



Pot Kiln Primary School

Pupil Premium Strategy 2018-19

1. Summary information					
School	Pot Kiln Primary School				
Financial Year	2018-19	Total PP budget	£114,840.00	Date of most recent PP Review	Sep 2018
Total number of pupils*	312	Number of pupils eligible for PP	81	Date for next internal review of this strategy	Jan 2019
<i>*Pupil numbers taken from previous January Census 2018</i>					
Previous 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%	
Progress score in reading		-1.6	0.3	-1.9	
Progress score in writing		0.6	0.2	+0.4	
Progress score in maths		-0.1	0.2	-0.3	

Current attainment Summer 2018			
	<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	50%	70%	-20%
% reaching expected standard in reading	88%	80%	+8%
% reaching expected standard in writing	50%	83%	-33%
% reaching expected standard in maths	88%	81%	+7%
% making progress in reading	+2.4	0.3	+2.4
% making progress in writing	-1.8	0.2	-2.0
% making progress in maths	+2.4	0.3	+2.1
Gap Analysis Year on Year			
	<i>Yr OnYr Diff 2017-18</i>	<i>Summary</i>	
% achieving in reading, writing and maths	8%	Narrowing	
% reaching expected standard in reading	40%	Closed and exceeding	
% reaching expected standard in writing	12%	Widening	
% reaching expected standard in maths	27%	Closed and Exceeding	
% making progress in reading		Closed and Exceeding	
% making progress in writing		Widening	
% making progress in maths		Closed and exceeding	
Summary:			

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.	Contextual Understanding of phonics slows fluency of spelling (GPC) following EY transition	
D.	High attainers progress is a barrier to better attainment	
E.	Sentence Level composition limits quality of writing	
External barriers (issues which also require action outside school, such as low attendance rates)		
F.	Punctuality & attendance	
G.	Home reading – limited exposure to quality texts outside of the school environment, reading culture poor in wider community	
H.	Low academic and career aspirations (including further and higher education)	
I.	Parental support of learning	
J.	Lack of wider life experiences	
Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improve learning behaviours and readiness to learn across the whole school with a focus on engaging disadvantaged pupils with low academic resilience. Introduction of Thrive improves readiness to learn for the most vulnerable pupils. They will be measured via the half termly collation of behaviour data and individualises Thrive reports.	Behaviour data shows improvement (in green class room behaviour). Readiness to learn for the most vulnerable pupils improves and skills from Thrive intervention programme are evidenced in the classroom.

B.	EYFS Language and communication data shows significant increases when compared to 2017 data. The journey to reach this success will be measured periodically through PPMs. Children accessing S and L support, show improvements, as demonstrated by assessment materials.	Increase in Language and Communication outcomes at EYFS.S+ L assessments depict improving pictures.
C.	Spelling outcomes improve at the end of KS2. All phonics and spelling lessons are of high quality following consistent pedagogy. Keys word list tests in Years 1-6 show termly gains for all. Evidenced will be collated by the English subject lead termly.	Accuracy of spelling beyond phonetically plausible attempts improved at KS2. Increased average score of 12/20 to 14/20 in 2019.
D.	To ensure all high prior attainers reach maximum progress scores.	Reduced progress gap between school and national results. In R, W and M progress for the higher attaining pupils will be above 0 and the 2017 gap will close.
E.	To ensure that the structure and composition of sentence works allows for a higher quality writing output for all learners. Gaps will be monitored and addressed in PPMs.	Writing attainment data shows a narrowing gap between disadvantaged and non-disadvantaged pupils in all year groups.
F.	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. Attendance for all pupils above 96%.
G.	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.
H.	Inspire pupils to set long term goals and develop resilience when learning new skills.	Re launch Children's University resulting in graduation for more able pupils.
I.	Improve parent skills so they can better support their children.	Parent Workshops available in core subjects. Homework Clubs widely available. Increase in parents attending workshops
J.	Ensure that teaching and learning is consistently experiential and writing intervention is based on pupils making connections to real life experiences.	Writing attainment data shows a narrowing gap between disadvantaged and non-disadvantaged pupils in all year groups.

Planned expenditure						
Financial year	2018-19					
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
<p>Ensure that teaching and learning is consistently experiential and writing intervention is based on pupils making connections to real life experiences. (J)</p> <p>To ensure that the structure and composition of sentence works allows for a higher quality writing output for all learners. Gaps will be monitored and addressed in PPMs. (E)</p>	<p>2018-19 designate an outdoor learning lead to offer GROW opportunities in all year groups, retaining FS intervention in Reception and Year 2.</p> <p>Release English subject Lead to offer bespoke writing intervention for 2 days a week. Focus will be on language and sentence structure following opportunities for pupils to engage in practical learning experiences which provide a stimulus for</p>	<p>PK pupils respond well to outdoor learning opportunities-this forms part of our policy. EEF Outdoor Adventure Learning +4 months.</p> <p>Decision to release subject lead governed by gaps in writing data. QTS led intervention is required. This is based on PPM information, children's individual barriers and bespoke intervention to plug identified gaps.</p>	<p>FS lead fully trained in summer 2018. GROW and FS plans written in conjunction with learning needs. LSA leader to observe and feedback regularly. Review of impact from staff and pupils alike.</p> <p>Intervention lead part of SLT. Termly reviews of SDP and PPMs. PPWP look at disadvantaged outcome data on a termly basis. Review of success and identification of next steps.</p>	FCT CL	Termly in PPMs Termly in PPWP	<p>Teacher release to offer intervention £4,477</p> <p>Forest School Leader £ 6,681</p> <p>Forest School Training £1,000</p>

	writing.					
<p>To ensure all high prior attainers reach maximum progress scores. (D) Inspire pupils to set long term goals and develop resilience when learning new skills. (H)</p> <p>Spelling outcomes improve at the end of KS2. All phonics and spelling lessons are of high quality following consistent pedagogy. Keys word list tests in Years 1-6 show termly gains for all. Evidenced will be collated by the English subject lead termly. (C)</p>	<p>Analysis of ASP data shows that middle and lower achievers (PAGS) are making progress well above national expectations. Higher PAG groups are not maximising progress. Bespoke intervention, involving parents, will be offered to all pupils targeted to reach the scaled score of 110.</p> <p>All teachers in KS2 will target set children based on a KS1 outcomes and expected Y6 scaled score target. This will also include end of academic year setting.</p> <p>Writing lead will offer bespoke writing intervention 2 days a week across the school.</p>	<p>Analysis of ASP has informed this decision.</p> <p>English lead has QTS and is a member of the SLT, fully aware of school improvement priorities and has strong subject leadership to support with specific learning needs.</p>	<p>Staff training to explain target setting process, rationale and formula. Reviewed in PPMS against book looks Inclusion lead to track the impact of intervention offered to specific pupils which should demonstrate acceleration.</p> <p>LSA training and PM targets linked directly to school improvement priorities.</p>	<p>TK FCT Class teachers LW</p>	<p>Termly in SDP RAG-ing Termly IN PPMS Termly IN PPWP</p> <p>Classroom dips/PM observations and book looks carried out by SLT termly. LSA observations carried out termly.</p>	<p>LSA support £63,678</p>

Improve parent skills so they can better support their children. (I)	SLT calendar of parental engagement sessions based on SDP.	The 20 week EEF PEEP project demonstrated that 100% attendance could be achieved with the rift pitch and composition of session. Outcomes were excellent for Reception pupils.	SLT to devise timely programme based on SDP priorities, targeting key families where need is the greatest.	SLT	Immediately following workshops-via feedback from parents Monitoring through home learning/progress of individuals.	£0
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Total budgeted cost £75,836.00

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?	
EYFS Language and communication data shows significant increases when compared to 2017 data. The journey to reach this success will be measured periodically through PPMs. Children accessing S and L support, show improvements, as demonstrated by assessment materials. (B)	Additional EY support to provide better starting points S and L intervention to support gaps on baseline and in KS1 (some KS2 support)-designated time and space over a regular period.	EEF PEEP project over a 20 week period in 2017-18 resulted in 100% attendance and positive feedback from the parental community. Baseline data requires rapid progress from the vast majority of learners if ARE are to be met at key assessment points.	Regular PPM engagement PM targets relating to the SDP Targeted intervention focussing on S and L Linked to inclusion lead and EY lead	FL MW	Termly Monitored by governors as part of the SDP	EY support £10,708

<p>Expose disadvantaged pupils to high quality texts and further opportunities for reading. (G)</p>	<p>Target disadvantaged readers to attend a weekly story telling session</p>	<p>Soft data shows that pupils enjoy the story telling experience and are engaging well. There has been an increase in knowledge of particular authors and pupils borrow books from the shared story telling library.</p>	<p>This is an intervention already well established. The inclusion lead observes sessions and provides feedback.</p>	<p>LW TB</p>	<p>Termly via PPMs Termly via intervention meetings</p>	<p>£2782 story telling PP Lead £17,127</p>
<p>Ensure that teaching and learning is consistently experiential and writing intervention is based on pupils making connections to real life experiences. (J)</p>	<p>Writing lead will offer bespoke writing intervention 2 days a week across the school.</p>	<p>English lead has QTS and is a member of the SLT, fully aware of school improvement priorities and has strong subject leadership to support with specific learning needs. Learning Breakfasts introduced in 2018-19</p>	<p>Target pupils identified following trends in data and gaps for individual progress rates. Inclusion lead to track the impact of intervention offered to specific pupils which should demonstrate acceleration.</p>	<p>FCT LW TK</p>	<p>Termly via PPMs Termly via intervention meetings Termly PPWP</p>	<p>£Trip subsidies £2,000 Individual pupil subsidies £300</p>

<p>EYFS Language and communication data shows significant increases when compared to 2017 data. The journey to reach this success will be measured periodically through PPMs. Children accessing S and L support, show improvements, as demonstrated by assessment materials. (B)</p>	<p>Continued S+L intervention support as timetabled.</p>	<p>As an already established intervention, previous data analysis shows rapid progress being made by pupils accessing this support.</p>	<p>This is an intervention already established. Provision will remain as before and reviewed termly.</p>	<p>LW MW MS</p>	<p>Termly via PPMs Termly via intervention meetings Termly PPWP</p>	<p>Speech and Language Assistant £11,855</p>
Total budgeted cost					£32,917	
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?	Cost
<p>Improve learning behaviours and readiness to learn across the whole school with a focus on engaging disadvantaged pupils with low</p>	<p>Placement of non-teaching DHT from Sept 2018 to lead on pastoral support and Early Help. Trained SLT Thrive ambassador followed by training</p>	<p>Previous analysis demonstrated that whilst therapy was supporting long term trauma, it wasn't allowing for readiness to learn. The intervention build on neuroscience and evidence suggests that it will plug social and emotional barriers in the same ways that academic intervention works.</p> <p>Breakfast club to remain as an effective historic intervention.</p>	<p>DHT-strategic lead taking overall responsibility</p> <p>Training of 2 x thrive ambassadors</p>	<p>Fiona Lock</p>	<p>Termly Engagement data Impact reports on individuals Progress data analysed</p>	<p>Treehouse to August 2018£12,227</p> <p>Therapy Aut 18 and Spr 19 £5,000</p> <p>Thrive</p>

academic resilience. Introduction of Thrive improves readiness to learn for the most vulnerable pupils. They will be measured via the half termly collation of behaviour data and individualises Thrive reports. (A)	for Thrive practitioners. 2018-19 assessment will take place of vulnerable pupils with 1:1 work being offered in Aut and Sp term. Small groups to commence in summer term. Following this, assessments will be made of all pupils in 2019-20.					Ambassador £16,809 Thrive Training £3, 593. Breakfast Club £5958
To improve punctuality and attendance of disadvantaged pupils by better engaging parents and increasing school wide accountability. (F)	School Business Manager to take a lead in attendance monitoring and action planning. Continued use of pascal to monitor punctuality and effective working with the EWO.	The introduction of Pasa last academic year, vastly improved punctuality. However, attendance remains below the national average. The leadership of this area has now been given to an SLT member who will meet with families and the EWO on a weekly basis.	Strategic approach to meetings, letter sending and follow up.	BJ	Weekly Review meetings Weekly Pascal letter Weekly lates letter Weekly Late Gate	£0
Total budgeted cost					£55,442	
TOTAL COST £164,195.40 Anticipated Income: £114,840.00						

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% reaching100+ 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.	<i>See PP Lead</i>

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