

2020/2021 Pupil Premium at Pot Kiln

Introduction

Publicly-funded schools in England get extra funding from the government to help them improve the attainment of their disadvantaged pupils. Evidence shows that children from disadvantaged backgrounds:

- generally, face extra challenges in reaching their potential at school
- often do not perform as well as their peers

The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve. Schools get pupil premium funding based on the number of pupils they have in January each year from the following groups.

- are eligible for free school meals or have been eligible in the previous six years
- have been looked after, or are covered by a guardianship or residency order
- have been adopted from care
- have a parent serving in the armed forces

Schools currently get **£1,345** per primary-aged pupil.

Summary information for Pot Kiln 2020/2021					
Total PP budget	£135,845			Date of most recent PP Review	September 2020
Total number of pupils	308	Number of pupils eligible for PP	101	Date for next internal review	January 2021

“Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference. In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.”

[The EEF Guide to the Pupil Premium](#)

“The first hurdle to social mobility rears its head even before a child starts school, with half a million children – disproportionately from low-income backgrounds – failing to be school-ready by age five in the last decade. Even among those who clear the first hurdle, primary school presents a new challenge. By age 11 just 35% of pupils from low-income backgrounds achieve the expected standards in reading, writing and maths, compared to 57% of their better-off peers”

[Impossible – A Social Mobility Report published by Teach First](#)

Our Approach

At Pot Kiln we have a tiered approach to our Pupil Premium spending, this is based on the research and guidance from the Educational Endowment Foundation which can be found [here](#).

1. Teaching

Funding will be used to further improve the impact of teaching and learning within the classroom. Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. We believe having passionate, well trained and effective teachers and support staff in every class is the driving force in beginning to close the disadvantage gap in our school.

2. Targeted Academic Support

Funding will be used to enable and resource targeted academic support. Through identification and intervention, we seek to support targeted groups to help children reach their full potential.

3. Wider Strategies

Funding will also be used to address wider issues that are barriers to children learning.

Covid 19

School closure had a significant impact on our most disadvantaged children. The EEF has predicted the disadvantage gap could have broadened between 11 and 75%. In light of this we have focused our 'teaching' and 'targeted support' objectives this academic year around reading, writing and maths.

	Barriers	Response and Rationale	Evidence	Staff Lead	Cost
1. Teaching	<p>Reading</p> <p>1A Children are not exposed to a rich vocabulary making reading comprehension difficult.</p>	<p>Response Children will be exposed to a rich and varied vocabulary through working alongside peers. In class children will watch/read and discuss news daily and discuss the vocab used. Children will be exposed to curriculum specific vocabulary through effective working walls, school trips and visitors to the school.</p> <p>Rationale EEF evidence suggests that disadvantaged pupils benefit for working with more able peers and on average, reading comprehension approaches deliver an additional six months' progress</p>	<ul style="list-style-type: none"> • Lesson dips • Pupil Perception • PPMs • Book Looks • Planning 	DS and HC	No additional cost
	<p>1B Pupils do not have access to a range of high quality texts matched to their reading levels which facilitates fluency and consolidates phonic knowledge in the EYFS/KS and challenges them appropriately in KS2.</p>	<p>Response Introduce a consistent reading approach where new vocabulary is pre-taught and explored using 'Big Cat' and age appropriate but aspirational texts.</p> <p>Rationale FIND EVIDENCE COLLINS</p>	<ul style="list-style-type: none"> • Online monitoring • Pupil Perception • PPMs • Lesson dips 	HC	Accelerated Reading for 150 KS2 pupils £4426.70
	<p>Writing</p> <p>1C Speech. Language and communication skills are low</p>	<p>Response Targeted children at Pot Kiln, continue to receive support for their Speaking and Listening. Individual Speech programmes are delivered by an experienced LSA, and data carefully gathered at various points. Pre-intervention data is collated, to help measure the impact of</p>	<ul style="list-style-type: none"> • Lesson dips • Conversations with children 	BP	Additional Early Years pupil support to deliver the Wordsmith Programme in

	<p>at entry and throughout the school.</p>	<p>any work done, and help plan any next steps. The Speech programmes may be written by an external specialist, or internally after clear assessments taken.</p> <p>Rationale According to an EEF report on raising standards in KS1 literacy <i>"Language provides the foundation of thinking and learning and should be prioritised. High quality adult-child interactions are important and sometimes described as talking with children rather than just talking to children."</i> In their parallel KS2 report <i>"Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication."</i></p>			<p>small groups (Nursery) £11,163</p>
	<p>1D 94% of children are currently working below the expected standard in writing across the school. (PP SPECIFIC DATA)</p>	<p>Response The curriculum timetable has been readjusted to block curriculum topics and allow for further opportunities to write outside of the standard literacy lesson. Within literacy lessons Talk for Writing continues to be our school wide approach. Story telling lunches will be replaced this academic year with a talk for writing lunch instead as daily class reading allows children to be exposed to story telling.</p> <p>Rationale Talk for Writing has had an outstanding impact on schools. Typically, schools have found that children initially double their rate of progress and, where the approach has been applied systematically across a setting, many schools have moved from dire results to outstanding success. Schools already performing well have not only increased attainment, but also</p>	<ul style="list-style-type: none"> • Book Looks • Lesson dips • PPM conversations. 	<p>BP</p>	<p>Talk for Writing lunch £2782.40</p> <p>Talk for Writing training for new and identified staff £1250</p> <p>Leader time 6 days £1170</p>

		enjoyment and engagement.			
	Maths 1E Children need to make accelerated progress in maths.	Response To implement Maths interventions in line with outcomes of PPMs. To trial Same Day Interventions delivered by LSAs in light of MITA training and Shanghai research. Rationale Same Day Interventionl is influenced by high-performing Shanghai schools, where teachers aim to address misconceptions as soon as they arise. It fits with existing toolkit evidence on feedback, mastery learning, teaching assistants and meta-cognition.	<ul style="list-style-type: none"> • Staff training – Marking and Feedback (1 sheet marking) • Lesson dips • Book Looks • Pupil Perceptions • Staff Perceptions 	TW	MITA Training £1995
	1F %to follow of children are currently working below the expected standard in maths across the school. (PP SPECIFIC DATA)	Response The curriculum timetable has been readjusted to block curriculum topics and allow for further opportunities to complete numeracy activities outside of the standard maths lesson. Within numeracy lessons White Rose continues to be our school wide approach Rationale White Rose is a mastery approach to maths teaching. There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.	<ul style="list-style-type: none"> • Clear policy and progression adhered to by all staff • Sharing good practice • Pupil Perceptions • Termly in PPMs • Lesson dips • Book Looks 	TW	White Rose £139 Maths Leader time 6 days £1170
	Reading	Response. We continue to run X Code at Pot Kiln, which is a proven reading intervention for children	<ul style="list-style-type: none"> • Observations by SENCO 	LW	Project Code Online Subscription

2. Targeted Academic Support	<p>2A. To provide targeted support for PP pupils to improve fluency and comprehension</p>	<p>generally in Yrs. 2-4 who are a year or more behind in their word reading. It combines both phonics and comprehension development.</p> <p>Rationale Generic Impact on Achievement Over 8,000 pupils in Years 1 to 8 have been supported by trained teaching assistants with Project X CODE in 500 schools.</p> <ul style="list-style-type: none"> • They made an average Reading Age gain of 12 months after 5 months of support by trained teaching assistants – almost 70% more than the gain achieved without training. • Their comprehension scores rose by 70% – over twice the gain achieved without training. • 96% of them showed more interest and confidence in reading after Project X CODE. 	<ul style="list-style-type: none"> • Progress monitored in PPMs. • Outcomes at the end of the year. • Teacher perception. 		<p>£250</p> <p>Replacement Books £1000</p>
	<p>Writing</p> <p>2B To support children in literacy lessons by utilising effective Learning Support Assistants.</p>	<p>Response To better equip our LSA team, LSA's will receive training from MITA and specific 'Talk for Writing' training. (see 1E and 1D)</p> <p>Rationale "Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits. The headline figure of one additional month's progress lies between these figures." The use of the MITA deployment review will allow us to intelligently review how we are</p>	<ul style="list-style-type: none"> • Lesson Observations general and LSA focussed. • Planning 	BP	<p>MITA TA Deployment Review £1000</p> <p>TB – PP Writing LSA £18,720</p>

		deploying support staff to maximise outcomes with a focus on raising attainment in writing.			
	Maths 2B Intervention to be established once baseline assessment has been completed.	Response TBC Rationale TBC		TW	SMH – PP Maths LSA £19,608
3. Wider Strategies	3A Punctuality and Attendance	Response Assistant Headteacher to take lead on attendance and punctuality focussing on PP children, School wide reward system put in place to encourage attendance for identified children. Rationale For learning to take place children need to be in school. Persistent absence has a significant impact on children's outcomes due to gaps in their learning.	<ul style="list-style-type: none"> Registers – daily Analysis of attendance monitored termly Meet with the EWO Regularly Parent Meetings Home Visits Strategic approach to meetings, letter sending and follow up. 	DS	Vending machine £900 Rewards and Incentives £600 Assistant Heads Leadership Point £2671 <i>For 7/12 of the year</i>
	3B Emotional Wellbeing	Response Weekly THRIVE to lessons in each class with a focus on engaging disadvantaged pupils with low academic resilience Continue with THRIVE for targeted pupils 1:1 Train another THRIVE lead to increase capacity. Rationale The THRIVE Approach draws on insights from the fields of neuroscience, attachment theory and	<ul style="list-style-type: none"> Termly data reports Reduction in behaviour colour changes Classroom observations. 	MS	Thrive Training plus annual membership update £600 Thrive Ambassador £17,408

		child development to provide a powerful way of working with children that supports optimal social and emotional development.			Thrive Training (x1 plus annual update) £2000
	3C Lack of Aspiration	<p>Response Expose children to inspirational people in the wider community and beyond including global and local figureheads.</p> <p>Rationale</p>	<ul style="list-style-type: none"> Evidenced on website and social media. 	DS	None
	3C Pupils are ready to learn and prepared for the school day	<p>Response Children to have access to Breakfast club.</p> <p>Rationale The Education Endowment Foundation (EEF) suggest that, on average, pupils make two additional months' progress per year from extended school time and through the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to + 3 months' additional progress. There are also often wider benefits for low-income students, such as increased attendance at school, improved behaviour, and better relationships with peers.</p> <p>The Education Endowment Foundation (EEF) suggests that, on average, behaviour interventions can produce +3 months improvements in academic performance along with a decrease in problematic behaviours.</p>	<ul style="list-style-type: none"> Behaviour records Staff perceptions Pupil perceptions 	FL	Cost of staff x 2 £6348

	<p>3D Pupils are provided with opportunities to explore and connect with nature</p>	<p>Response Children will be able to access Forest Schools. (FIND OUT TIMETABLE)</p> <p>Rationale A study from Forest Research concluded that Forest Schools make a difference in the following ways: Confidence: children had the freedom, time and space to learn and demonstrate independence Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play Communication: language development was prompted by the children's sensory experiences Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment</p>	<ul style="list-style-type: none"> • Staff Perception • Child Perception • Observations • Outdoor Projects 	<p>MG</p>	<p>Forest School Lead £6,674* <i>For 7/12 of the year</i></p>
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Catch Up Funding

Children and young people across the country have experienced unprecedented disruption to their education as a result of coronavirus (COVID-19). Those from the most vulnerable and disadvantaged backgrounds will be among those hardest hit. The aggregate impact of lost time in education will be substantial, and the scale of our response must match the scale of the challenge. The government has announced £1 billion of funding to support children and young people to catch up. This includes a one-off universal £650 million catch-up premium for the 2020 to 2021 academic year to ensure that schools have the support they need to help all pupils make up for lost teaching time.

Although all children have had their education disrupted by the coronavirus (COVID-19) outbreak, it is likely that disadvantaged and vulnerable groups will have been hardest hit.

	Barriers	Response and Rationale	Evidence	Staff Lead	Cost
Community Mentoring	Vulnerable children are unable to access learning due to significant disruption in their mental well-being and ability to self-regulate.	<p>Response Targeted children will be have access to a trained community worker to discuss how they are feeling and dealing with life post national school closures.</p> <p>Rationale EEF evidence suggests that "School-based mentoring programmes appear to be less effective than community-based approaches, possibly because school-based mentoring can result in fewer opportunities for young people to develop more lasting and trusting relationships with adult role models." As Ben works outside of the school his role as a community worker enables him to build relationships that are not based on academic achievement and the children do not see him within a class context.</p>	<ul style="list-style-type: none"> • Pupil Perception • PPMs • Staff Perception 	FL	Ben Troughton £1000
Lunch Time Coaching	Behaviour at lunch times and in moments of transition are challenging resulting in children not being able to learn.	<p>Response MDSAs to come and work alongside targeted children for a set amount of time before lunch time in order to help children transition between academic learning and recreation.</p>	<ul style="list-style-type: none"> • Reduction in colour changes. • Children ready to learn. • Staff Perception 	FL	Ben Troughton £3000

The rest of the funding will be allocated as further issues are identified, the focus for Autumn term being to settle children back into school and ensure their emotional and mental health will allow them to access learning. Early assessments are showing that Reading will need to be a priority this academic year and this funding could be used as part of our Reading Rapid Improvement Plan.