

Pupil premium strategy statement Portway Junior School

This statement details our school's use of pupil premium (and recovery premium for the **2023 to 2024** academic year) 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 Junior School
Number of pupils in school	346
Proportion (%) of pupil premium eligible pupils	56 (16%) (in current year 3-6 cohort) As of Dec 23
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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	£73,085
Recovery premium funding allocation this academic year	£7,105
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	£80,109

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 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 whilst securing progress for their disadvantaged peers. Our strategy is also integral to wider school plans for 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 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
- act early to intervene 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>Quality First Teaching –Embed Fluency of skills and knowledge</p> <p>Assessments, observations, and pupil progress discussions have identified that children have gaps in the building blocks of skills and knowledge. Upon entry to the school, children are on average achieving lower levels than they have historically. Insecure phonetical knowledge, the ability to read the required words per minute and basic number skills have all been identified as barriers to achieving ARE and GD standard. In addition, not all children are not equipped with the range of sufficient strategies, resilience and independence required to tackle and solve problems. Many of our disadvantaged pupils struggle with an understanding of important vocabulary which is sometimes a barrier to pupils working efficiently or communicating clearly about their learning. Staff require regular CPD to keep up-to-date with the latest best practice. Up-to-date and more specialised resources for teaching and learning are required to help close the gaps in learning and continues to be an ongoing need.</p>
2	<p>Priority 2: Mental Health and Emotional wellbeing</p> <p>Our observations and discussions with children and their families have identified that some of our most vulnerable children need support in settling to learn and need 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 impacting upon progress and attainment levels. Whilst the impact of national lockdowns and the pandemic are no longer as current, 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>
3	<p>Priority 3: Parental engagement</p> <p>Research supports our own experiences with families throughout the school that Parents’ interest and involvement in their children’s learning is positively associated with positive outcomes for all. We 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.</p> <p>We need to develop a stronger working relationship with specific parents to ensure the ‘community around a child’ is able to support them effectively.</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
1. Quality First Teaching - Embed Fluency of skills and knowledge	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 that builds significantly on the previous year. 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.
2. Mental Health and Emotional wellbeing	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.).
3. Parental engagement	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 (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £18,640.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Kagan and metacognition staff CPD sessions	There is strong evidence Cooperative learning approaches have a positive impact, on average, and be a cost-effective approach for raising attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches +5 months	1 and 2
External training mid-day training and behaviour support	The Behaviour intervention intends to improve attainment by reducing challenging behaviour in school (particularly at lunch times). There is evidence that shows Supporting mid-day supervisors in dealing with challenging behaviour and ideally preventing it from occurring in the first place will contribute to a more positive ethos at lunchtime, improve discipline and reduce the amount of incidents teachers have to resolve in learning time. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions +4 months	1 and 2
QFT resources staff CPD training, staff cover, resources (Dictionaries for lower school, wide range of library books, more dyslexia friendly reading books, maths manipulatives etc)	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation +7 months 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback +6 months	1 and 2
Forest schools (plants/trees, consumables, equipment TA (needed to support in each lesson)	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning +4 months	2

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

Budgeted cost: £56,507.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics programme Additional phonics sessions targeted at disadvantaged 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>Phonics Toolkit Strand Education Endowment Foundation EEF +6 months</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF +4 months</p> <p>There is a greater need for daily phonics lessons for Yr3 pupils, to fill gaps created by disrupted education during 2020 and 2021</p>	1
<p>Power of 1 and 2 maths interventions 1:1 (Daily) targeted at disadvantaged pupils who require further basic maths skills support. This will be delivered in collaboration with our daily calculations.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk) +5 months</p>	1
<p>Additional reading intervention 1:1 targeted at disadvantaged pupils who require further basic reading skills support.</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies +6 months</p> <p>Every year group has pupils who have been identified as needing daily reading 1:1 intervention time, as well as another cohort who require 3 weekly 1:1 support.</p>	1
<p>Physical literacy (every day for targeted pupils across school)</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity +1 month</p>	1 and 2
<p>Wellbeing and Safeguarding Manager Mental health and emotional support on a 1:1 basis and small group work.</p>	<p>Approaches which focus on self-management and those involving role play or rehearsal are associated with greater impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions +4 months</p>	1, 2 and 3
<p>Trust Behaviour mentor</p>	<p>A behaviour lead will work with targeted individual pupils and small groups who need support with self-regulation and emotional support. Starting January 2023</p>	1, 2 and 3

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions +4 months	
Freedom foundation	Freedom Foundation 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning +4months	1 and 2
Catharsis Art Therapy	Catharsis is geared towards delivering Arts Therapies too hard to reach individuals who are experiencing psychological, emotional, relational or social difficulties. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation +3months	1 and 2
Taxi – The Island Project	The Island Project supports vulnerable and challenging learners at risk of permanent exclusion. Covering the transport costs makes it possible for the targeted individual to attend the project. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions +4months	1 and 2

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

Budgeted cost: £5,042.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To develop independent, confident and resilient learners	https://emotionallyhealthyschools.org/wp-content/uploads/2021/05/Emotionally-Healthy-Schools-Final-Report-December-2020.pdf <ul style="list-style-type: none"> The hub – provides 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. 	1.2 and 3
To establish strong positive relationships with parents and the wider community	Regular network meetings during the term (Delivery of Enhanced family seal programme) Parental engagement has a positive impact on average of 4 months' additional progress over the course of a year. The programme provides a fun and welcoming environment in which facilitators, parents and children work together in order to increase parent confidence by sharing behaviour and communication strategies. The aim is to improve parent/carer-	1, 2 and 3

	<p>child relationships and improve prosocial and emotional literacy for participating children.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>+4 months</p> <p>Regular Networking meetings each term to meet with parents – have different themes each time</p>	
Contingency fund for acute issues.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. Providing eligible families with discounted costs for trips (including residential), music lessons etc.</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>	All

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.

KS2 Results - Whole School

SATS and Writing Assessment (Y6) - Internal progress measures for Year 6 (KS2 outcome against KS1 outcome) were above zero in all three core subjects.

Whole School Summative Assessment - % of pupils achieving EXS was higher than KS1 outcomes for 3 out of 4 year groups. (Year 4 being the exception) *This will be discussed during pupil progress meetings during 23-24 to ensure this picture improves by summer 24.*

PPG Cohort

SATS and Writing Assessment results (Y6) - PPG children made positive progress from KS1 starting points in reading and writing with a 42% increase in those achieving EXS in reading and a 25% increase in writing. Maths attainment stayed consistent from KS1 to KS2 with 50% of the cohort achieving EXS (Expected standard). *The maths lead will continue to look at ways in which the progress of PPG children can be maximised in maths moving forward.*

PPG cohort Y3-5 - Other year groups Y3 – 5 have remained consistent with very negligible movement in terms of percentage progress.

Y5 - The PPG children's attainment is lower than that of Year 6 this academic year (22-23) with 22% of the children working at the expected standard in reading, 33% in writing and 44% in maths. *PPG children will be tracked carefully in 23-24 and extra support provided, where necessary, to ensure improved outcomes for summer 24.*

Non Quantative outcomes

Staff meeting time dedicated to QFT related CPD. Tom Sherrington Walk-Thru's, Rosenshine Principles and Kagan Strategies have successfully provided teachers with skills that equip them to teach high quality and engaging lessons. Learning walks, book scrutiny and teachers planning show the principles and structures are consistently being embedded across school. Inclusion/diversity and Team Teach training, facilitated by external providers, has focused on how we can continue to promote the emotional wellbeing of all pupils (including those eligible for Pupil Premium funding) and staff have a wider range of strategies in which to help support pupils' needs.

Funding has provided a wider range of books and has continued to support in the resurrection of the school library. New phonics and dyslexia friendly reading books, alongside the phonics scheme, have resulted in improved outcomes for children with barriers to learning in reading.

Daily reading interventions have successfully reduced the number now needed in Y4, 5 and 6 with pupils successfully transitioning to 3x a week reading groups.

The Hub has continued to provide a quiet place for children to self-regulate resulting in fewer lunch time incidents and improved lunch time experiences for some of the school's most vulnerable pupils. *More robust tracking and data would be useful in 23-24 as this could provide a better picture of who is using the facility and how often.*

Proud moments continued to engage parents outside of regular parent's evenings and meet the teacher was well attended. *Again however, carefully tracking numbers of parents attending would give a better indication any trends in the exact numbers of parents engaging with the events.*

During their July 23 inspection OFSTED reported that the school works effectively with external agencies to support pupils and described an approachable, supportive and caring staff and quoted a parent 'this is a fabulous, warm and welcoming school, where my child thrives.' Supporting many of the findings of our own internal parental feedback surveys carried out across the year. Enhanced Family Seal sessions have worked to help increase parent confidence through sharing behaviour and communication strategies and focused on improving parent/carer-child relationships for participating families. *This service will be extended into 23-24 to support more families who may benefit from the sessions.*

Funding for our forest school programme has continued to support in its development across school as a whole school provision. Funding will continue into 23-24 in order to continue to help build the confidence and resilience of all pupils (including those eligible for Pupil Premium funding) through supported risk taking and exploration. *Moving forward, collating case studies of success stories that detail how the provision has benefited specific pupils would be a useful way of capturing progress that may not be immediately evident through academic assessment.*

The 2000 pound contingency fund helped to subsidise 92 trips or events for disadvantaged pupils helping to raise cultural capital for all involved. *This is an offer that will be extended into 23-24 in order to ensure as many pupils as possible have the opportunity to broaden their experiences.*

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
Team Teach	Springfield Primary School, Odyssey Trust
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:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery 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.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.