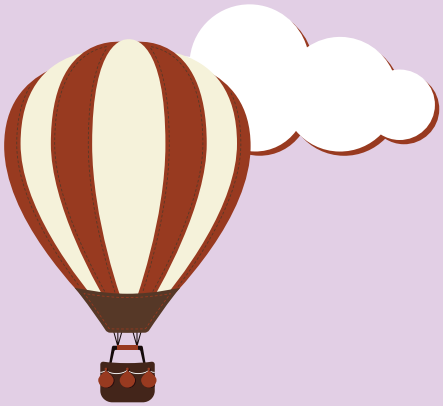
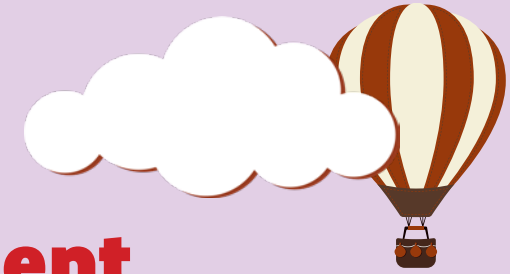




Pupil Premium Handbook

2025-2026



Trust Vision Statement

All pupils, in all schools, are entitled to reach their full potential despite their socioeconomic circumstances. As a Trust, we provide opportunities without barriers, increase resilience and place inclusivity at the heart of all we do. Resources are effectively deployed to ensure that every child has an equal opportunity to achieve and succeed to the highest standard.

All schools accelerate the progress of pupils eligible for Pupil Premium funding by:

Using an evidence-based approach, with reference to the EEF Toolkit, to publish a statement that identifies whole school strategies which have a sharp focus on improving outcomes for disadvantaged pupils.

Ensuring that there is an unerring focus on ensuring that learning and teaching across the school is of the highest quality, with the progress of disadvantaged pupils prioritised.

Involving all staff in identifying barriers to learning for individuals as well as groups of pupils.

Delivering academic and pastoral interventions that are data-driven, timely, and regularly reviewed.

Implementing, tracking and monitoring a bespoke Pupil Premium Pledge that ties the Trust Ambitions to the needs of the disadvantaged pupils in each school.

Involving governors, parents/carers and all other stakeholders in the joint commitment to ensure that funding is used to maximise impact on raising achievement for disadvantaged pupils.

The Trust wishes to see the following outcomes for Pupil Premium funded pupils:

6 Ambitions:

1. Reading skills are regularly audited and appropriate action taken to develop confidence and competence as well as a love of reading.
2. Engagement with a learning environment that supports confident communication through an embedded oracy strategy.
3. Engagement with digital technology that develops pupils' creative thinking skills.
4. Impactful teaching across the full curriculum with specific focus on the four elements of effective learning.
5. Intervention and support to overcome barriers to learning resulting in achievement at least in line with all other students.
6. High aspirations for the future, supported by extended opportunities that are tracked for fairness, equality and impact.

In addition:

- Improved attendance, including minimal persistent absence.
- Improved behaviour resulting in a limited number of exclusions.
- Improved engagement of families.
- High quality welfare and pastoral care.
- Well-developed skills and personal qualities.
- Effective transition at each key stage.

Potters Green Pupil Premium Pledge

The purpose of the Pupil Premium Pledge is to ensure that all disadvantaged students at Potters Green are prioritised for interventions and enrichment activities, whilst being kept at the centre of the wider learning and teaching strategy.

Quality assurance of the Pledge is conducted on a termly basis, through an action plan. At the beginning of the school year, it is clear where we need to be with the Pledge by January and then again by April, before the end of the year accountability measure. This helps to keep the Pledge at the forefront of the school agenda.

1. Every PP student's reading skills are regularly audited to develop confidence and competence as well as a love of reading.
2. Every PP student engages with a learning environment that supports confident communication.
3. Every PP student engages with digital technology that develops their creative thinking skills.
4. Every PP student receives impactful teaching in all subjects with specific focus on the 6 Principles of Great Teaching.
5. Every PP student receives the intervention and support required to overcome barriers to learning and achieve at least in line with all other students.
6. Every PP student has high aspirations for their future, supported by extra-curricular activities and careers related learning.
7. Every PP student has the correct equipment and uniform to be ready to learn and take pride in their education.
8. Every PP student knows that they have the support of pastoral staff to attend well, feel happy and make good progress.
9. Every PP student has the opportunity to develop their leadership skills.
10. Every PP student leaves Potters Green ready for the next stage of their education.

Success Criteria for the Pupil Premium Pledge:

1. PP students meet age related expectations for reading at least in line with their peers nationally, with support in place for the lowest 20% readers.
2. All PP students are able to communicate how the school supports their oracy development, in line with Voice 21 benchmarks.
3. All PP students are able to cite examples of where digital technology has aided their learning.
4. 90% of learning and teaching across the school is typically 'great'.
5. Accelerated progress of all PP students is evident in all subject areas ensuring the gap with non-disadvantaged pupils nationally, is closed. Support is in place for all PP students who are underachieving.
6. All PP students have a wide knowledge of careers opportunities and how their learning today relates to these.
7. All PP students have correct equipment (pen, pencil, ruler, eraser, pencil case) and full school uniform, worn with pride.
8. All PP students are able to talk positively about their welfare and the support that is in place. Where attendance is low: clear, impactful strategies are in place for each PP student.
9. Every PP student has participated in a leadership group impacting on Pupil Parliament.
10. Every PP student leaves Potters Green as a fluent reader, fluent speaker and fluent mathematician.



At Potters Green...

Leaders systematically track disadvantaged pupil progress each term and oversee the steps being taken to improve outcomes.

All staff analyse data for disadvantaged pupils at least after each data collection. Staff use the pupil progress meeting process to identify underperformance and proactively intervene to ensure that disadvantaged pupils make good progress.

Using Arbor, staff ensure that seating plans identify pupils' potential barriers to learning and are actively used to inform 'in class' interventions.

Reading

- Disadvantaged pupils are prioritised for literacy interventions, typically through Read Write Inc and Lightning Squad, if they are not at or above their expected reading age.
- A love of reading is fostered at Potters Green through access to a wide range of reading material. Children participate in daily reading sessions where they progress through the school's bespoke reading for pleasure spine. Additionally, children have access to a well-stocked library, class book corners and reading schemes that matches their reading ability directly.
- At Potters Green, the teaching of early reading is very strong ensuring that children have a sound phonetic knowledge to build their later reading on.

Oracy

- Voice 21 has been introduced at Potters from September 2025 this embeds oracy opportunities across the curriculum. The school has a weekly Oracy assembly and will be introducing weekly, specific oracy lessons for every child in school ensuring that, as children move up the school, they continue to develop their oracy through new challenges and opportunities, building on previous learning.

Digital Creativity

- Pupils are keen to learn and are able to talk about what and how they learn, including how digital technology is used to support this. Potters Green is well-resourced with both ipads and laptops, enabling children to access these regularly to enhance their learning in all subject areas.

Impactful Teaching

- Teachers plan tasks to engage and enhance the learning experiences of disadvantaged pupils.
- Feedback is valued by the children at school and they are able to use this effectively to improve the quality of their work as well as supporting the next steps in their learning.

Achievement

- The achievement of disadvantaged pupils is prioritised, with any underperformance being quickly identified and acted upon, using a range of evidence-based strategies. These strategies are monitored for impact and redesigned if necessary.

Aspirations

- As one of our school values, Potters Green children are becoming increasingly ambitious and are working on offering a range of external, career-related visitors so that children understand the range of opportunities on offer to them as part of the school's commitment to nurturing their bright futures.

Attendance (including Persistent Absence)

- Disadvantaged pupils are prioritised for attendance support and interventions at every stage of the Potters Green attendance process.
- The attendance team meet regularly to identify and target pupils whose attendance is of concern.

Rewards and incentives promote and celebrate high attendance and improved attendance.



Parental Engagement

- Communication with parents/carers is much improved through the use of teacher emails being shared with parents, enabling them to directly message the class teacher. X shares and celebrates the curriculum in action.
- The newsletter provides information for parents about what their children are learning at Potters Green as well as celebrating children's achievements and successes.
- There are an increasing number of opportunities for parents to come into school and understand what their children are learning and enjoy the pupils' successes.
- Parents of disadvantaged pupils who do not attend parents' evening receive a reminder and follow up phone call to encourage good attendance and active engagement.

Interventions (academic and pastoral)

Pupils are identified through data analysis and the pupil progress meeting process for interventions which are focused on reading, maths, EAL and pastoral skills.

Disadvantaged pupils are prioritised for interventions led by our school-led tutors. Careful tracking of entry and exit data of these interventions ensures they are targeted correctly and that children make strong progress.

Those children who do not read regularly at home, are provided with opportunities to read more often at school.

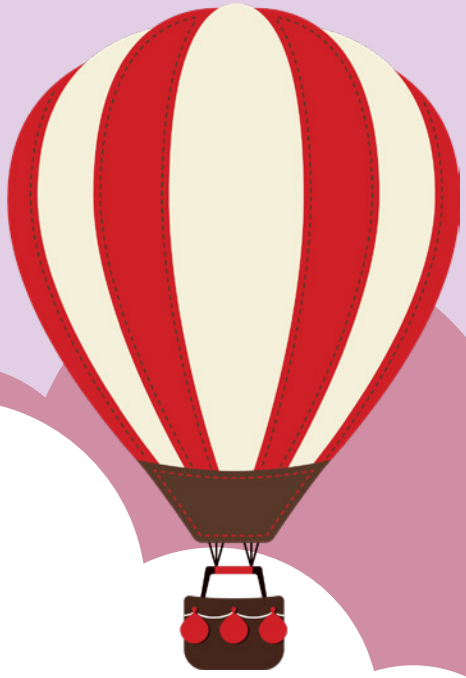
The pastoral team provide bespoke interventions for those children requiring additional nurture support this also includes access to our nurture breakfast club each morning.

Personal Development (including enrichment and progression)

- Disadvantaged pupils have the opportunity to participate in enrichment activities.
- Disadvantaged pupils may receive financial assistance for educational visits, as appropriate.
- Oracy is developing as a central part of the school's provision for all children ensuring they leave the school with increased confidence and the ability to articulate themselves clearly.

Best Practice Strategies

- Clear responsive leadership
- Whole school ethos of attainment for all
- High quality teaching for all
- Addressing behaviour and attendance
- Meeting individual needs
- Deploying staff effectively
- Data driven response to evidence



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