.</p>	<p>Attendance at clubs and enrichment activities by disadvantaged pupils is significantly below that of non-disadvantaged children. Aspiration for disadvantaged pupils is low as evidenced by pupil questionnaires.</p>	5,6, 7

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils attracting PP funding have greater resilience that</p>	<p>Educational Endowment Foundation – Improving Literacy in Key Stage 1 and 2.</p> <p>EEF Guidance: Improving Social And Emotional Learning In Primary Schools Using Pupil Premium: guidance for school leaders (March 2022)</p>	3

<p>leads to increased engagement in Learning. A comprehensive offer of ELSA and pupil wellbeing support is available to all pupils with identified pupils receiving</p>	<p>A proportion of our PP children are not working at their expected age in terms of emotional development.</p>	
<p>Cultural opportunities are directly offered to all pupil premium children to lessen the gap in exposure to cultural activities.</p>	<p>Many pupils do not have access to activities which promote cultural capital. EEF guide to pupil premium 2021.</p>	<p>5, 6</p>
<p>Wider opportunities are monitored and targeted for pupil premium children.</p>	<p>Many pupils do not have access to activities which promote cultural capital. EEF guide to pupil premium 2021.</p>	<p>5</p>
<p>Early Birds Nurture Breakfast targeted at PP attendance</p>	<p>Having a positive start to the day encourages children to want to attend school and be on time. It also gives them nourishment to start their day well. https://educationendowmentfoundation.org.uk/news/biggest-challenges-to-disadvantaged-pupils-attainment</p>	<p>5,6</p>

<p>Nurture Provision for pupil premium children (Reception) who are not ready to access a classroom</p>	<p>Children who have found it difficult to manage a classroom setting are offered a small nurture based setting.</p> <p>https://www.sciencedirect.com/science/article/pii/S0190740925001616?via%3Dihub</p>	<p>5</p>
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Total budgeted cost: £127,000.

Part B: Review of outcomes in the previous academic year

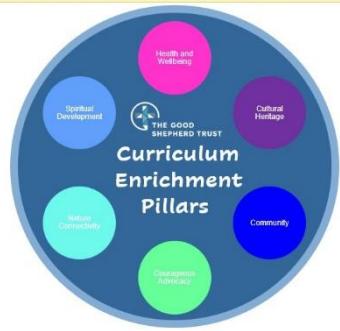
Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

End of KS2 2024 - 25

	All	PP
Reading EXS	92	67
Reading GDS	45	25
Maths EXS	87	58
Maths GDS	41	25
Writing EXS	82	64
Writing GDS	10	0

Further information (optional)



As part of a Trust wide project to extend the wider opportunities and enrichment to improve the provision for disadvantaged pupils, leaders of Potters Gate and St. Andrew's have developed the GST Curriculum Pillars.

The aim of this work sits along side the interventions and quality first teaching mentioned above.

- **To give all our pupils the life chances they deserve**
- **To give every child the opportunity enjoyment which should be their birthright**
- **To equalise the opportunities of enrichment to all children in a GST school, irrespective of their starting points.**
- **To enable a system of school improvement for enrichment, which is based on best practice, already in Trust schools.**
- **The curriculum principles will form the wider enrichment above the routine expectations of quality of education, behaviour and attendance and safeguarding.**

Disadvantaged pupils will have their provision mapped and tracked and measured through end of key stage outcomes and qualitative data.