



Pupil premium strategy statement

This statement details our school's use of pupil 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.

School overview

Detail	Data
School name	Potten End CE Primary
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-26
Date this statement was published	Autumn 2024
Date on which it will be reviewed	Summer 2025
Statement authorised by	Headteacher/PPG Governor
Pupil premium leads	Victoria Ford (DH) Denise Kennedy (HT)
Lead Governor for PPG	Rob Dale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£55 720
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	£55 720

Part A: Pupil premium strategy plan

Statement of intent

“If we can respond to the massive challenge to use the Pupil Premium funding to close the gap, we will have gone a long way to fulfil the purpose of education for the young people who need it most. We will have accepted the notion that no young person, by virtue of their birth, should necessarily achieve less than others.”
(Sir John Dunford, National Pupil Premium Champion)

Potten End CE Primary’s strategy plan is responsive to the needs of the school, whether the investment is more bespoke for individuals/ families/ groups or in support of whole school vision and aims. We think creatively, pro-actively and responsibly to do all that we can to maximise the social and educational development of those children who qualify for such additional funding as well as ensure the children and families feel fully part of a school that is central to the community.

As a school we must be accountable in our commitment to 'diminishing the differences' in the attainment and progress of these children when compared to all of our children at Potten End CE as well as children nationally. We are responsive to the needs of our school community. As well as knowing and understanding the children that start their primary school experience at Potten End CE, we must be able to support the high percentage of children that move into our school via in-year admissions, often from schools within the local area.

Pupil premium remains central to our whole school evaluation activities and every member of staff is aware of how we have a duty to further enhance our delivery and provision for those children (and families) who receive additional funding.

At Potten End CE we value the rich diversity of backgrounds and experiences which our children bring and seek to eliminate achievement gaps that might arise from any form of disadvantage.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve
- consider each child on a case-by-case basis, analysing their needs and tailoring support to match their needs

Challenges

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

Challenge number	Detail of challenge
1	Reduce gaps in writing attainment by supporting development of spoken language/ vocabulary and enable PPG children to raise standards in writing outcomes for children. This is high focus in all year groups. Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with writing than their peers. This negatively impacts their development as independent writers.
2	Support PPG children who have multiple presenting needs including high focus on SEMH.
3	Continue to raise attendance of PPG children so that they have a full experience of education and provision.
4	Support PPG children with reading engagement and daily reading activities. This has been identified where progress is limited due to less capacity for reading support out of school hours.
5	Ensure that ALL children are able to be fully involved with a wide range of activities at Potten End CE and they are able to make good progress- socially as well as academically.

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
Reduce gaps in writing attainment by supporting development of vocabulary/grammar and enable PPG children to raise standards in writing outcomes for children.	- Progress of children with PPG in writing is at least that of those who are non-PPG - PPG children are able to be more independent in writing and are able to write confidently in a range of subjects % of PPG children in Year 6 achieve ARE in writing (42% from baseline of 14%) Year 5 - 0% to 25% Y4 - 16% to 66% Y3 25% to 50% - Support staff and class teachers support learning effectively using AFL strategies to identify and address learning gaps and misconceptions.

Support PPG children with reading engagement and daily reading activities. This has been identified where progress is limited due to less capacity for reading support out of school hours.	• Children who need to make accelerated progress, receive targeted high-quality intervention (HFL Fluency Project) which is monitored by school leaders. ALL PPG children to make +6months in reading age (York Reading assessment) after intervention. • Evidence of enhanced partnership between PPG families and school – Reading records demonstrate engagement. • Focus year groups offer bespoke reading interventions that are well attended and increase capacity of reading support. • Use of online Reading Eggs programme that helps increase enjoyment and engagement of reading. 80% accessing at home.
Support PPG children who have multiple presenting needs including high focus on SEMH	• SENCo and SLT identify and support families and children and work to alleviate barriers to learning. Identified children are invited to Nurture, Drawing and Talking, Protective Behaviours, Therapy sessions with Pastoral TAs • A strong partnership working with home/school and outside professionals including parent support worker/DESC to support parents with home life challenges/pressures or emotional wellbeing support. • SEND children make good progress – academically and socially • Support is provided effectively for children that present increased levels of anxiety at school. • Pupils with SEND can comment positively on how they are supported at Potten End CE.
Continue to raise attendance of PPG children so that they have a full experience of education and provision.	Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (95+%). • Attendance gap for PPG and Non PPG is narrowed to 1% difference.
Ensure that ALL children are able to be fully involved with a wide range of activities at Potten End CE and they are able to make good progress-socially as well as academically.	• PPG children and families are able to benefit from the school's ongoing offer • PPG families are confident to approach the school when they require support and are open to the enhanced partnership that is on offer.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of funds for classroom resources to deliver the RWI program alongside high quality home reading resources and interventions.	https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf <i>A consistent systematic synthetic Phonics program has a +5 months positive impact based on extensive evidence for disadvantaged backgrounds.</i> <i>Targeted phonics interventions improve decoding skills more quickly for pupils who have been exposed to fewer words spoken and books read in the home.</i>	1, 2, 4
Increase percentage of children achieving expected standard in writing: Staff training on the effective organisation of the teaching of writing and modelling. (Use of HFL Essentials writing)	The EEF states that first quality teaching is the most effective way to ensure the best chance of progression. More adults skilled to provide and support this is essential. HFL Essentials is a structured scheme that provides planning support and models for teachers. It also enhances CPD for teaching of writing.	1, 2, 4
Use of moderation and assessment activities to identify gaps and develop approaches to teaching high quality writing for all	Moderation is able to evidence the impact of our school strategies as well as develop understanding of standards in school in comparison with other settings. Next steps and further refinements are efficiently found and are able to be actioned in additional staff training.	1, 2, 4
CPD for teachers to undertake Herts Reading fluency project	The EEF states that first quality teaching is the most effective way to ensure the best chance of progression. More adults skilled to provide and support this is essential. EEF evidence suggests that small group and 1:1 sessions with highly qualified staff have been shown to be effective in groups of less than 6 pupils.	1,2,4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
PPG pupils in Reception and KS1 are supported with 1-1 RWI tutoring daily and Reading fluency in Year 2	Phonics screening outcomes in the past two years have been strong and more PPG children have reached the standard after daily tutoring. Feedback from pupils evidence that they enjoy the support.	4
- Increase the confidence /outcomes in writing of pupils with PPG: - Enhance the capacity of adult support in school – extend the provision and provide more support in classes with higher levels of PPG need. - Increase support of DHT in the management of the delivery of strategy for PPG - Year 6 children to have daily additional breakfast club support from 8.00-8.45 to enhance confidence support with pre-teaching.	This investment will ensure that PPG children in the school have TA support throughout the day. In addition, year groups with higher % of PPG children also benefit from additional support such as write words, or pupil conferencing. This approach had positive outcomes in last year – continue with the approach moving forward. DHT remains non-class based and is able to take more time to lead/monitor/evaluate the success of the PPG children. This strategy has proved highly successful in year during previous years. With more children reaching ARE expectations.	1, 2, 4
PPG children in Years 3-6 are supported with effective approaches for reading development (HFL Fluency project)	The EEF states that first quality teaching is the most effective way to ensure the best chance of progression. More adults skilled to provide and support this is essential. HFL Education’s evidence-informed reading intervention is designed to support struggling readers to make swift progress towards reaching age-related expectations. The transformational teaching strategies used in the project are based on a combination of well-evidenced methods.	2, 4

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
- All children in school to be given opportunity to participate in activities which enhance and broaden the curriculum and their learning experiences. - This will be achieved through each year group to plan enriching experiences and activities, after school club funding for pupil premium children (1 clubs per term) and free access to the residential for year 5 and 6 PP children.	Provision of a range of initiatives to extend children's experiences see www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-successfully. Education Endowment Trust Toolkit	3, 5
Potten End CE to offer access to wellbeing and pastoral support TA (PSTA) additional day for SENDCO	The pastoral support in place at Potten End CE ensures that children build their self-esteem, social skills and ability to cope with stress, which in turn enables them to fully participate in their learning and to feel safe and valued in their school environment. Children are provided with a safe space to be able to share their thoughts and feelings. They may receive one-to-one, weekly, fortnightly or ad-hoc sessions depending on what additional support is needed. PSTA is also able to support the children's mental health and wellbeing by helping them deal with their worries and problems. Families are supported with any concerns they may have regarding their child's mental wellbeing which helps to promote and develop a positive family/school relationships. Teachers are supported as they are able to focus on supporting the children academically to ensure they make good progress. PSTA helps lead support groups and transition groups (eg for Year 6 children). For children that require regular (or occasional) support during lunchtimes, there is a Lunchtime Club that provides them with a safe and positive space.	2, 3, 4, 5

	Deployment of staff to support families to improve attendance and eradicate persistent absenteeism see www. Gov.uk/publications/the-pupil-premium-how-schools-are-spending-the funding-successfully. EEF Teacher toolkit +4 months progress	
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Total budgeted cost: £55, 720

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 2023 to 2024 academic year.

Our management of the PPG strategy continues to be effective. The school received a HCC Commissioned School Visit in October 2024 with a focus on PPG. Headlines from the report include:

“All staff know the children extremely well. The vision of nurturing the children so they can grow and flourish permeates the school. Teachers and staff also know the families and the best way to approach them when issues arise.”

“The interventions in place are well planned and well delivered by dedicated support staff, they are designed to plug gaps in children’s knowledge and understanding.”

“Those children in receipt of PP funding are well integrated into the daily life of their class. There is a strong inclusive feel throughout the school. Children are engaged in their learning and want to do well. Behaviour is very good.”

“Senior leaders devote huge amounts of time, energy and resource into supporting vulnerable children. The fact that a great deal of resource has been ploughed into developing skills amongst support staff so they can deliver interventions most effectively is a good example of this.”

“Governors are knowledgeable and have a good oversight of what the school is doing with respect to PP funding and the impact the additional funding is having on children.”

Our approaches to the support of our vulnerable learners has been in place for a sustained period of time now and we continue to refine and improve our techniques. Interventions that are more efficient as well as effective are prioritised and we ensure that they are rigorously delivered. High quality examples include 1-1 RWI phonics coaching and RWI Freshstart (KS2). Last year, through intense support and interventions in our Early Years we had 100% of our disadvantaged children achieving GLD compared to 33% the year before. This is something that we will continue and use more across the school.

The positive impact that our SENCO and PSTA has on our school community is evident and the support provided to a range of our families is invaluable. Our SENCO and attendance lead have continued to work closely this year to support our disadvantaged families. Our school breakfast club continued to support individuals and families which increased the attendance of some of our disadvantaged pupils that were on the Persistent Absentee list. Our gap between our non and disadvantaged pupils has decreased. We saw attendance increase by 3 - 5% in most cases. Our disadvantaged attendance increased last year compared to the previous year.

Alongside the school's PPG governor, we continue to utilise our own PPG provision tracker which is able to clearly highlight the provision in the school. EACH child is monitored and it shares the range of supports that are in place for that child. It also helps identify the level of impact for that child.

PPG provision continues to be a key focus in ALL PPM meetings and teachers can share those provisions/ adjustments that are having the biggest impact- socially and academically.

Current Context

		2021-2022	2022-2023	2023-2024
Average attendance	Pupil Premium	93%	91.4%	92.2%
	Non Pupil Premium	93.34%	93.06%	95.15%
	Gap	-0.34%	-1.66	-2.95%

End of Year Data 2024- Pupil Premium Comparison

Phonics Screening Check

Subject		2021-2022	2022-2023	2024
Pupil Premium Numbers		5	5	4
Phonics Screening Check- Pupils achieved in Year 1	Pupil Premium	60% (3 children)	80% (4 children)	50% (2 children)
	Non Pupil Premium	72%	95.7%	93%
	Gap	-12%	-15.7%	43%

Key Stage 1 Data

Subject		2021-2022	2022-2023	2023-2024
Pupil Premium Numbers		5	5	4
English Reading	Pupil Premium	0% (0/5 children)	60% (3/5 children)	75% (3/4 children)
	Non Pupil Premium	64%	68%	72%
	Gap	-64%	-8%	+3%
English Writing	Pupil Premium	0% (0/5 children)	60% (3/5 children)	50% (2/4 children)

	Non Pupil Premium	52%	64%	58%
	Gap	-52%	-4%	-8%
Mathematics	Pupil Premium	20% (1/5 children)	60% (3/5 children)	25% (1/4 children)
	Non Pupil Premium	52%	76%	72%
	Gap	-32%	-16%	-24%
Reading, Writing, Maths combined	Pupil Premium	0% (0/5 children)	60% (3/5 children)	25% (1/4 children)
	Non Pupil Premium	48%	64%	58%
	Gap	-48%	-4%	-24%

Note: KS1 Data was externally moderated in 2022-2023

Key Stage 2 Data

Subject		2021-2022	2022-2023	2023-2024
Pupil Premium Numbers		4	6	
English Reading	Pupil Premium	75% (3 children)	50% (3 children)	33%
	Non Pupil Premium	72%	83%	79.2%
	Gap	-3%	-33%	-46%
English Writing	Pupil Premium	50% (2 children)	33% (2 children)	16.7%
	Non Pupil Premium	67%	83%	79.2%
	Gap	-17%	-50%	-62.5%
Mathematics	Pupil Premium	50% (2 children)	50% (3 children)	16.7%
	Non Pupil Premium	83%	78%	83.3%
	Gap	-33%	-28%	-66.6%
Reading, Writing, Maths combined	Pupil Premium	50% (2 children)	33% (2 children)	16.7%
	Non Pupil Premium	61%	74%	70.8%

	Gap	-11%	-41%	54.1%
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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

Programme	Provider
Times tables	TT Rockstars.co.uk
Reading	RWI
Purple Mash	Purplemash.com
Maths homework and assessment for learning	Maths.co.uk
Music nurture provision	Dragon of the North Music
Herts For Learning reading Fluency Project	Herts for Learning

Service pupil premium funding (optional)

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

<i>Obstacles to Learning</i>	<i>Examples of additional interventions and spending of funding</i>
<i>Wellbeing focus/pastoral support(Personal Development)</i>	<i>Family Support Services</i> <i>Pastoral Support TA</i> <i>Lunchtime activity support</i> <i>Transition support- Year 6 focus</i> <i>Subsidised off site visits/ trips</i> <i>Wonderwood School Provision</i> <i>Subsidised Residential</i>
<i>Attitudes to learning (inc attendance/ behaviour support)</i>	<i>Free/ subsidised breakfast care</i> <i>Free/ subsidised sports clubs</i> <i>Free/ subsidised after school opportunities (non-sport related)</i>
<i>Learning Support (Curriculum access)</i>	<i>Additional TA support in class (PPG focus)</i> <i>Non- class based SENCO</i> <i>Catch up Academic support/ tutoring</i> <i>Small group Academic support/ tutoring</i>