

# Pupil premium strategy statement – Portway Junior School

This statement details our school's use of pupil premium (and recovery 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	408
Proportion (%) of pupil premium eligible pupils	19%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Vicky Windross
Pupil premium lead	Katie Norton
Governor / Trustee lead	Esnay Burns

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,720
Recovery premium funding allocation this academic year	£11,455
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£121,175</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Portway Junior School, we strive to provide an inclusive education for all children, ensuring that they leave us for their secondary education feeling encouraged that they have the necessary tools to succeed: positivity, resilience, dedication and integrity. Our leaders strive to create a culture of collective responsibility amongst all staff for achieving the best possible outcomes for all children and especially for those who can be described as 'underserved' or 'disadvantaged'.

Our priority is to provide high-quality teaching; we know that this is the best lever for improved and sustained attainment for all pupils regardless of background and experience and will narrow the gaps between the disadvantaged cohort and their peers. All teachers are supported through Continual Professional Development to improve their practice and to have an increasing knowledge of how children learn best so that learning time is maximised. Adaptations are made to ensure that all children, regardless of need, feel supported, included and cared for.

'Disadvantaged' children are understood by staff to include any child who faces any barriers to learning and success at school. We recognize that many children face challenges and these can impact on their attendance, their engagement in school and their readiness to learn. As such, a focus is placed on supporting all children (and their families) who are facing any learning, emotional, social and behavioural difficulties to ensure that they feel listened to, cared for and can maximise the impact of time in school.

## Challenges

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

Challenge number	Detail of challenge
1	Our internal and external data show that attainment in writing is lower for disadvantaged pupils than their peers
2	Many of our disadvantaged children are reluctant readers. Internal and external data suggests that they have lower levels of stamina for reading and weaker comprehension skills
3	Attainment in maths is shown to be weaker for disadvantaged children in both internal and external data

4	Discussion, records and data show that many disadvantaged children lack equity in their educational experience as they have been disproportionately impacted by lack of wider experiences since the Covid 19 pandemic started in March 2020
5	Our internal data and recording systems show that many of our disadvantaged children face social and emotional barriers to their learning

## 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
Improved outcomes in writing for our disadvantaged children	<p>End of KS2 teacher assessment and internal outcomes in 2024/25 show that at least the same % of non-SEND disadvantaged pupils met the expected standard as their non-SEND peers in writing.</p> <p>Outcomes for disadvantaged children with SEND show the same progress as for those non-disadvantaged children with SEND.</p>
Improved outcomes in reading stamina and comprehension for our disadvantaged children	<p>KS2 SATs and internal assessment outcomes in 2024/25 show that at least the same % of non-SEND disadvantaged pupils met the expected standard as their non-SEND peers.</p> <p>Outcomes for disadvantaged children with SEND show the same progress as for those non-disadvantaged children with SEND.</p>
Attainment in maths for our disadvantaged children will be at least equal to that of all children	<p>KS2 SATs and internal testing outcomes in 2024/25 show that at least the same % of non-SEND disadvantaged pupils met the expected standard as their non-SEND peers.</p> <p>Outcomes for disadvantaged children with SEND show the same progress as for those non-disadvantaged children with SEND</p>
Our disadvantaged children will have experienced many of the same wider educational experiences as their non-disadvantaged peers	<p>Records show a significant increase in both offer and participation in enrichment activities, particularly among disadvantaged pupils:</p> <ul style="list-style-type: none"> <li>- School clubs and activities</li> <li>- Residential trips</li> <li>- School trips linked to the curriculum</li> <li>- Sports events and competitions</li> <li>- Holiday activities</li> </ul> <p>Pupil/parent surveys show the positive impact of these activities.</p>

<p>To achieve and sustain reduced incidents recorded by social and emotional barriers to learning</p>	<p>Sustained high levels of social and emotional wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>- qualitative data from student voice, student and parent surveys and teacher observations shows increase in pupils' positive attitudes, feelings and life satisfactions and an increase in the awareness of positive mental well-being for parents/carers</li> <li>- fewer recorded incidents of dysregulation</li> <li>- discussion and records show improved engagement in class and with home learning</li> </ul>
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## 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: £ 61,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher professional development focuses on high-quality teaching in core subjects. Training will take 2 forms:</p> <ul style="list-style-type: none"> <li>- in school</li> <li>- using HIAS courses and subject networks</li> </ul>	<ul style="list-style-type: none"> <li>- The best available evidence indicates that <a href="#">great teaching</a> is the most important lever schools have to improve outcomes for their pupils.</li> <li>- Focus of developing all to use the <a href="#">‘five-a-day approach</a> to improve outcomes for all, including children with SEND</li> <li>- Development of <a href="#">collaborative learning</a> as pedagogy within school</li> <li>- All teachers understand that <a href="#">effective feedback</a> is critical to children making progress</li> </ul>	<p>1,2,3</p>
<p>Development of a focussed and sequenced, high quality curriculum which reflects the needs of all our children and the diversity within our community</p>	<p><a href="#">Curriculum: Keeping it simple</a> (8/12/2021)</p>	<p>1,2,3</p>
<p>Phonics training for all classroom staff</p>	<p>To support the school's delivery of <a href="#">Synthetic Systematic Phonics</a></p>	<p>1,2</p>

	programme (RWInc.) and follow up in whole class reading and spelling lessons	
Continue to use the Junior Language Link intervention and Black Sheep Press resources to support children with both expressive and receptive language difficulties	Evidence suggests that <a href="#">oral language interventions</a> have a high impact for a low cost	1,2
Purchase of up-to-date diagnostic tests to enhance teachers' understanding of specific areas of need and misunderstanding in maths and English	With the information diagnostic assessments provide, teachers may: <ul style="list-style-type: none"> <li>• decide to adjust the level of challenge of activities</li> <li>• reteach specific concepts or topics</li> <li>• adjust curriculum content in the medium or long term</li> <li>• provide pupils with feedback through which they can address their own areas for improvement</li> <li>• decide which pupils may need additional, targeted academic support.</li> </ul> See <a href="#">Moving forwards. making a difference A planning guide for schools 2022–23</a> (EEF May 2022) <a href="#">Improving Literacy in Key Stage 2</a> (EEF Nov 2021)	1,2,3
Development of school's PSHE curriculum to -be adaptive and reflect the needs of the children within the school - improve the SEL for vulnerable children	<a href="#">Improving Social and Emotional Learning in Primary Schools. Guidance Report</a> (EEF Sep 2020)	5

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


Budgeted cost: £ 30,088

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of additional qualified teachers to support small, groups and individual teaching and deliver high quality, structured interventions</p>	<p>For pupils in need of additional support, research suggests that providing targeted academic support finely tuned to the needs of individual pupils offers potential benefits. School planning should therefore be open to the idea of planning <a href="#">interventions</a> (EEF 27/10/2021 page 28) to complement high quality classroom teaching.</p> <p>Working in smaller groups facilitates <a href="#">more focussed feedback</a></p> <p><a href="#">Individualised instruction</a> will be available for some children who have specific gaps or barriers</p> <p>Using the TARGET approach to interventions will support their effectiveness ) <a href="#">Improving Literacy in Key Stage 2</a> ( EEF Nov 2021) Page 45</p> <p>Allows class teachers/extra teachers to deliver targeted academic support</p>	<p>1,2,3</p>
<p>Employment and training of additional TAs</p> <p>-Increased hours of TA support across the school to support pupil well-being, classroom support during core lessons and targeted, structured interventions to improve outcomes in core subjects</p>	<p><a href="#">Making Best Use of Teaching Assistants: Guidance Reports</a> EEF Nov 2021 (Pages 18 -20)</p>	<p>1,2,3,5</p>

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

Budgeted cost: £ 30,087

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of Family Support worker</p> <ul style="list-style-type: none"> <li>-Improve attendance through positive parental engagement</li> <li>-Support parents through parenting programmes, signposting to a range of support</li> <li>- Member of the Inclusion Team</li> </ul>	<p>The ATI-UP intervention was a multi-tier system that established a team to monitor and review attendance, including an administrator, interventionist and teacher. The intervention tracks attendance and intervenes through parental communication, promoting attendance and using motivation systems. See <a href="#">Berg (2018)</a></p> <p>National Improvement Hub: <a href="#">Improving outcomes for children through parental engagement and Pupil and Family Support</a> (Feb 2021)</p> <p>Relationships matter. Relationships with pupils, with families, with school colleagues and wider professionals. As relationships and communication strengthen, our holistic understanding of pupil needs and strategies to overcome learning difficulties can be deliberately shared and integrated into every aspect of school life. EEF: <a href="#">Three Keys to unlocking positive learning behaviours</a> (July 2021)</p>	4,5
<p>TALA and ELSA practitioners to provide pastoral support to individuals and small groups</p> <p>Training and ongoing support for TALA and ELSA practitioners</p>	<p>British Educational Research Association : <a href="#">Pastoral Care</a> (Nov 2019)</p> <p>‘While it has been neglected in schools for some time, recent reviews of the literature have highlighted renewed attention to pastoral care.’</p>	5
<p>Team Teach Training for 12 members of staff</p>	<p><a href="#">Behaviour interventions</a> have been shown to have a positive impact (both targeted and universal). This training supports both approaches.</p>	5
<p>Forest School</p> <ul style="list-style-type: none"> <li>-Development of site</li> <li>-Small group support through Forest school sessions</li> </ul>	<p><a href="#">The Hare and the Tortoise go to Forest School: taking the scenic route to academic attainment via emotional wellbeing outdoors</a> (McCree, Cutting and Sherwin 2018)</p>	5

<p>Inclusion Team</p> <ul style="list-style-type: none"> <li>-Triage needs of children to plan for most appropriate action</li> <li>-Plan support for all children who are a cause for concern according to need e.g. learning behaviours, social and emotional barriers, SEND, parental engagement, attendance</li> </ul>	<p>British Educational Research Association : <a href="#">Pastoral Care</a> (Nov 2019)</p> <p>‘While it has been neglected in schools for some time, recent reviews of the literature have highlighted renewed attention to pastoral care.’</p>  <p>Relationships matter. Relationships with pupils, with families, with school colleagues and wider professionals. As relationships and communication strengthen, our holistic understanding of pupil needs and strategies to overcome learning difficulties can be deliberately shared and integrated into every aspect of school life. EEF: <a href="#">Three Keys to unlocking positive learning behaviours</a> (July 2021)</p>	<p>4,5</p>
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**Total budgeted cost: £121,175**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using Key Stage 2 performance data and our own internal assessments. Schools are not required to publish their 2022 Key Stage 2 results as the DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic. This is a transitional arrangement for one year only, and DfE plans to publish key stage 2 school performance data for 2023.

The DfE has shared our school's 2022 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Data from tests and assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was significantly below that of the cohort as a whole. Our analysis suggests that one reason for this is the proportionately higher percentage of children with SEND amongst the disadvantaged cohort (44% as opposed to 24% for the whole cohort), although we also identified that some of the approaches we planned to boost outcomes for disadvantaged pupils had less impact than anticipated. This was due to higher levels of pupil and staff absence and unpredicted high levels of staff changes; especially amongst support staff in upper KS2.

Our observations and assessments demonstrated challenges in relation to wellbeing and mental health remain significantly higher than before the pandemic. The restructured Inclusion Team were able to triage concerns from parents, children and staff and provide appropriate support according to level and type of need. This was recognized as an effective approach by class teachers and senior leaders in the school's LLPR report in May 2022: support by at least one member of the Inclusion Team was provided for 63% of our disadvantaged cohort or their families. Support was provided by a TALA practitioner; an ELSA; our learning mentor and Forest School practitioner; and the Family Support Worker, whose communication with families with a range of needs ensured a wider understanding of how school staff could provide support to their children and allow for appropriate signposting to outside agencies.

Although overall attendance in 2021-22 was lower than in the years prior to the Covid 19 pandemic, it was higher than the national average. Our disadvantaged pupils continue to have slightly lower attendance rates than their peers (the most recent figure is 95.24% vs 94.34%). Although this gap has been reduced, it is an ongoing priority for us. Our LLPR report in May 2022 stated that *The family support officer tracks attendance carefully, which currently sits at 96.5% which is above the national average of 89.1%. There is a determination that all pupils should attend school, and there is careful tracking of pupils with persistent absence.* (LLPR report 4/5/2022).

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the 2021 Pupil Premium Strategy. We have rewritten our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the 'Activity in This Academic Year section above'.

## Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Team Teach	Codevelo training & consultancy
Junior Language Link	Speech and Language Link
Jigsaw	Jigsaw PSHE