Potters Green Pupil Premium Strategy Statement 2025-2026

This statement details our school's use of pupil premium 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	383 (+ 22 Nursery)
Proportion (%) of pupil premium eligible pupils	36% (137)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	3 years 2025-2026 2026-2027 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Gillian Deery
Pupil premium lead	Liz Dickson
Governor / Trustee lead	Mrs S. Meeks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£165,135.00
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	N/A
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*	£0

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium Strategy Plan sets out to ensure that disadvantaged pupils have the appropriate support to fully access the curriculum and the wider opportunities and experiences on offer. Pupil Premium Funding will be used to ensure disadvantaged pupils individual needs are met to enable them to reach their full academic and social potential.

At Potters Green our overarching desire is to ensure children from disadvantaged backgrounds are happy, enjoy learning and achieve the best that they can be. At Potters Green the curriculum is designed to nurture the bright futures of our pupils by giving them a love of learning, broadening their life experiences and enabling them to develop key skills for future success.

Potters Green School became part of the Castle Phoenix Trust in May 2025. Our Trust Ambitions of Impactful Teaching, Reading, Oracy, Digital Creativity, Achievement and Aspirations enhance our curriculums, ensuring they are accessible to all. They have been identified by schools as being key drivers to success and are a collective focus. We are clear that by threading these ambitions through every aspect of school life, removing barriers to learning, our children will thrive pastorally and academically, knowing and remembering more about the content of our curriculums. The Ambitions are our DNA, and a key part of our school improvement strategy.

As part of Castle Phoenix Trust, these six Ambitions have been identified as, 'Valuable for ALL but Vital for Some', in particular for our most vulnerable, disadvantaged, and SEND pupils. Each school focus on bespoke aspects of each ambition related to their school context, community and pupil needs. Every school has an ambition leader and this enables collaborative working. This year the ambitions are woven within our desire to create vibrant inclusive classrooms where pupils feel a strong sense of belonging and can access the learning in a way that ensure they make good progress. Ambition showcases are had each half term across our Trust for schools to share good practice.

Context

Although the school locally is an average area of deprivation, the pupils who attend the school are some of the most deprived nationally.

Potters Green Pupil Premium Pledge

A 10 step Pupil Premium Pledge has been devised to ensure that all disadvantaged pupil's needs are high profile and prioritised, ensuring leaders remain focused on the key issues affecting our disadvantaged pupils.

- Every PP student's reading skills are regularly audited to develop confidence and competence as well as a love of reading.
- Every PP student engages with a learning environment that supports confident communication.
- Every PP student engages with digital technology that develops their creative thinking skills.
- Every PP student receives impactful teaching in all subjects with specific focus on the 6 Principles of Great Teaching.
- Every PP student receives the intervention and support required to overcome barriers to learning and achieve at least in line with all other students.
- Every PP student has high aspirations for their future, supported by extra-curricular activities and careers related learning.

- Every PP student has the correct equipment and uniform to be ready to learn and take pride in their education.
- Every PP student knows that they have the support of pastoral staff to attend well, feel happy and make good progress.
- Every PP student has the opportunity to develop their leadership skills.
- Every PP student leaves Potters Green ready for the next stage of their education.

Ultimate Objectives

- The gap in progress and attainment between disadvantaged and non-disadvantaged closes in reading, writing and maths.
- Disadvantaged pupils can talk enthusiastically about their learning and demonstrate their value of education.
- The gap between attendance for disadvantaged pupils and non-disadvantaged pupils narrows.
- The percentage of children who are persistently absentees decreases significantly.
- Disadvantaged pupils to demonstrate an increased love of reading.

Key Principles

- To ensure teaching and learning opportunities meet the needs of all pupils.
- To ensure high quality provision is made available to those who are socially disadvantaged and access pupil premium funding.
- Pupil premium funding will be allocated following a needs analysis which will identify priority children across the school.
- The approaches adopted by the school are based on strong educational evidence.

The impact of the adopted approaches will be monitored at regular intervals through pupil progress meetings as well as termly School Improvement Advisory Panels.

Challenges

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

Challenge number	Detail of challenge
1	The significant majority of children enter the school in Reception with starting points well below expected levels coupled with poor communication and language skills and PSED. 30% of children are disadvantaged.
2	Learning difficulties as many of the disadvantaged pupils are on the SEND register and require intensive support and interventions both internal and external. Percentage of PP learners with SEND: • Reception-30% of which 1 pupil has SEND • Y1- 35% of which 1 pupil has SEND • Y2-36% of which 6 pupils have SEND • Y3-35% of which 3 pupils have SEND • Y4-45% of which 10 pupils have SEND

	• Y5-34% of which 9 pupils have SEND • Y6-35% of which 3 pupils have SEND
3	Low attendance and high persistent absenteeism of disadvantaged pupils has been a long-term issue for the school. In 2024/2025 Pupil Premium attendance was 89% (National 92.2%), in comparison to Non-Pupil Premium at 95% (National Average 95.8%). The impact of poor attendance on the attainment and progress in the disadvantaged group is significant; pupils in this group remain a priority for attendance improvement strategies.
4	Disadvantaged pupils can have Low aspirations for their future and fewer opportunities to broaden horizons in later life. Many of our disadvantaged children have few experiences outside of school-this is evident through pupil observations during school visits and pupil voice.

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
The percentage of Reception pupils attaining GLD is in line with national standards.	Children in EYFS make at least good progress from their starting points with more children in line with the national average.
To improve the attainment and progress of our disadvantaged pupils in Reading, Writing and Maths so that they are in-line with our non-disadvantaged pupils.	Attainment of PP pupils in reading, writing and maths will be in-line or better than non-pupil premium pupils. The gap in attainment between PP/NPP pupils in interim year groups will close and be in line. PP/NPP attainment will be in line across the school.
Attendance of Pupil Premium improves and is in line with non-pupil premium. Therefore, persistent absenteeism is reduced.	Attendance of PP is in line with/above national average. The percentage of pupils who are persistent absentees will decrease compared to previous year.
Pupils' aspirations are higher and can apply their experiences both in and outside of school.	By broadening pupil life experiences and raising aspirations pupils value the importance of education. Pupils are able to speak confidently about their experiences and apply skills they have learnt both inside and outside of school.

Activity in this academic year 2025/2026

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of the outdoor provision in Reception as well as outdoor learning across the curriculum.	There are multiple benefits of outdoor learning – developing mental health and well-being, physical development, communication and language, cognitive development as well as early language. https://earlyyears.bright-futures.co.uk/connecting-with-the-outdoor-space-in-the-early-years/	1,2,3
Develop speech, language and communication vocabulary skills through the teaching of Oracy in the curriculum – including Scribble Club, Drawing Club and Curious Quests	Studies of oral language interventions show positive impact on learning. Oral language interventions can therefore include approaches that emphasise speaking and/or listening in a whole class setting. They can also include targeted and small-group approaches. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1,2
TAs to support with Read Write Inc Phonics – leading groups across the school. -Whole school development days	The Teaching and Learning Toolkit, suggests that "systematic synthetic phonics approaches have a substantial, positive impact on the development of early reading skills". https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/read-write-inc-and-fresh-start	1, 2
Purchase of Headstart tests for Reading and SPaG alongside White Rose Maths and end of Key stage assessments to enable tracking across year groups	Standardised tests help identify the individual strengths and weakness of pupils to then plan targeted support and next steps. https://educationendowmentfoundation.org.uk/news/measuring-up-helping-teachers-to-assess-better	2
Provide high quality internal and external CPD for teachers and Teaching Assistants to ensure they	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. EEF- high quality teaching. https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes	1, 2

have the necessary skills to support all learners. (This includes the EEF 5 a day)		
The Origin Maths Hub-Teacher Research Group for Maths Mastery CPD for staff along with White Rose Approach and resources required to support quality first teaching.	Maths Hub – supporting quality first teaching https://originmathshub.tgacademy.org.uk/	1, 2
A teacher on a leadership scholarship (2 Years) on parental engagement and hard to reach parents	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	3,4
A teacher on a leadership scholarship (2 Years) developing and researching adaptive learning within school setting	EEF outlines the Five a day for pupils with SEND – what can be suitable for one can be suitable for all . https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-for-pupils-with-send-a-cluster-of-adaptive-approaches EEF guidance on adaptive teaching https://educationendowmentfoundation.org.uk/news/eef-blog-assess-adjust-adapt-what-does-adaptive-teaching-mean-to-you	1,2,3
Quality CPD for all staff on how to use digital technology effectively within classrooms and to support learning for all pupils.	EEF guidance on how technology can most effectively be integrated in ways which achieve improved outcomes for young people. https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1764757962	1,2
Embed mastering number in EYFS, KS1 up to Year 4 to further improve maths teaching and learning. Fund teacher release time to share features, resources, plan CPD and liaise with NCETM and Origin Maths Hub.	Mastering Number at Reception and KS1 - aims to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/	1,2

Targeted academic support

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver interventions to swiftly close the gap in EYFS, to support more children in achieving GLD.	Children entering Early Years enter below age related expectations in speech, language and communication. Communication and language approaches involve intentionally acting to develop young children's understanding of language and their ability and confidence to use language, and other strategies, to communicate effectively. Evidence suggest that these approaches increase children's learning by 7 months. https://educationendowmentfoundation.org.uk/early-years/toolkit/communication-and-language-approaches	1
Membership of Voice 21.	Spoken language skills are one of the strongest predictors of a child's future life chances but too many children are not given the opportunity to develop these crucial skills. https://voice21.org/why-oracy-matters/	2
High quality reading books, linked to phonic stages purchased to enhance the structured reading scheme.	The book trust found that reading supports children to develop creativity, empathy and imagination. https://www.booktrust.org.uk/resources/reading-benefits/ Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002). DFE Reading for Pleasure	1,2
Release time for teachers to meet with SLT to discuss PP pupils progress to identify strengths and areas of development.	Teaching staff will fully understand the attainment data and progress of the PP children in their class which results in planning next steps and interventions to support them academically as well as socially.	1,2

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

Budgeted cost: £80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning mentors, alongside appointment of EHLTA to engage with wider agencies to improve parental engagement and attendance.	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents	3

Primary Mental Health in Schools Team-whole school and individual interventions -Individual referrals to schools 'Relate' councillor – including disadvantaged.	Attendance and school readiness can be impacted by their own or families mental health. The Mental Health in Schools team aim to support as a first step intervention. **Rise** https://cwrise.com/primary-mental-health/	2,3
Delivering a wide range of cultural capital experiences for the children. Including trips, visitors and memorable experiences. .	Providing a range of after school clubs including art, craft, cooking, and physical activities can improve children's academics and confidence building. These activities in particular have additional benefits including improving well-being and attendance. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	2,3,4,
Attendance officer to offer support for families identified as having poor attendance.	Attendance has fallen below the national average. Attendance for the pupil premium children is lower than whole school attendance. **DFE-Improving school attendance** https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities	3
Inclusion Lead to develop ARP with ELHTA to provide appropriately, targeted support for vulnerable learners with a view to extend the support to whole school, linked to a sensory curriculum.	Approaches to help remove barriers to learning and are targeted to individual needs. Advice sought from outside agencies, CCT, SEMH, SEND EYFS, Educational Psychology, SALT.	1,2,3
Aspirations lead to create opportunities for children to learn about potential careers.	Aspirations are what children and young people hope to achieve for themselves in the future. To meet their aspirations about careers, university, and further education, pupils often require good educational outcomes. Raising aspirations is therefore often believed to incentivise improved attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	4
Additional phonics interventions targeted at disadvantaged pupils who require further phonic support throughout the whole school.	Phonics approaches are consistently effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2

Total budgeted cost: £175,000

Part B: Review of the previous academic year 2024-2025

Outcomes for disadvantaged pupils

Outcomes 2025-2025

EYFS

- Overall GLD 61.7%
- Disadvantaged 53.3% compared to Disadvantaged 65.6%
- The Disadvantaged outcomes was an improvement by 10.5% from Disadvantaged outcomes in 2023/2024.

Y1 Phonics Screening Check

- In 2024-2025 61.0% of Disadvantaged pupils passed the phonics screening check compared to 67% of Disadvantaged pupils nationally.
- The pass rate was predicted to be higher however the cohort had 14 new pupils throughout the year which led to a lower percentage than predicted.

Key Stage 2 data:

ARE+	2025	Difference from 2024
RWM Combined (Disadvantaged)	60%	Up by 31.4%
RWM Combined (Non- Disadvantaged)	58.8%	
Reading (Non- Disadvantaged)	Scaled Score 105 66.7%	Up by 4.04 Up by 13.1%
Reading (Non-Disadvantaged)	Scaled Score 101.76 101.76	
Writing (Non- Disadvantaged)	66.7%	Up by 13.1%
	64.7%	
Maths (Pupil Premium)	Scaled Score 101.62 60%	Up by 3.8%

Maths **(**Non- Disadvantaged**)**	Scaled Score 100.24 70.6%	

The disadvantaged pupils as a group in 2024/2025 at the end of Key Stage 2 had all increased from attainment than the disadvantaged pupils the previous academic year, particularly in the percentage achieving the combined ARE+ and scaled scores in reading and Maths.

In Combined, Reading and Writing the disadvantaged children performed higher than the non disadvantaged.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Time For You Counsellor	Relate