

Pupil premium Strategy Statement Portway Junior School 2022-2023

This statement details our school's use of pupil premium (and recovery premium for the **2022 to 2023** 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	350
Proportion (%) of pupil premium eligible pupils	41 (12%) (in current year 3-6 cohort) for 2022-23
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Headteacher Emma Wilkinson
Pupil premium lead	Jo Barnett and Iain Bly
Governor / Trustee lead	Elizabeth Dark

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£56,875
Recovery premium funding allocation this academic year	£7,105
Pupil premium funding carried forward from previous years	£16,000 carried forward and already allocated but unable to be spent within 2021-22
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	£79,980

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas at Portway Junior School. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by all vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 alongside 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 is an area that has been identified as an area of need for many of our pupils, particularly exacerbated by recent disruptions to all aspects of life by Covid 19. 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 to their full potential. The children are supported in school, through 1:1 and small bespoke interventions, which are then reviewed regularly and advice/external referrals are made when needed.

Positive parental engagement has been identified as an area that continues to be nurtured and developed. 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>Our assessments, observations, as well as discussions with children have shown that children have gaps in some of the building blocks in skills and knowledge. This is a barrier to achieving ARE and GD standard.</p> <p>Children are not equipped with a range of sufficient strategies to choose from to tackle and solve problems.</p> <p>Staff require regular CPD to keep up-to-date with the latest best practices. Up-to-date resources for teaching and learning are required to help close the gap in learning, especially to help close the wider gap created by disruption caused by Covid 19 – this is 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.</p> <p>Covid lockdown has continued to have an adverse impact on the lives of pupils. Observations and evidence has shown that pupils' independence and resilience have been affected and there are many with low self-esteem and feelings of anxiety – particularly with the added impact of the energy crisis. This has particularly affected disadvantaged pupils, including their attainment. This a barrier to progress.</p>
3	<p>Priority 3: Parental engagement</p> <p>Our observations and discussions with families has shown that Parents' interest and involvement in their children's learning is positively associated with positive outcomes for all. We need to build on the positive relationships with parents and their knowledge and understanding of whole school approaches to teaching and learning so that they are able to maximize their children's learning.</p> <p>We need to develop a stronger working relationship with parents to enable 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	Our assessments, observations as well as discussions will show that the gaps in some of the building blocks in skills and knowledge of children has reduced and pupils are able to achieve ARE and GD standard. Children will be equipped with a range of sufficient strategies to choose from to tackle and solve problems. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil voice and ongoing formative assessment.
2. Mental Health and Emotional wellbeing	Our observations and discussions with children and their families will identify that children, including some of our most vulnerable children will be more settled to learn and engaged in their learning across the curriculum. There will be reduced anxiety and more positive self-esteem. There will be a narrowing of the gap between disadvantaged pupils and other pupils, including their attainment. This will be evident in qualitative data from student voice, student and parent surveys and teacher observations.
3. Parental engagement	Our observations and discussions with families will show that a stronger working relationship with parents will have been developed. This will have enabled a 'community around a child' to be develop effectively, whether they are working at school or remotely. This is evident when triangulated with other sources of evidence, including parent voice, parent evenings, responses to end of year reports, feedback during phone calls, pupil voice, staff voice – more positive relationships developed with parents, more parents engaged with school activities.

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: £31,867.20

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
QFT resources staff CPD training, PSG, 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
CPD Library replenishment Lesson study supply cover needed for 4 days	There is strong evidence that meaningful and up-to-date CPD for staff, which feeds into the School Improvement Plan has a positive impact on the progress and attainment of pupils. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning	1 and 2
Forest schools teaching resources (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: £40,272.00

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>Daily Power of 2 maths intervention 1:1 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> <p>There has been a greater need identified through observations, QFT and assessments in Year 3 for daily maths interventions</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>Targeted home learning tailored for pupils as necessary (during Covid lockdown). No longer needed for home learning during the day – see homework</p>	<p>Evidence also suggests that how homework relates to learning during normal school time is important. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	1, 2 and 3

Physical literacy (every day for targeted pupils across school)	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity +1 month	1 and 2
Wellbeing and Safeguarding Manager Mental health and emotional support on a 1:1 basis and small group work.	Approaches which focus on self-management and those involving role play or rehearsal are associated with greater impact. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions +4 months	1, 2 and 3
Behaviour mentor	A behaviour lead will work with targeted individual pupils and small groups who need support with self-regulation and emotional support. Starting January 2023 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions +4 months	1, 2 and 3

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

Budgeted cost: £12,132

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. ELSA – emotional Literacy Support Assistants – provide 1:1 and small group interventions for pupils who require support with their mental health and in being able to co-regulate their emotions. 	1.2 and 3
To establish strong positive relationships with parents and the wider community	Regular network meetings during the term Parental engagement has a positive impact on average of 4 months' additional progress over the course of a year. There are also higher impacts for pupils with low prior attainment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement +4 months Regular Networking meetings each term to meet with parents – have different themes each time	1, 2 and 3

<p>Extended MDS hours Derby Inclusion Charter training</p>	<p>Improve physical activity at lunchtimes and maintain positive behaviour.</p> <p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>+1 month</p>	<p>2</p>
<p>Contingency fund for acute issues.</p>	<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.</p> <p>Cultural capital – trips, music lessons etc</p>	<p>All</p>

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 2020 to 2021 academic year.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health have continued to be significantly impacted, primarily due to COVID-19-related issues which evidence shows will have a long-term impact. <https://educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment>
The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing to building on that approach with the activities detailed in this plan.

In the Key stage 2 SATs tests, the Year 6 Pupil Premium cohort performed better than the national average in reading, maths and grammar. They were only marginally below the national average in writing, by 2% which equates to less than a whole child.

Our assessments and observations have indicated that now that parents have been able to attend school meetings face to face, school- parental contact has been valued by both school and families and that relationships have been further strengthened within our community. More opportunities have been created to invite families regularly into school, such as Proud moments. The Head of School has maintained weekly news roundups to parents since the reopening of school. School has had continued focus on parental and family support, looking to external agencies and charities where needed to ensure the holistic 'wrap-around' has been maintained - so that the need for extra provision, to disadvantaged families as well as non-disadvantaged families has been met.

See separate review statement for 2021-22

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
ELSA	Specialist Teaching and Psychology Service

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.