

# Pupil Premium Strategy Statement Portway Junior School

This statement details our school's use of pupil premium funding for the academic year 2024 to 2025 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 Junior School
Number of pupils in school	324
Proportion (%) of pupil premium eligible pupils	62 (19.1%) As of Dec 24
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024-2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Headteacher Emma Wilkinson
Pupil premium lead	Iain Bly and Jo Barnett
Governor / Trustee lead	Andy Ward

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,780
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£78,780

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, are instilled with the desire to become life-long learners that have the skills to succeed. We pride ourselves on developing the holistic child and ensuring that our children's emotional needs are met and prioritised alongside their academic needs so all children make good progress and achieve their true potential at Portway Junior School. The focus of our pupil premium strategy is to support disadvantaged, and indeed all vulnerable pupils that face significant challenge, to achieve that goal.

Quality First 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 raising attainment and maximising progress for all pupils in our school including those identified to be disadvantaged. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment levels will be sustained and improved whilst securing the same progress for their disadvantaged peers. Our strategy is also integral to wider school plans for sustained education recovery, notably in its targeted support through for pupils whose education has been worst affected, including non-disadvantaged pupils.

Emotional and mental health has been identified as an area of need for many of our pupils. The interventions we propose, support pupils in being able to raise their self-esteem and develop self-confidence so that they are able to focus on their learning, retain information, reduce barriers and achieve their full potential. The children are supported in school, through 1:1 and small group bespoke interventions, which are then reviewed regularly and external referrals are made where necessary.

Positive parental engagement has been identified as an area that requires continuous nurturing and development. Face to face parental involvement has increased and has been welcomed by both school and families. It is important that open and regular communication with families is maintained to support the children in our Portway community; not only in their learning but in developing confident and happy people.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they're set
- Staff are empowered to intervene promptly at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Data from internal baseline assessments shows a significant proportion of all pupils, and an even higher proportion of disadvantaged pupils, are entering the school below age-related expectations across the core subjects. Internal baseline assessments (including phonics screening) and observational data from classroom visits, show substantial gaps in the building blocks of skills and knowledge for some pupils. Insecure phonetical knowledge, the ability to read the required words per minute (reading fluency) and a lack of fundamental maths knowledge pose significant issues for many of our disadvantaged pupils - making it difficult to access age appropriate curriculum content. Staff development allowing for precise and early identification of gaps in understanding, whilst providing sufficient resource to provide small group intervention to secure progress, is vital to ensuring positive long term outcomes.</p>
2	<p>Observational data and assessment for learning strategies suggest these gaps in learning are compounded by some disadvantaged pupils not fully participating in learning activities inside the classroom. Behaviour such as taking longer to settle; a lack of resilience when asked questions or set tasks and attention issues are all factors that prevent appropriate engagement during lessons. This observational and quantitative evidence suggests that encouraging all pupils to actively engage with lessons and remain focused on their learning is a priority for the professional development of all staff.</p>
3	<p>Our observations and discussions with children and their families have identified that some of our most vulnerable children require enrichment to engage in learning across the curriculum. Staff require support with our most vulnerable children with more complex needs and the demands placed upon staff, particularly support staff, reduce the impact they can have on the wider group of pupils within a class or year group. In turn, impacting upon progress and attainment levels. Observations and evidence show that there still remain a significant number of pupils with low self-esteem and feelings of anxiety. Other external factors, such as the cost of living, have particularly affected disadvantaged pupils, including their attainment and remain a barrier to progress.</p>
4	<p>External pressures such as the cost of living are resulting in an ever increasing number of families becoming 'time poor'. The opportunity for families to support with activities that provide children with the best academic start in life are becoming more stretched. Research supports that interest and involvement in their children's learning is positively associated with positive outcomes for all. Yet, The National Literacy Trust suggest fewer than half of 0-2-year-olds are read to every day or nearly every day by their parents. All staff need to continue to build on an increasingly positive relationships with parents, strengthening their knowledge and understanding of whole school approaches to teaching and learning so that they are able to maximize their children's learning with effective support at home. Clear and timely communication is required so parents clearly understand how pupils are performing academically and understand how interventions in school and time effective activities at home (such as regular reading) will help secure progress and therefore improve attainment.</p>

## 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
<b>1. Progress measures above zero in all core subjects</b>	Formative and summative assessments will show children have made good progress when compared against the previous summer – with all pupils having a progress score greater than zero. Teachers’ individual tracking systems or IEP monitoring records (where applicable) will evidence smaller step progress in areas of specific need such as reading/maths fluency, phonics knowledge or letter formation etc. All year groups will meet specific and ambitious % targets in relation to children achieving EXS and GDS.
<b>100% participation in learning across lessons</b>	Lesson observations, learning walks and pupil voice interviews will provide evidence of increased engagement in lessons, demonstration of skills and knowledge and book scrutiny will provide further evidence of academic improvement.
<b>High levels of Emotional wellbeing</b>	Observations of and discussions with pupils and their families will identify that children, including some of our most vulnerable children are more settled and engaged in their learning across the curriculum. There will be reduced anxiety and more positive self-esteem. This will be evident in a reduced number of incidents at break and lunch and a reduced frequency of CPOMS reports raised for specific individuals. The results of pupil, staff and parent well-being questionnaires will provide quantitative data that highlights improved mental health and emotional wellbeing across school – particularly those engaging with targeted emotional and wellbeing support or children that access any other offer provided by the school specifically designed to promote emotional wellbeing (The Hub etc.).
<b>High levels of Parental engagement</b>	Parent questionnaires show that a stronger working relationship with parents will have been developed. This will have enabled a ‘community around a child’ to be developed effectively. A more robust system of tracking parental engagement with parent’s evening and Proud Moments will show an increase number of attended appointments compared to previous parent’s evenings. Within pupil progress meetings, staff will be able to explain how they have reached out to parents and will be able to provide evidence such as increased frequency of reading at home (within reading records) pupils achieving Multiplication awards etc. Improvements in other areas linked to parental engagement, such as attendance %, will increase for targeted pupils and therefore the school as a whole compared with the previous year.

## 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: £7,500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all teaching and support staff understand the challenges of educational disadvantage and how to meet them in their role. We will provide CPD to raise the profile of disadvantage so all staff understand the challenges and the school strategy.</p>	<p>Evidence from the EEF Implementation guidance report and behavioural science suggests underlying values and beliefs need changing to make sustained changes to human behaviour. In the case to teachers' practice in the classroom.</p>	<p>1, 2, 3, 4</p>
<p>Provide and engage in CPD to make better use of assessment so we can identify gaps within knowledge and skills early. Regular pupil progress meetings will ensure reviews of progress support in the identification of children who require targeted support.</p>	<p>High quality tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions and teacher instruction. The Pixl tests' QLA provides strong insight into gaps of individuals and the cohort as a whole allowing staff to make better informed decisions.</p>	<p>1 and 2</p>
<p>Use whole school coaching to develop teachers' ability to use high impact teaching strategies to support all pupils including disadvantaged and SEND (Tom Sherrington Walk Thru subscription and resources), range of library books, more dyslexia friendly reading books, maths manipulatives etc.)</p>	<p>The potential impact of metacognition and self-regulation approaches is high. The impact can be seen qualitatively, in the raised confidence of pupils, as well quantitatively. Pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a> <b>+7 months</b>                      Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a> <b>+6 months</b></p>	<p>1 and 2</p>

<p><b>Forest schools</b></p> <p>Continue to ensure all children are able to access forest school provision by providing plants/trees, consumables, equipment and a TA (needed to support in each lesson)</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. The impact can be seen qualitatively, in the raised confidence of pupils and the improvement of pupils' mental health and physical health.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> <b>+4 months</b></p>	<p>2 and 3</p>
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £64,238**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of a phonics programme that provides additional phonics sessions targeted at pupils who require further phonics support. This will be delivered in collaboration with our spellings sessions.</p>	<p>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.</p> <p><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a> <b>+5 months</b></p> <p>And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a> <b>+4 months</b></p>	<p>1</p>
<p>Delivery of a targeted 1:1 reading intervention for pupils across all year groups who have been identified as requiring additional support to develop basic reading skills.</p>	<p>Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Lower attaining pupils appear to benefit in particular from the explicit teaching of strategies to comprehend text.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> <b>+6 months</b></p>	<p>1</p>
<p>Deliver small group Reading Fluency Project interventions to support struggling readers in key stage 2 make swift and dramatic gains in their reading attainment through the combined use of evidence-informed reading strategies and high-quality texts.</p>	<p>Pupils who take part in the Key Stage 2 (KS2) Reading Fluency Project make exceptional progress in a short space of time .Over 2200 pupils have taken part in the project. In just 8 weeks, pupils make on average 2 years and 3 months progress in reading comprehension age and gain an increase in accuracy of 13 months.</p> <p><a href="#">Small group tuition   EEF</a> <b>+4months</b></p>	<p>1</p>

<p>Deliver small group, basic skills and arithmetic fluency interventions across all four year groups (3,4,5 and 6) that support pupils working below and towards age related expectation in order to boost progress and improve attainment in mathematics.</p>	<p>Evidence from previous year groups shows addressing mathematical fundamentals and securing a good understanding of the calculation methods used in each year group can greatly improve raw and scaled scores on summative tests - leading to improved attainment and confidence.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> <b>+4months</b></p> <p><a href="#">Small group tuition   EEF</a></p> <p><b>+4months</b></p>	<p>1</p>
<p>Provide a daily program of physical literacy for targeted pupils across school provide children with the ability to move with competence and confidence in a wide variety of physical activities, which lead to the healthy development of the whole child.</p>	<p>There are wider benefits from regular physical activity in terms of physical development, health and wellbeing as well as other potential benefits have been reported such as improved attendance and enhanced retention.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a> <b>+1 month</b></p>	<p>1, 2 and 3</p>
<p>Provide access to a Wellbeing and Safeguarding Manager and Behaviour Mentor to work with targeted individual pupils and small groups who need support with self-regulation and emotional support.</p>	<p>Approaches which focus on self-management and those involving role play or rehearsal are associated with greater impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a> <b>+4 months</b></p>	<p>2 and 3</p>
<p>Provide access to physical and mental wellbeing sessions (delivered by the Freedom Foundation) for targeted pupils.</p>	<p>Freedom Factory improve children's physical and mental wellbeing through music, dance, and mentoring. Equipping 20 targeted pupils with the tools to manage their wellbeing and embrace their identity, individuality and creativity.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> <b>+4months</b></p>	<p>2 and 3</p>
<p>Deliver Catharsis Art Therapy intervention for individual pupils experiencing psychological, emotional, relational or social difficulties.</p>	<p>Improved outcomes have been identified in English, mathematics and science. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> <b>+3months</b></p>	<p>1 and 2</p>
<p>Deliver a Drawing and Talking attachment-based therapeutic intervention on a 1:1 basis with targeted children.</p>	<p>Drawing and Talking allows individuals to discover and communicate emotions through a non-directed technique. Drawing and Talking allows individuals to discover and communicate emotions through a non-directed technique, setting it apart from existing solution-focused and cognitive-based therapies and interventions.</p> <p><a href="#">Social and emotional learning   EEF</a></p> <p><b>+4months</b></p>	<p>2 and 3</p>

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

Budgeted cost: £7,042

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>To develop, maintain and staff The Hub – The provision of an internal safe space for pupils each lunchtime who need support to self-regulate and/or a quiet calm space away from the busy playground.</p>	<p><a href="https://emotionallyhealthyschools.org/wp-content/uploads/2021/05/Emotionally-Healthy-Schools-Final-Report-December-2020.pdf">https://emotionallyhealthyschools.org/wp-content/uploads/2021/05/Emotionally-Healthy-Schools-Final-Report-December-2020.pdf</a></p> <p>Pupil voice and internal observations have shown that many children, including SEND and disadvantaged, have benefited from access to the provision. Some of the most vulnerable and complex children in our care rely on The Hub - reducing incidents at lunch times and allowing children to return to class and engage more positively with their learning.</p>	<p>2 and 3</p>
<p>Continue to foster strong positive relationships with parents and the wider community through effective communication and regular opportunities to engage with their child's learning.</p>	<p>Initiatives such as Proud Moments and Star Writer have increased opportunities for parents to see what is happening within the classrooms and honest and open conversations, including swift intervention and collaboration between home and school where necessary has shown to improve outcomes for pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p> <p><b>+4 months</b></p>	<p>3 and 4</p>
<p>Engagement with Inclusive Attendance Initiative. Provide CPD for staff on a whole school, holistic approach to creating a culture in school where everyone is responsible for attendance. Inclusions manger to work closely with families of children to discuss ways school can help families improve attendance. Head teacher to sit on EBSNA panel to look at broader strategies to support families by identifying best practice across the local authority.</p>	<p>The impact of the pandemic has exacerbated absenteeism, leading to national attendance rates that remain notably lower than pre-pandemic levels. In response to this challenge, the Department for Education (DfE) has issued updated statutory guidance aimed at supporting schools in strengthening attendance. Improving attendance rates cannot be achieved through a one-size-fits-all approach. The Inclusive Attendance Initiative believes Schools must tailor their attendance strategies to align with their unique vision, values, and ethos. This requires embracing a child-centred and evidence-based approach that encompasses all children and young people (CYP), families, and the wider community.</p>	<p>1,2,3 and 4</p>

<p>Set aside funding to respond quickly to needs that have not yet been identified. Providing eligible families with discounted costs for trips (including residential), music lessons and other enrichment opportunities.</p>	<p>School trips and workshops can expand a student's cultural capital in a variety of ways, helping their social, moral, physical, personal, spiritual and cultural development.</p>	<p>All</p>
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## 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 2023 to 2024 academic year.

We have analysed the performance of the school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal assessments.

As expected, the attainment for non-disadvantaged pupils continues to be higher than that of the disadvantaged group as a direct comparison in reading, writing, maths and SPAG. This trend is reflected across each individual year group (3-6) with the whole cohort having a higher percentage of children achieving the expected standard (or higher) than those identified as disadvantaged in every year group. Children are entering the school with lower rates of attainment with disadvantaged pupils being particularly effected. Of the 23-24 intake, 82% of disadvantaged pupils were assessed to be below age related standards in reading when given baseline assessments, 91% in writing and 55% in maths.

In the absence of national headline progress figures, we have relied on internal data as a measure of progress made. The internal data shows that whilst disadvantaged pupils made less progress than their non-disadvantaged peers in the academic year 23-24, they have on average, across the whole school, achieved positive Progress 8 scores across the core subjects. (+0.7) reading, (+0.6) writing and (+0.4) maths.

Our internal progress measures show that the disadvantaged children in the 23-24 Year 6 cohort made better than expected progress across the year from Autumn to the summer term: Reading (+1.2) writing, (+1.1) and maths (+1) actually outperforming non-disadvantaged pupils : reading (+0.9), writing (+1.1) and maths (+0.7).

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance including, behaviour, attendance and wellbeing. Data suggests that attendance of some of our disadvantaged pupils is a concern with the average attendance of disadvantaged pupils being 92.7%, less than the local authority average of 94.2%. Additionally, 20.3% of our disadvantaged pupils are categorised as persistently absent with a further 23.7% at risk of being persistently absent. Of those absences, 6.5% are authorised compared to 1.7% unauthorised with medical appointments or illness responsible for 76.6% of all authorised absences. Whilst some of these absences may be unavoidable, it is clearly an area which needs to be investigated in more detail. 3% of authorised absences were as a result of exclusion resulting in 42 lost sessions combined between two individuals. Social, emotional and mental health provision continues to keep that figure as low as possible for our most complex pupils.

## 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*

<b>Programme</b>	<b>Provider</b>
Creative Arts Therapy	Catharsis
Wellbeing through music, dance, and mentoring	Freedom Foundation

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.