

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 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	569
Number of pupil premium eligible pupils	95
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Sarah Folkard
Pupil Premium lead	Sarah Folkard
Governor	Dan Wisson

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	138,345
Pupil Premium funding carried forward from previous years	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	138,345

Part A: Pupil premium strategy plan

Statement of intent

At Portfields Primary School, we are committed to ensuring that all pupils, regardless of their background or the challenges they encounter, make progress and achieve high standards across all subject areas. Central to our approach is high-quality teaching, which evidence indicates has the most significant impact on narrowing the attainment gap between disadvantaged and non-disadvantaged pupils.

We have identified key areas of support for our disadvantaged pupils, aiming to facilitate improved progress from their individual starting points. Our strategy is flexible and responsive to the specific needs and common challenges these pupils face. Research indicates that these challenges may include limited support at home, underdeveloped language and communication skills, low self-confidence, behavioural difficulties, and issues with attendance and punctuality. Additionally, complex family situations can impact a child's ability to thrive. Recognising the diversity of these challenges, we understand that a tailored approach is essential, as there is no "one size fits all" solution.

At Portfields, we are dedicated to using this funding effectively to address the specific needs of our disadvantaged pupils, ensuring they have the support and opportunities necessary to achieve their full potential.

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 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.
- Pre-teaching the curriculum learning to develop cultural capital and equity for pupils.
- Professional development for all staff to understand and implement effective teaching and learning based on research.
- Individualised support where needed.
- Social and emotional support and interventions using play therapy, mentoring from our pastoral team and signposting external support.
- Access to external provision to support behavioural and emotional regulation
- Personalised training for staff in order that they can effectively meet pupil needs.
- Actively encouraging pupils to take part in enrichment opportunities
- Support part-payment for activities, educational visits and residentials, ensuring children have first-hand experiences to use in their learning in the classroom.
- Support part-payment for music lessons and Rock Steady to ensure barriers are removed.
- Use of IT equipment at school 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.
- Specific learning support.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. Please note, we recognise that the challenges below do not apply to all pupils or families in receipt of Pupil Premium. Every child and family's circumstances are unique, and many pupils thrive despite facing disadvantage.

Challenge number	Detail of challenge
1	Limited Parental Engagement in Learning
2	Curriculum Gaps and Overloaded Content
3	Attendance and Punctuality Issues
4	Social, Emotional, and Mental Health (SEMH) Needs
5	Language Development Delays
6	Economic Hardship and Cost of Living
7	Limited Access to Enrichment Opportunities

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
Disadvantaged pupils' attendance is in line with their non-disadvantaged peers	Whole school attendance target 97% or higher
Staff have met the complex pastoral needs and demands of our disadvantaged pupils	Pupil surveys show that disadvantaged pupils feel happy, safe and well supported at our school. (95% or above positive responses)
Staff have met the safeguarding needs and demands of our disadvantaged pupils	Analysis of our safeguarding systems show rapid and robust reporting, liaising, managing and resolving of all types of safeguarding and child protection concerns.
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.
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.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 79,000

Activity	Objective/Intended Impact	Challenge Addressed
Training in Read,Write Ink for phonics including development days for all staff; training for newly arrived staff	Phonics continues to be a highly effective strategy for developing early reading skills. The EEF's Teaching and Learning Toolkit reports an average impact of +5 months' progress for pupils who receive systematic synthetic phonics instruction. This approach is particularly beneficial for younger learners (ages 4–7) as they begin to read. Phonics instruction is more effective on average than other early	2, 5

	<p>reading approaches, such as whole language or alphabetic methods. However, it's important to note that effective phonics techniques should be embedded within a rich literacy environment and are just one component of a comprehensive literacy strategy.</p>	
<p>Developing Teaching through Walk Thrus linked to Rosenshine Research</p>	<p>The Walk Thru methods are a research-backed method for improving teaching and learning. They provide teachers with clear, evidence-based strategies broken into manageable steps, encouraging the consistent application of best practices. Walkthroughs foster reflective practice and professional dialogue, allowing educators to assess and refine their instruction in real time. They also promote collaboration within school communities, aligning teaching approaches and supporting shared learning. By providing regular, focused feedback and highlighting areas for improvement, WalkThrus contributes to continuous development of teaching quality, which has been linked to improved pupil outcomes.</p>	<p>2, 5</p>
<p>Developing Teaching through a coaching model</p>	<p>Using a coaching model to develop teaching, with a focus on inclusion, helps teachers reflect, receive feedback, and apply evidence-based strategies effectively. For Pupil Premium pupils, this approach supports targeted, differentiated teaching that addresses barriers such as gaps in knowledge, language, or confidence. Research shows it improves teacher practice, fosters equitable learning, and can accelerate progress, helping to narrow attainment gaps.</p>	<p>2, 3, 4, 5</p>
<p>Pre-Teaching pupils to develop cultural capital</p>	<p>Pre-teaching helps Pupil Premium pupils develop cultural capital by introducing key concepts, vocabulary, and knowledge they may not have encountered outside school. This prepares them to engage confidently, participate fully, and access the curriculum on an equal footing with their peers, bridging gaps in prior experiences and background knowledge. As pupils feel more prepared and included, this approach can also improve attendance, engagement, and social, emotional, and mental health (SEMH).</p>	<p>2, 3, 4, 5, 6, 7</p>
<p>Use of oracy across the curriculum and within intervention</p>	<p>Embedding oracy across the curriculum and within targeted interventions supports Pupil Premium pupils by developing language, communication, and confidence. Using tools like the WellComm resource helps identify and address speech and language needs early, enabling tailored support that improves engagement, participation, and attainment across all subjects.</p>	<p>2, 5</p>

Teacher and support staff training on vulnerabilities that may affect learning	Extensive training for teachers and support staff on pupils' vulnerabilities ensures staff can identify and respond to individual needs effectively. This targeted approach supports Pupil Premium pupils by reducing barriers to learning, improving engagement, and promoting both academic progress and wellbeing.	2, 3, 4, 5
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Targeted academic support

Budgeted cost: £27810.00

Activity	Objective/Intended Impact	Challenge Addressed
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base, including EFF research, 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.	2, 5,
Oral Language Interventions	Oral language interventions, such as WellComm, support Pupil Premium pupils by improving speech, language, and communication skills. This targeted support helps close learning gaps, boosts confidence, and enhances engagement and attainment across the curriculum. Involving parents in these interventions reinforces learning at home, helping to close gaps, boost confidence, and support social, emotional, and mental health (SEMH), ultimately improving attainment across the curriculum.	1, 2, 4, 5
Pastoral Team Support and Intervention	Pastoral team support helps Pupil Premium pupils overcome social, emotional, and mental health barriers to learning. By working closely with families and providing targeted interventions, the team improves wellbeing, engagement, and resilience, supporting academic progress and helping to close attainment gaps.	1, 3, 4
Fast Track tutoring	Fast track phonics tutoring provides targeted, intensive support for Pupil Premium pupils, helping them master foundational reading skills. Involving parents in the tutoring process reinforces learning at home, accelerating progress, building confidence, and closing early reading gaps, enabling pupils to access	1, 2, 5

	the wider curriculum more effectively.	
Mastering Number	The Mastering Number programme provides targeted, intensive support for Pupil Premium pupils to develop fluency and confidence in early mathematics. Involving parents in the programme reinforces learning at home, helping to close gaps in numeracy, accelerate progress, and enable pupils to access the wider curriculum more effectively.	1, 2,

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

Budgeted cost: 31,000.00

Activity	Objective/Intended Impact	Challenge Addressed
Nurture Groups	Nurture groups provide targeted support for Pupil Premium pupils who need additional social, emotional, or behavioural support. By focusing on those with identified needs and involving parents in the process, nurture groups improve wellbeing, engagement, and readiness to learn, helping to overcome barriers and close attainment gaps.	1, 2, 3, 4,
Subsidised music tuition, school trips and enrichment opportunities	Subsidised music tuition, school trips, and enrichment opportunities give Pupil Premium pupils access to experiences that build cultural capital, confidence, and social-emotional skills. Involving families strengthens engagement and supports wellbeing, motivation, and academic progress.	1, 2, 3, 4, 5, 6, 7
Targeted mentoring and coaching	Targeted mentoring and coaching provide Pupil Premium pupils with personalised, age-appropriate support for academic, social, and emotional development. Coaching for staff ensures tailored learning strategies are implemented, improving engagement, confidence, and attainment, and helping to close attainment gaps.	2, 3, 4, 7

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 2024 to 2025 academic year.

Last academic year was highly successful at Portfields Primary School. We were able to deliver all planned residential trips, extra-curricular experiences, visits, guest speakers, performances, and enrichment days, providing rich opportunities that enhanced learning and engagement for all pupils.

Targeted, small-group interventions helped disadvantaged pupils make strong progress across key areas of the curriculum. All pupils who received additional support achieved measurable steps forward, demonstrating the impact of focused, personalised teaching. We are committed to continuing this approach to help these pupils make even greater progress.

While attendance among some disadvantaged pupils was lower than their peers, we are proactively addressing this, recognising that improved attendance supports learning, wellbeing, and engagement. Observations also highlighted areas for development in pupil wellbeing and mental health, including EBSA and anxiety. In response, we will continue to provide robust wellbeing support, including our school counsellor, targeted interventions, and the wellbeing team, alongside year group morning nurture sessions to support social, emotional, and mental health.

Baseline data collected in the Autumn term will guide our ongoing focus on pupils with identified vulnerabilities, including those on the Pupil Premium register, ensuring that support is timely and personalised.

Data, including comparisons to National expectations can be found on our school website. Once all 2025 end of year data is finalised, this will be added to this section of the Pupil Premium Strategy.

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
Peripatetic music	Various partners
Rock Band	Rock Steady