

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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.

School overview

Detail	Data
School name	Pot Kiln Primary School
Number of pupils in school	With N = 319 Without N = 295
Proportion (%) of pupil premium eligible pupils	With N = 31 Without N = 33.5
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022
Date this statement was published	29/11/2021
Date on which it will be reviewed	April 2022
Statement authorised by	L Jestico
Pupil premium lead	M Gilbert
Governor / Trustee lead	T Platt

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140190
Recovery premium funding allocation this academic year	£3625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£9713
Total budget for this academic year	£149903

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

Statement of intent

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.

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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.

Challenges

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

Challenge number	Detail of challenge
1	To support vulnerable families to enable their children to attend school regularly and to be able to access appropriate support from the Family Liaison Officer with issues inside and outside of school. The Family Liaison Officer is part of the school's vision to broaden and heighten aspirations

	for our children. To enable the use of breakfast club and after school club to support in this objective.
2	To enable children who need additional support in their learning behaviours and in their emotional regulation to access timely and good quality support. To provide Thrive and Outdoor learning to enhance the skills involved to become resilient and enthusiastic learners.
3	To support Y6 pupils (both the cohort of 2021 and the cohort of 2022) who have access to Pupil Premium funding to have additional help to eradicate gaps in their learning in Maths, reading and writing and support their transition to high school (cohort of 2021) and internally from Year 5 to Year 6 (cohort of 2022). To support pupils in Year 2 (2021) and Year 3 (2021) in eradicating learning gaps in reading, writing and Maths beginning in September 2021 when those children are then Y3 and Y4 pupils for 2 terms.
4	To support our youngest children with speech and language as this is an area of need for all pupils who are in receipt of Pupil Premium recognised by all early years practitioners in the school. To inspire all our Pupil Premium pupils to use effective vocabulary by taking the children on exciting educational visits.

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
Increased attendance.	<ul style="list-style-type: none"> CAF/FSP successful outcome to improve engagement of those families <p>Families evaluate support as effective (FLO to collect evaluation at close of CAF/FSP of after 6 months in the process)</p> <p>Attendance of PP pupils improves from 87% (Summer 2021) to meet 96% by March 2022</p> <ul style="list-style-type: none"> BC/ASC attendance impacts positive growth in attendance to school <p>Well-being of pupils measured every 6 weeks as to impact of provision (TE/JN supporting EB evaluation)</p>

	<p>Out of school activities report increase in participation from PP children – current rate 0% July 2021</p> <p>Time spent with child/family shows impact in positive engagement with school – impact measured every 6 weeks by DH</p>
<p>Improved emotional regulation and resilience for learners.</p>	<ul style="list-style-type: none"> • Individual tracking of pupils shows decreases in negative behaviours – 6 weekly tracking (LWa, MSt) <p>Thrive profiles show improvement – 6 weekly tracking shared with senior leaders (MSt & MS)</p> <ul style="list-style-type: none"> • Class Thrive profiles show improvement termly (class teachers to share with MSt & MS termly) • Resilience of learners surveys termly by class teachers (shared with MGj) <p>Data shows improved resilience termly.</p> <ul style="list-style-type: none"> • Class teachers survey learning behaviours in Sept 2021 <p>Surveys repeated ½ termly to measure impact. Data shared with SLT. Data shows rapid improvement.</p> <ul style="list-style-type: none"> • Class teachers measure impact on data analysis termly. Shared with MGj as PP lead <p>Data shows rapid improvement termly.</p>
<p>Close the gap between pp and non-pp children in reading writing and maths.</p>	<p>Progress data in July 2021 shows rapid progress in reading and writing.</p> <p>Evaluations from pupils show positive impact of the 3 days.</p> <p>Reading attainment & progress show rapid improvement from March- July and repeated termly.</p> <p>Entry data for pupils shows rapid progress in terms of writing & Maths term on term.</p> <p>Data collected at the close of each unit of learning shows progress in attainment</p> <p>XCode data shows improvement across 6 weekly periods and this impacts on termly PIRA data positively</p>
<p>To develop the a rich and varied vocabulary.</p>	<ul style="list-style-type: none"> • All targeted pupils will achieve progress in EYFS learning goal for Speaking & Listening in Nursery (2021 cohort)

	<ul style="list-style-type: none"> All targeted pupils will achieve Expected in EYFS learning goal for Speaking & Listening in Reception (2021 cohort) <p>All targeted pupils will made rapid progress in the Speaking & Listening ELG in 2021/2022</p> <ul style="list-style-type: none"> Successful family engagement in CAF with FLO <p>Successful support so that toileting needs lessen during the lifetime of this plan</p> <p>All 4 EYFS/Year 1 classes make at least one educational visit per term</p> <p>All classes from Y2-Y6 make at least one educational visit per term</p>
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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: £44100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Teachers trained and supported with Thrive sessions aimed at developing enhanced self regulation and resilience of learners.</i></p> <p>£28728</p>	<p>Thrive sessions have proved to enable pupils to develop both their self-regulation and resilience techniques. Our sessions give them the strategies to recognise how their emotions and physical feelings change and what may be a trigger for them to dysregulate, therefore shining a light on their displayed behaviours, thus giving them the support to communicate to others the help that they need.</p> <p>A Y5's resilience is much stronger in school now, he realises when he is struggling in situations and can now change his environment to</p>	2

	<p>aid in his self-regulation, for example, he will put soothing background music on when trying to stay calm when presented with a frustrating task and use taught breathing techniques to finish the task (and enjoy the challenge) whereas, pre-Thrive, he would withdraw physically and give up within minutes.</p>	
<p>To support the development of speech & language in the Nursery and Reception/Y1 cohorts (both 2021 & 2022) £15372</p>	<p>2021 Reception cohort: Reception cohort (47 pupils) Summer 2021 –62.4% met Listening and Attention, Understanding was 65.9%, Speaking 63.6%.</p> <p>Pupils achieving GLD were 36.4% and those pupils missing one or more aspect of GLD was 63.6%</p> <p>Impact of NELI –Nov 21- This has been variable and out of 8 children who started the programme only 4 had made some progress in C and L. Other 4 had made little or no progress. We made the decision to try something different for these children and an LSA is now working 4 times a week with them on a 1-1 basis using Wellcom intervention programme of resources.</p> <p>2022 cohort for Nursery: Autumn 2 data for Nursery shows 75% of the cohort (28 pupils) at Emerging for Listening, Attention & Understanding with 21% at expected. For Speaking 82% are at emerging and 14% at expected</p> <p>2022 cohort for Reception: Autumn 2 data for Reception (34 pupils) shows 85% of the cohort at Emerging for Listening, Attention & Understanding with 15% at expected. For Speaking 88% are at emerging and 9% at expected</p>	<p>4</p>

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £51593

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Outdoor learning activities focused on positive learning behaviours and academic resilience £10860</p>	<p>Pupil impact survey r.e. Forest Schools - It showed me I can do new things when I try Definitely -40% Yes- 50% Maybe- 10% and a pupil comment of I feel calm and relaxed doing new things. I feel Ok and nice and calm in nature Teacher impact survey - _The children are more willing to try something new Definitely- 20% Yes- 50% Maybe- 30% and a teacher comment of Pupil A has really enjoyed this time just being with others doing something he is just as good at as the others are.</p>	<p>2</p>
<p>1:6 group tuition for Y6 pupils (2021 cohort) to enable them to make rapid progress and eradicate gaps in reading & writing £2400</p>	<p>Y6 cohort 2021: Gaps were closing but not closed. Progress made, but not so all pupils targeted met national standards. 13 PP children (42%) and of those 4 also had significant SEND (13%) with 2 having an EHCP. 5 pupils of the 13 achieved age related standards in reading and writing. 4 pupils of the 13 achieved age related standards in Maths.</p>	<p>3</p>
<p>To support resilience and positive attitudes to learning through Outdoor and Adventurous activities for Y6 (2021 cohort) £2832</p>	<p><i>'I loved the climbing wall because I don't usually do climbing and I learnt that I was not afraid of heights.'</i> <i>'I loved making a fire. I had never made a fire before. It was amazing!'</i> <i>'I'd never tried archery before but with the help of the instructors, I could soon do it by myself.'</i> Quotes from Y6 pupils 2021. This was a very successful experience for the PP pupils.</p>	<p>3</p>
<p>Support groups to support gaps in learning for Year 5 pupils (2021) in</p>	<p>2021 Y5 cohort: All pupils who took part made at least 3 points progress on their starting points (Target tracker)</p>	<p>3</p>

<p>reading and continued into Year 6 (2022) £6350</p>	<p>2022 Y6 cohort: 66% of pupils made good progress from Mock SATs in Nov 2021 to Jan 2022. Pupil comments on evaluations show they highly prize their reading sessions and using the profile. (Pupil perceptions Dec 2021)</p>	
<p>To support 1:3 tuition to eradicate gaps in learning for Y2 and Y3 pupils (2021) when they become Y3 (2022) and Y4 (2022) pupils in writing and Maths</p> <p>14 pupils in Y3 – 50% of this group have additional needs also</p> <p>15 pupils in Y4 – 13% of this group have additional needs also</p> <p>£7200</p> <p>Groups of 5 PP pupils from each class – 15 pupils in total had tutoring from Feb-April 2022.</p>	<p>Y3 group – 64% have made expected or accelerated progress in Maths from Autumn 2 to Spring 2. 71% have made expected or accelerated progress in writing from Autumn 2 to Spring 2.</p> <p>Y4 group – 13% have made expected or accelerated progress in Maths from Autumn 2 to Spring 2. This compares to 73% of this group making expected or accelerated progress in reading. 33% of this group are at expected standards for writing at the end of Spring 2.</p> <p>Y2 Tutoring impact average is 0.8 points progress but 3/5 of the PP group did make progress.</p> <p>Y3 tutoring impact average 12.4 progress points in Parks Class and 5.6 in Attenborough class with 7/10 pupils making progress overall.</p>	3
<p>Adult support To support Y6 (2022) pupils to eradicate gaps in Maths and writing £13409</p> <p>23 pupils with PP in Y6 5 pupils have SEND and received PP in this Y6 group</p>	<p>Progress for Year 6 cohort in Maths from baseline in Year 6 to Autumn 2 2021 was on average 3.3 points improvement. That is 22% of the group not making sufficient progress, 4% making expected progress and 74% of the group making accelerated progress.</p> <p>From Autumn 2 to Spring 2, Y6 pupils made average progress of 0.3 points improvement in Maths. 48% of this group have made expected or good progress in Maths. 52% of this group have not made expected</p>	3

	<p>progress in Maths. 5 pupils have additional needs in this group which is 22% of the group.</p> <p>From Autumn 2 to Spring 2, Y6 pupils made average progress of 3 points in writing and 93% of this group made expected or accelerated progress in writing.</p>	
<p>To support those PP children lagging behind in reading in Years 2-6 both cohorts</p> <p>84 pupils are PP in this group but not all are lagging behind.</p> <p>24 pupils in this group receive PP and are SEND</p> <p>£250</p>	<p>Autumn 1 baselines compared to Autumn 2 assessments in reading show 41% on the 74 pupils had not made progress. 3% of this group had made expected progress and 57% had made accelerated progress in reading.</p> <p>From Autumn 2 to Spring 2, Y2 -6 pupils made average progress of 1.8 points improvement in reading. 57% of this group have made expected or good progress in reading. 32% of this group have not made expected progress in reading. 24 pupils have additional needs in this group which is 29% of the group.</p>	3
<p>To support child in toileting so that his learning is as uninterrupted as possible</p> <p>£8292</p>	<p>Child's attendance has been impacted (89.3%) but has had covid twice and a new baby into the household.</p> <p>Significant improvement in reading from baseline to Autumn 2 data. However his Maths took a significant dive during the same period.</p> <p>Progress made from Autumn 2 to Spring 2 – child made no progress in reading but made significant and accelerated progress in Maths.</p>	

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

Budgeted cost: £54210

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Family Liaison Officer to work with families to broker CAF/FSPs where needed. £24, 912 16% of PPG spend</p>	<p>4 families currently with CAFs brokered by FLO (Spring 2022) FLO does much work pre-CAF with families also.</p>	<p>1</p>
<p>Family Liaison Office to work with families to support higher attendance within the PP group of pupils. £5066</p>	<p>31 families have received support from FLO to support in improving attendance of pupils (Spring 2022)</p>	<p>1</p>
<p>Family Liaison Officer to offer Breakfast Club/After school club funding for those PP children whose attendance is below 90% for 2020-2021 academic year. £3000</p>	<p>10 pupils have attended BC or ASC as a result of PP funding.</p>	<p>1</p>
<p>Family Liaison Officer to inform PP families of outside school opportunities which are free/cost can be met by PP funding. £3083</p>	<p>Leaflets have been printed in colour and distributed by hand to PP families. Children have been spoken to and activities explained. FLO board now in use for display to families within school. Children's FLO board now up and running for display to children within school. FLO newsletter created. Activities have been discussed in person with families during telephone calls. EVB has worked with FSP's so that joint promotion of activities occurs.</p>	<p>1</p>
<p>The Deputy Headteacher to continue to work with vulnerable families in terms of Safeguarding & engagement in school. £13065</p>	<p>Much of the 4 days of non-teaching time is spent on safeguarding and then following up of concerns e.g. delivering sessions to Y6 pupils about the dangers of websites which make pornographic material available to users. FL leads many Family Network meetings and is the key liaison between other schools and agencies in</p>	<p>1</p>

	terms of pupils who have needs in safeguarding.	
Educational visits enhance the life experiences of younger pupils so they are motivated to talk £3083 (already included in the plan – 2%) £5084	Mercury Theatre pantomime trip 94 pupil with PP - £18 x 94= £1692 Colchester Zoo – 18 pupils with PP - £18 x 18= £324 Braintree Museum – 13 pupils with PP - £13x13 = £169 West Stow – 15 pupils with PP - £11x 15= £165 Total - £2350	4

Total budgeted cost: £95693

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 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England – **NONE COMPLETED***

Programme	Provider

Service pupil premium funding (optional)- NO SERVICE PP.

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.