

# Pupil premium strategy statement 2023/24

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	Portfields Primary
Number of pupils in school	603
Number of pupil premium eligible pupils	85
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023/2024, 2024/2025, 2025/2026
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Sarah Folkard
Pupil Premium lead	Kelly Rae
Governor	Michelle Quill

## Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£133'305.00
Pupil Premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£133'305.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Portfields Primary School we believe that all pupils, irrespective of their background or the challenges they face, should make progress and achieve high attainment across all subject areas. At Portfields high-quality teaching is at the heart of our school's approach as evidence shows that this has the greatest impact on closing the disadvantage attainment gap as well as benefiting the non-disadvantaged pupils.

Our strategy focuses on the areas of support that we have identified for our disadvantaged pupils; with the intention that they will make improved progress from their individual starting points. Based on range of evidence (for example robust diagnostic assessments, learning walks, discussions with teachers) our strategy will be flexible and responsive to individual pupil's needs and common challenges they experience. Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✓ To support our children's mental health and wellbeing to enable them to access learning at an appropriate level alongside other opportunities

We aim to do this through:

- Ensuring that teaching and learning opportunities and our curriculum meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited resources may mean

that not all children will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved. (Quality First Teaching)
- Professional development for all staff to understand and implement effective teaching and learning based on research
- 1-1 support where needed
- Social and emotional support and interventions using Zones of Regulation, play therapy, mentoring and counselling for identified pupils
- Ride High visits to support behavioural and emotional regulation
- Personalised training for staff in order that they can effectively meet pupil needs
- Support payment for activities, educational visits and residentials, ensuring children have first-hand experiences to use in their learning in the classroom.
- Support payments for music lessons and Rock Steady to ensure barriers are removed
- IT equipment to enable home learning and school learning where appropriate
- Paid places at breakfast club for those that need it so they are fed before school
- Behaviour support/SEND support and resources (e.g. sensory equipment)
- Reading interventions using NELI

## Challenges

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

Challenge number	Detail of challenge
1	Lower levels of parental engagement in reading and home learning for some children and a perceived lack of value/importance in education.
2	Narrowing the attainment gap across reading, writing, maths and science
3	General absences and persistent absentee levels of certain pupils
4	Pupils with SEMH needs such as anxiety and attachment (Which may result in EBSA)
5	Many disadvantaged pupils experiencing multiple barriers to achievement
6	Lower levels of oracy

## 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
Progress in reading	Achieve above national average progress scores in KS2 Reading
Progress in writing	Achieve above national average progress scores in KS2 Writing
Progress in mathematics	Achieve above national average progress scores in KS2 Maths
Social and emotional learning	Pupils show increased progress due to their improved mental health. Pupils are taught and helped to develop a range of coping mechanisms
Improved parental engagement at home in supporting learning at home. Through listening to reading, supporting with phonics, and home learning, in order to support the academic progress of their child	Offer more parent workshops to enable parents to support their children. Contact parents of children who have been identified as target children for phonics and reading. Provide the families and children with the targets, skills and resources to support at home.
SEND/disadvantaged pupils make progress	Clear progress is seen between the starting point and the finishing point within the year that is specific to the individual.
Progress in speaking and listening	Internal data shows expected or improved progress
For the gap to narrow in attendance between the Pupil Premium and Non-Pupil Premium groups.	Support from LA attendance officer and attendance lead at school to ensure all children are attending school. Parent's of children who fall below our school attendance target engage with the Attendance Officer, and support given where needed.

## 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: £ 75,000.00

Activity	Objective	Challenge number(s) addressed
<p>Training for staff on Read, Write, Ink phonics scheme. Introduction of new assessment tools.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.</p>	
<p>CPD for all staff to improve Quality First Teaching –in all curriculum subjects. CPD on appropriate adaptations to ensure classrooms and teaching in fully inclusive.</p>	<p>Adaptive teaching is a highly effective method as it provides tailored learning experiences for each student. By utilising technology, continuous assessment, and data analysis, teachers can identify areas where learners may require additional support to achieve their objectives.</p> <p>Evidence suggests that adaptive teaching has numerous benefits such as:</p> <ul style="list-style-type: none"> <li>• Better &amp; Faster Progress. ...</li> <li>• Improved Learning. ...</li> <li>• Enhanced Understanding. ...</li> <li>• Better Student Engagement. ...</li> <li>• Systematic Student-Teacher Collaboration. ...</li> <li>• Students Feel More Motivated.</li> <li>• Identify Gaps and Get Real-Time Feedback. ...</li> </ul>	

	<ul style="list-style-type: none"> <li>Improves Engagement and Supports Learning for Diverse Groups.</li> </ul>	
Embed opportunities to talk and discuss learning across the curriculum, including dialogic activities – to support and consolidate key learning, understanding and vocabulary. Nelly Assessments to highlight areas of need.	EEF (6+MONTHS) Oral Language Intervention There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers	

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

Budgeted cost: £30,000.00

Activity	Objective	
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
Oral Language Interventions (NELI, SALT, Time to Talk)	EEF (6+MONTHS) Oral Language Intervention There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged coun-	

	terparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £28,305.00

Activity	Objective	
TA to support play therapy needs of children with SEMH needs/attachment issues through nurture groups. Zones of Regulation, School counsellor, Music opportunities – Rock Steady/music lessons, Alternative provision – Ride High Uniform	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers EEF_Social_and_Emotional_Learning.pdf (educationendowmentfoundation.org.uk)	
Funding support for life opportunities	50% off residentials, wrap around care.and school trips / visitors. All children who want to are able to attend all of these opportunities. Life skills fully funded in the afternoons for PP children.	

**Total budgeted cost: £133,305.00**

## 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.

Last academic year proved hugely successful and we were able to fulfil all our plans for residential trips, extra-curricular experiences, visits, guest speakers, performances and WOW days. We worked continually with our disadvantaged pupils in the best way we could to narrow the gaps and give additional support where needed.

Our assessments last year showed that the performance of disadvantaged pupils indicated improvement in key areas of the curriculum due to the small targeted group intervention support given. All children who have received intervention support have made small steps of progress. Therefore, it is imperative that we continue to focus on supporting these children to make more rapid progress. Our attendance among disadvantaged pupils was lower than their peers. Many disadvantaged pupils have had periods of persistent absenteeism which is why attendance will also be a focus this coming year. Our observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year and we saw a huge increase in EBSA, anxiety and general decline in child mental health. The impact was particularly acute for disadvantaged pupils as such we will continue with our school wellbeing support and school councillor. Last year we used pupil premium funding to provide wellbeing support for our pupils through the use of our learning mentor and targeted interventions where required, including external counselling. We will continue to build on this approach with the activities detailed in this plan but through our morning nurture groups going forward.

We will consider the outcomes of the baseline data in the Autumn term and identify the attainment and progress of pupils with identified vulnerabilities, including those pupils on the PP register.

Our yr. 6 data showed a huge increase on the previous years in Maths, Reading and writing. With reading this year at 77% compared to the national average of 73% and writing at 73% compared to the national average of 71%.

### 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
Horse Riding	Ride High

School Councillor	External Provider (Richard)
Peripatetic music	Various
Rock music lessons	Rock Steady