

Portway Primary School: Pupil Premium Strategy Statement and Review of Previous Year

Last updated: September 2023

Approved by: Local Governing Body, September
2023

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Portway Primary
Number of pupils in school	512
Proportion (%) of pupil premium eligible pupils	27% (137 Pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-24 (Year 1 of 3)
Date this statement was published	September 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Scott Chudley
Pupil premium lead	Scott Chudley
Governor / Trustee lead	Jenni Rhodes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	228 435
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	228 435

Part A: Pupil premium strategy plan

Statement of intent

Portway is in an area with high rates of crime and deprivation. The school location deprivation indicator was in quintile 5 (most deprived) of all schools. The pupil base is in quintile 4 (more deprived) of all schools in terms of deprivation. This is based on the concept that deprivation consists of more than just poverty; so while poverty is related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities. It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers.

The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for pupil premium is significantly higher than the national average (27%).

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.

Overcoming barriers to learning is at the heart of our Pupil Premium plan. We understand that needs and costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per student in receipt of the Pupil Premium Grant. Instead, we identify the barrier to be addressed and the interventions required, whether in small groups, large groups, the whole school or as individuals, and allocate a budget accordingly.

Setting priorities is key to maximising the use of the Pupil Premium Grant. Our priorities are as follows:

- Ensuring all pupils receive quality first teaching each lesson
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for pupils who are not making the expected progress
- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Challenges

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

Challenge number	Detail of challenge
1	Poor language skills, including limited range of vocabulary, linked with limited life experiences and availability of quality texts in the home. 61% EAL/ 51 languages spoken across the school.
2	Emerging lower attainment and slower progress as a result of the pandemic. Continue to address gaps to support pupils to retain/recall prior knowledge.
3	Our on-entry assessment shows that attainment on entry to the Reception classes is well below that expected nationally in all areas, but especially so in communication, language and literacy development.
4	Due to home financial constraints, pupils would be unable to engage in residential and school trips in order to participate fully in academic work that proceeds and follows; promotion of wider opportunities/aspirations
5	Wellbeing, mental health and safeguarding concerns: significant numbers of supported families-LAC, CP, CIN, Early Help.
6	Attendance and levels of persistent absence
7	High mobility; Portway's stability 69.1 /National average stability: 85.6

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
For disadvantaged pupils who do not have a cognitive SEND need to reach age-related expectations in reading, writing and maths and 100% to meet the expectations for Year 1 & 2 phonics check and Y4 multiplication check	<ul style="list-style-type: none"> • 100% of non-SEND disadvantaged pupils meet the requirements of the PSC and MTC • 100% of non-SEND disadvantaged pupils to reach at least ARE in RWM
To ensure disadvantaged pupils with additional barriers to their learning are addressed so that they make at least expected progress from starting points in, reading, writing and mathematics and meet the requirements of the Y1 phonics check and the Y4 multiplication check.	<p>There will be systematic approach to the case studying of individual pupils who:</p> <ul style="list-style-type: none"> • have a SEN/D • are P/LAC • are subject to a CIN/CP plan and are in receipt of PPG to ensure steps in progress can be more readily measured in Pupil Progress Meetings – careful delineation of “SEND, PLAC and other disadvantage barriers” <p>This could include</p> <ul style="list-style-type: none"> • Access to our personalised learning curriculum • Interventions • Personalised learning plans
Teachers’ have a good understanding of adaptive teaching to meet the needs of all learners.	<p>Continue and improve so that progress is be in line/ or above national average progress scores in KS2 Reading, Writing and Mathematics. (0)</p> <p>To Increase the % of LPAG achieving MPAG and MPAG achieving HPAG.</p>
Leaders ensure that all staff receive timely, focused and highly effective professional development.	All Early Career Teachers successfully pass their induction and remain at Portway.

<p>All disadvantaged pupils will meet national expectations for attendance/persistent absence.</p>	<p>Pupil Premium Attendance is 96%. PA reduced below national level for PP pupils.</p>
<p>The targeted academic support offer addresses any gaps as a result of the pandemic.</p>	<p>Sustain phonics screening results to be above the national average. Good Level of Development at the end of the reception year to be above national and local averages. Continue to improve the language skills of reception pupils so it remains in line with/above the national figure.</p>
<p>Pupils access a variety of wider enrichment opportunities which address wellbeing and life experiences.</p>	<p>Increase the number of PP children (100%) participating in a wide range of clubs/enrichment opportunities. Year 6 Residential.</p>

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: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adaptive Teaching Project across the school. Creation of 'Teaching & Learning Communities' of teachers to develop peer-learning opportunities and support.	Feedback Toolkit Strand Metacognition and self-regulation Toolkit Strand Peer tutoring Toolkit Strand SSAT and EEF Embedding Formative Assessment project	1, 2, 3, 7
Implement a structured bespoke instructional coaching programme which provides support for all teachers to enable them to deliver high quality teaching and learning for all pupils.	Impact of Coaching in Education Focus Education	1, 2, 3, 7
Implement statutory ECT framework by Ambition Institute as part of the London District East Teaching School Hub.	Early career teachers	1, 2, 3, 7
Ensure all relevant staff (including new staff and learning support assistant) have received regular training to deliver the phonics scheme effectively.	Phonics Toolkit Strand	3

Maths: Fluency in Number implement new Year 4 & Year 5 programme-training for teachers, x 2 (continue with R-2 programme)	Teachers to engage with the most up to date thinking from the Maths hub, utilising the inhouse expertise of Maths hub lead and EY/KS1 lead. • EEF T & L toolkit, teacher subject knowledge • EEF T & L toolkit, mastery teaching	3
EYFS: Embed the evidence-informed ShREC approach into everyday practice:	The ShREC approach – Four evidence informed strategies to... EEF	3

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

Budgeted cost: £152, 445

Activity	Evidence that supports this approach	Challenge number(s) addressed
Establish small tuition groups for disadvantaged pupils, across all core subject areas, who are falling behind age-related expectations.	Small group tuition Toolkit Strand	1, 2, 3, 7
Provide targeted tuition sessions for disadvantaged pupils, across all core subject areas, who are falling behind age-related expectations.	One to one tuition Toolkit Strand	1, 2, 3, 7
Deliver the Flexible Phonics Trial (led by EEF) and Nuffield Early Language Intervention (led EEF) to target EYFS pupils.	Early years interventions Toolkit Strand	3

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

Budgeted cost: £40, 990

Activity	Evidence that supports this approach	Challenge number(s) addressed
Creating and embedding Breakfast Club/ After School Club and Holiday Provision.	Sports participation Toolkit Strand Arts participation Toolkit Strand Summer schools Toolkit Strand	4
Attendance Officer to support families with attendance and acute need.	School data	6
Mental Health Practitioner assigned to school to work within and across the school community. Point of contact for staff and families and delivering a variety of supportive workshops.	Social and emotional learning Toolkit Strand	5
<p>Place2Talk services dedicated to pupils identified as needing emotional support in relation to the pandemic (e.g transition support, social groups, anxiety caused by circumstances).</p> <p>Additional Place2Be Counsellor increasing number of pupils in 1:1 therapy in response to demand in relation to pandemic.</p>	Social and emotional learning Toolkit Strand	

Implement a wide range of wellbeing strategies;	Social and emotional learning Toolkit Strand	5
Year 6 Transition Programme designed to provide early transition support to secondary; Journey of Hope Intervention for identified Year 5 children; art therapy; playground buddies system to increase peer-to-peer support.	Social and emotional learning Toolkit Strand	5

Total budgeted cost: £228 435

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 2022 to 2023 academic year.

Teaching and Targeted:

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils by the end of Year 6 were broadly in line with their peers. This was as a result of the introduction of the whole school approach to 'Embedding Formative Assessment' Project (SSA) across the school where assessment was diagnostic and teaching was shaped to match pupil ability. In addition, school data shows those in receipt of targeted intervention of small group tuition achieve well. Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils achieved the expected standard and were broadly in line with their peers.

Wider Strategies:

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan under the wider strategies. Place2be has a wealth of data in relation to our successful transition project which demonstrates the impact of the investment on pupil mental health and well-being.

We successfully increased the number of pupils attending after school clubs to 62 families up from the previous year due to the disruption of Covid.

Attendance Data: As a result of the action of the school attendance officer, disadvantaged pupils attendance increased in comparison to their peers:

Whole School attendance - 91.7%
Pupil Premium Attendance - 92.7%
Non- Pupil Premium Attendance - 91.2%

PA:

Whole School attendance - 34.2%
Pupil Premium Attendance - 9.7%
Non- Pupil Premium Attendance -34.5%

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