



Pot Kiln Primary School

Pupil Premium Strategy Statement 2017-18

1. Summary information					
School	Pot Kiln Primary School				
Financial Year	2017-18	Total PP budget	£134,469	Date of most recent PP Review	Jan 2018
Total number of pupils*	295	Number of pupils eligible for PP	95	Date for next internal review of this strategy	Sep 2018
<i>*Pupil numbers taken from previous year Autumn Census</i>					
Previous attainment Summer 2016					
		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Gap</i>	
% achieving in reading, writing and maths		29%	61%	-32%	
% reaching expected standard in reading		47%	73%	-26%	
% reaching expected standard in writing		71%	79%	-8%	
% reaching expected standard in maths		47%	76%	-29%	
Progress score in reading		-3.5	0.3	-3.8	
Progress score in writing		-0.7	0.1	-0.8	
Progress score in maths		-1.1	0.2	-1.3	

Current attainment Summer 2017			
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	<i>Gap</i>
% achieving in reading, writing and maths	40%	68%	-28%
% reaching expected standard in reading	45%	77%	-32%
% reaching expected standard in writing	60%	81%	-21%
% reaching expected standard in maths	60%	80%	-20%
% making progress in reading	-1.6	0.3	-1.9
% making progress in writing	0.6	0.2	+0.4
% making progress in maths	-0.1	0.2	-0.3
Gap Analysis Year on Year			
	<i>YrOnYr Diff</i>	<i>Summary</i>	
% achieving in reading, writing and maths	4%	narrowing	
% reaching expected standard in reading	-6%	widening	
% reaching expected standard in writing	-13%	widening	
% reaching expected standard in maths	9%	narrowing	
% making progress in reading	1.9	narrowing	
% making progress in writing	+0.2	exceeded	
% making progress in maths	1.0	narrowing	

Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Learning behaviours linked to emotional well-being (Maslow's physiological needs not met, impacting on the ability to reach self-actualization)	
B.	Speech & Language skills (including limited vocabulary and spoken and written grammar)	
C.	GPC from Year 2 onwards	
D.	High attainers progress below national results in reading, writing and mathematics.	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
E.	Punctuality & attendance	
F.	Home reading – limited exposure to quality texts outside of the school environment, reading culture poor in wider community	
G.	Low academic and career aspirations (including further and higher education)	
H.	Parental home learning understanding & support	
Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve learning behaviours and readiness to learn across the whole school with a focus on engaging disadvantaged pupils with low academic resilience.	Behaviour data shows improvement (in green class room behaviour). A reduction in abnormal and borderline stress levels (SDQ) post therapy highlighted in the 'Treehouse' impact report.
B.	KS2 SPAG outcomes improved by 10% at EXS and GDS. Implement No Nonsense Grammar to plug gaps.	KS2 SPAG targets of 66% GDS & 25% met. No Nonsense Grammar fully embedded as a teaching & learning strategy across the school.
C.	Spelling outcomes improve at the end of KS2. All phonics and spelling lessons are of high	Accuracy of spelling beyond phonetically plausible attempts

	quality following consistent pedagogy.	improved at KS2. Increased average score of 10/20 to 14/20
D.	To ensure all high prior attainers reach maximum progress scores.	Reduced progress gap between school and national results
E.	To improve punctuality and attendance of disadvantaged pupils by better engaging parents and increasing school wide accountability.	Attendance and punctuality data for disadvantaged pupils not exceeding non-disadvantaged pupils.
F.	Expose disadvantaged pupils to high quality texts and further opportunities for reading.	Narrow the attainment gap in reading between disadvantaged and national other at the end of KS1 & KS2.
G.	Inspire pupils to set long term goals and develop resilience when learning new skills.	Launch Children's University resulting in graduation.
H.	Improve parent skills so they can better support their children.	Parent Workshops available in core subjects. Homework Clubs widely available.

Planned expenditure						
Financial year	2017-18					
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?	Cost
Improved accuracy of spelling	Bespoke phonics training for all teaching staff with focus of GPC	Consistent pedagogy will build on progression year on year.	School monitoring schedule will continuously evaluate	English Subject Leader	Termly	£600

High prior attainers reach maximum progress scaled scores.	Year 6 supported by Headteacher. Bespoke interventions extending beyond the school day.	Analysis of prior gaps requires particular focus in year 6 in order for pupils to catch up.	Class based action plan. Pupil progress meetings.	Yr 6 Teacher / Headteacher	Half termly	£0
SPAG targets improved by 10%	No Nonsense Grammar embedded across whole school	Success seen at other establishment as part of Primary Writing Project	Launch by English Subject Leader. Through PDM. Inbuilt into monitoring schedule; book scrutiny/lesson observation.	English Subject Leader	Half termly	£0
Total budgeted cost					£600	
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?	
EY disadvantaged pupils identified and supported upon joining nursery	Additional EY LSA support in nursery	Early intervention leads to the greatest impact	Monitoring scheduled devised termly by the EY lead. PPM 6 x weekly to measure impact based on tracking to ELG.	Michelle Wood	Half termly	£10497
Improved learning behaviours with a focus on readiness to learn.	Additional LSA support	Maslow's hierarchy dictates that physiological needs must be met before self-actualisation is reached.	Effective LSA leadership. Focused monitoring, feedback and PM cycle led by the SENCO.	Lauren Walsh	Half termly	£88159

Exposure of disadvantaged pupils to a range of high quality texts	PP Lead Practitioner (HLTA):- X Code	Exposure to quality texts improves writing. Pot Kiln self-evaluation identifies that targeted intervention, outside of the classroom has the	Accountability through half termly pupil premium working party. 2 x governors, SENCO and HT present. Lead practitioner presents impact data and interventions are maintained/modified based on outcomes.	Lauren Walsh	Half termly	£18296
Exposure of disadvantaged pupils to a range of high quality texts	Story Telling Lunches offering additional quality reading time	Widening pupils reading experiences	Accountability through half termly pupil premium working party. 2 x governors, SENCO and HT present. Lead practitioner presents impact data and interventions	Lauren Walsh	Half termly	£2782
Exposure of disadvantaged pupils to a range of high quality texts	Switch On	EEF All pupils +3 months Lower attainers +5 months FSM and SEN +4 months	Accountability through half termly pupil premium working party. 2 x governors, SENCO and HT present. Lead practitioner presents impact data and interventions are maintained/modified based on outcomes.	Lauren Walsh	Half termly	See PP Lead
Improved learning behaviours with a focus on readiness to learn.	Bespoke behaviour plans for individuals	Pot Kiln self-evaluation shows that the pupils working with plans show improved learning behaviours and have reduced colour changes.	Plans shared with lead practitioners and outside professionals / parents. Analysed weekly by DHT and modified accordingly.	Toni Davis Fiona Lock	Weekly	
Improve SPAG outcomes by end of KS2	Speech & Language intervention	Early Speech and Language intervention regularly improves self-confidence and impacts of PSED.	SENCO leads and manages cycle of S+L intervention. Delivered by trained LSA weekly in the learning hub. Data shared at Pupil Premium working party every 6 weeks.	Lauren Walsh	Half termly	See LSA costs
Total budgeted cost					£119,734	
iii. Other approaches						

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?	
Improved emotional well-being and readiness for learning	Pupil Therapist & Family Support Worker	Maslow's hierarchy evidences that self-actualisation can only be reached when physiological needs are met.	2 x child Psychotherapist working across 3 days a week. Leading on early intervention. Meeting weekly with HT and DHT to ensure goals are met,	Toni Davis	Annually via treehouse impact report.	£29096
Raising aspiration and removing the glass ceiling	Trip subsidies	Enrichment improves self-motivation.	Review and communication with vulnerable families/class teachers following termly TTL meetings.	Bev Jordan	Half termly at Pupil Premium Working Party.	£1786
Developing resilience in new skills	Individual pupil subsidies	Enrichment improves self-motivation.	Review and communication with vulnerable families/class teachers following termly TTL meetings.	Bev Jordan	Half termly at Pupil Premium Working Party.	£300
Improved readiness to learn by meeting physiological needs	Breakfast Club available to all disadvantaged families	Maslow's hierarchy evidences that self-actualisation can only be reached when physiological needs are met.	Led by 2 x LSAs. Pupils identified at half termly PPMs and in conjunction with EWO.	Toni Davis Bev Jordan	Half termly at Pupil Premium Working Party.	£5545
Improving parents understanding of curriculum expectations to support home learning	Parent workshops addressing school improvement priorities in teaching and learning	EEF research highlighting benefits of parental support. Feedback from parents regarding their gaps.	Informed by SDP/whole school gaps in learning following half termly PPMs and subject leaders self-evaluation. Parental attendance results in evaluation which also informs next foci.	Toni Davis Michelle Wood	Half termly	£0
Expose pupils to high quality texts	12 Days of Christmas – chosen quality texts on website	Reading at home evidences better outcomes and improved progress.	Annual event informed by current reading spines and shared on social media.	Dave Stevens	Annually	£0

Improve punctuality and attendance	Introduction of Pascal-motivational mascot to help raise attendance and reduce lateness.	Networking with other schools using similar techniques to raise the profile visually.	Introduction of Pascal at whole school level. Weekly motivational assemblies. Data shared at class based level weekly and whole school level weekly. Individual families communicated with re attendance on a half termly basis and weekly re lateness. Late gate in operation once a week and shared in weekly letter.	Toni Davis	Weekly	£0
Total budgeted cost						£36,727

Review of expenditure 2017-18

i. Quality of teaching for all				
Action	Intended outcome	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
Bespoke phonics training for all teaching staff with focus of GPC	Improved phonics results	Phonics outcomes 85%. Increase on 79% from 2017. Y2 retakes 73% above local and national. Average spelling score in Y6 increased from 10/12.	Phonics intervention to remain for current Y1 pupils. Next steps to ensure that other year groups are assessed at entry point and periodically using the word banks. Greater parental engagement to support the progression in this area.	£600
Year 6 supported by Headteacher. Bespoke interventions extending beyond the school day.	Increase in progress scores from 2017 of HA PAs group.	Increase in GDS reading by 10%.HA PAG group narrowed in reading from -2.8 to -0.9.However, we saw an increase in progress in writing and maths	Continue to target children based on PAG. Inclusion lead responsible for earlier provision mapping for children expected to reach scaled score of 110+.	£0

No Nonsense Grammar embedded across whole school	2018 improved SPaG outcomes	9% rise in SPaG. 87% of cohort reaching 100+, with 29% reaching 110%. PP-80% reaching 100+ and 30% reaching 110%	Continue to target all pupils.	£0
ii. Targeted support				
Action	Intended outcome	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
Additional EY LSA support in nursery	Improved GLD results for disadvantaged learners	15% GLD gap between PP and non PP.	Earlier identification required-engaging families in sign up via early help provision.	£10497
Additional LSA support	Accelerated progress for all	Quality of teaching, learning and assessment good. Progress scores at the end of KS2 all above 0. In reading and maths PK is in the top 25% and in writing the progress score is average. Attainment in reading and maths now above national average.	Continue to fund additional support. DHT now line managing all LSA staff.	£88159
<i>PP Lead Practitioner (HLTA):-</i> X Code	Improved reading outcomes	R,W and M combined at PK for disadvantaged pupils -13%. The 2018 average is 12%. Quality of text exposure school wide is improving. Reading bus now launched.	Continue to support the PP readers via storytelling and x-code. Intervention lead to gather qualitative data from pupils experiences as well as the numerical outcomes.	£18296
Story Telling Lunches offering additional quality reading time	Improved reading outcomes	90% of disadvantaged pupils reached EXS, with 2 securing a scaled score of 110.	Continue to support the PP readers via storytelling and x-code.	£2782

Switch On		Impact of switch on data showed small gaps in word recognition. In Spring 2018 we identified this and offered additional X code to Y2 pupils.	We recognise that writing outcomes for disadvantaged pupils at the end of KS2 is currently 17. Although this is above the national (20) we are keen to narrow this further. The progress gaps have narrowed: 2016-6.9, 2017: 5.3 and 2018: 4.5. However, we are keen to further narrow this and have appointed a non-teaching writing lead from Jan 2019 to accelerate progress in writing school wide.	See PP Lead
Bespoke behaviour plans for individuals	Improved behaviour for learning	Behaviour data through the year demonstrated an increase in green statistics. 69% green for 2017-18 as opposed to 61% in 2016-17. However, we saw an increase in the number of bespoke plans required for vulnerable pupils.	Non-teaching DHT to lead on behaviour and pastoral support. Introductions of Thrive. Revised behaviour policy to encompass TRUST.	
Speech & Language intervention	Improved SPaG outcomes	The focus of improving grammar school wide resulted in higher than national outcomes at the end of KS2.	This year, the focus will be on EY intervention to ensure that communication and language increases beyond 71% currently at the end of reception.	See LSA costs
iii. Other approaches				
Action	Intended outcome	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

Improved emotional well-being and readiness for learning	Pupil Therapist & Family Support Worker	75% of pupils seen for long-term therapy were in receipt of Pupil Premium • 63% of Parent and teachers of pupils engaged in long-term therapy initially experienced the difficulties and negative behaviour as abnormal for their age. This reduced to 47% after therapy. • Overall pupils engaged in therapy saw a rise of 34% in their pro-social behaviour according to their parents. • Academic improvements following therapy: • reading: 72.5% of pupils met or exceeded in their learning goals by 6-8 steps. • maths: 36.5% of pupils met or exceeded in their learning goals by 6-8 steps. • writing: 64.5% of pupils met or exceeded in their learning goals by 6-8 steps.	Having completed the third year of psychotherapeutic support, we have identified the need to offer an alternative approach to support well-being. This is to improve readiness to learn and ensure it is more rapid, impacting more quickly on academic outcomes. DHT to lead on Early Help, behaviour, pastoral support and Thrive.	£29096
Raising aspiration and removing the glass ceiling	Trip subsidies	100% of disadvantaged pupils accessed trips and experiences.	Continue to support this level of need.	£1786
Developing resilience in new skills	Individual pupil subsidies	100% of disadvantaged pupils who showed an interest or had a skill or talent, were supported in accessing lessons, tuition including gymnastics and music.	Continue to support this level of need.	£300
Improved readiness to learn by meeting physiological needs	Breakfast Club available to all disadvantaged families	Families continue to access breakfast club-many being financially supported. Data suggested that punctuality has improved when identified at EWO meetings as breakfast club was offered as a solution to support families.	Continue to support this level of need.	£5545
Improving parents understanding of curriculum expectations to	Parent workshops addressing school improvement priorities in teaching	Parental feedback positive, particularly the PEEP programme.	Continue to offer parental workshops. Ensure that PEEP is delivered again to reception and Nursery from Spring 2019.	£0

Expose pupils to high quality texts	12 Days of Christmas – chosen quality texts on website	Exposure to high quality texts school wide-also involving families.	Advertise on twitter 2018.	£0
Improve punctuality and attendance	Introduction of Pascal-motivational mascot to help raise attendance and reduce lateness.	In Autumn we had 18.72 % of our pupils with attendance below 90%. The most recent submission demonstrated that 11.03% of our pupils now have attendance below 90%. We have submitted 8 CME's this year. 20 children have been subject to a prevention meeting with our EWO and 2 pupils have been fast tracked, which included being cautioned. In all cases, attendance has improved.	SLT member to continue to lead on attendance. PPM data will also be shared to triangulate support along with Early Help.	£0