

Pupil Premium Strategy Statement Portway Junior School

This statement details our school's use of pupil premium funding for the academic year 2025 to 2026 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	293
Proportion (%) of pupil premium eligible pupils	57 (19%) on 24/11/25
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Headteacher Emma Wilkinson
Pupil premium lead	Jo Barnett
Governor / Trustee lead	Dave Semararo

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,570
Service child funding	£350 (1 child)
Recovery premium funding allocation this academic year	£0
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	£88,920

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.

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 that a significant proportion of all pupils—and an even higher proportion of disadvantaged pupils—enter 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 all pose significant barriers to learning. These gaps make it increasingly difficult for disadvantaged pupils to access the full, age-appropriate curriculum.</p> <p>Alongside reading and maths, writing has been identified as a key improvement priority on the School Improvement Plan (SIP). In particular, internal monitoring has highlighted that disadvantaged pupils often struggle significantly with the drafting phase of writing. Many are overly dependent on adult scaffolding and writing frames, and lack the fluency, stamina, independence and organisational skills needed to move from a supported draft to an independently produced written outcome. This is resulting in limited writing productivity, reduced depth and accuracy, and slower progress over time.</p> <p>For many disadvantaged pupils, gaps in foundational writing skills—such as sentence construction, vocabulary acquisition, spelling patterns, and transcriptional fluency—mean that they find it difficult to generate, organise and refine ideas without substantial adult input. This reliance on scaffolds inhibits the development of the independent drafting skills required for later key stages and secondary readiness.</p> <p>To address these persistent issues, staff development remains vital. Continuing to strengthen teachers' ability to identify precise gaps in understanding at the earliest stages, alongside high-quality modelling, shared writing, explicit teaching of drafting strategies, and the systematic removal of scaffolding over time, is central to our approach. Providing targeted small-group intervention, with a particular focus on the drafting process and securing pupils' spelling, grammar and compositional skills, will support disadvantaged pupils to become confident, independent writers.</p> <p>Ensuring staff have the training, time and resources to deliver sharply focused interventions—and to adapt teaching responsively based on need—is essential in securing positive long-term outcomes for our disadvantaged pupils.</p>
2	<p>Observational data and assessment for learning strategies suggest that these gaps in learning are compounded by some disadvantaged pupils not fully participating in learning activities once inside the classroom. Behaviour such as taking longer to settle, a lack of resilience when asked questions or set tasks, and difficulties sustaining attention are all factors that prevent appropriate engagement during lessons.</p> <p>For a number of disadvantaged and vulnerable pupils, this is further impacted by dysregulation or anxiety on arrival at school. Staff have identified that pupils who enter the classroom already heightened or unsettled are significantly less able to access learning, particularly during the first part of the morning when core subjects are taught. To mitigate this,</p>

	<p>soft starts have been implemented for identified pupils, allowing them time and space to regulate, organise themselves, and transition more gradually into learning. For some pupils, this includes short 1:1 time with Pastoral Leads and/or targeted TA support, focusing on emotional check-ins, preparing equipment, pre-teaching key vocabulary, or low-demand relational activities that help them enter the classroom calm, ready, and able to engage.</p> <p>This observational and quantitative evidence suggests that encouraging all pupils to actively participate in lessons and remain focused on their learning—especially during the crucial early part of each session—is a key priority for the professional development of all staff. Strengthening staff expertise in early identification of dysregulation, use of regulated routines, trauma-informed approaches, and targeted intervention at the point of need is essential. Ensuring staff feel confident to provide both academic and pastoral scaffolding—while also supporting pupils to develop increasing independence—is central to improving engagement and outcomes for disadvantaged pupils.</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
<p>1. Progress measures above zero in all core subjects</p>	<p>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.</p>
<p>2. 100% participation in learning across lessons</p>	<p>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.</p>
<p>3. High levels of Emotional wellbeing</p>	<p>Observations of and discussions with pupils and their families will identify that children, including some of our most vulnerable pupils, are more settled and engaged in their learning across the curriculum. There will be reduced anxiety and more positive self-esteem, supported by the introduction of the OPAL play initiative, which provides structured, purposeful and active play opportunities. As pupils engage more positively during break and lunchtimes through OPAL, they return to class calmer, more regulated and ready to learn. This will be evident in a reduced number of incidents during unstructured times and a reduced frequency of CPOMS reports raised for specific individuals.</p> <p>In addition to universal provision, a growing number of pupils benefit from targeted pastoral sessions delivered by our on-site, trained Drawing and Talking practitioners, helping them process emotions and develop greater resilience and self-regulation. For those with more complex needs, the DSL and pastoral team work closely with external agencies—including School Community Advisors (SCA team), Aquarius, Compass, Catharsis and other therapeutic partners—to ensure timely referrals, coordinated support and consistent strategies between home and school. These layers of provision work together to promote improved mental health, emotional stability and readiness to learn.</p> <p>The results of pupil, staff and parent well-being questionnaires will provide quantitative data to demonstrate these improvements, highlighting increased emotional wellbeing—particularly for those engaging with targeted interventions, OPAL activities, or additional provision such as The Hub. Collectively, this evidence will show that our disadvantaged and vulnerable pupils are benefiting from a more holistic approach to wellbeing, resulting in stronger engagement, improved behaviour and better learning outcomes.</p>

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: £8,500

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. 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</p>	<p>1 and 2</p>

<p>Forest schools</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning +4 months</p>	<p>2 and 3</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £72,070

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>Phonics Toolkit Strand Education Endowment Foundation EEF +5 months</p> <p>And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF +4 months</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies +6 months</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>Small group tuition EEF +4months</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 that addressing mathematical fundamentals and securing a clear understanding of age-appropriate calculation methods significantly improves raw and scaled scores on summative tests, boosting both attainment and confidence. The use of PiXL therapies has been particularly effective, providing precise, targeted intervention to address gaps and misconceptions quickly. These short, focused sessions ensure disadvantaged pupils receive timely support to strengthen key mathematical concepts and secure the essential building blocks needed for future learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions +4months</p> <p>Small group tuition EEF</p> <p>+4months</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity +1 month</p>	<p>1, 2 and 3</p>
<p>Provide access to a 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. Children also have access to blocks of SL Drama AP to support self-regulation and emotional literacy including mentoring for 6 weeks to bridge the gap between AP and school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions +4 months</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning +4months</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation +3months</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</p>	<p>2 and 3</p>

	<p>from existing solution-focused and cognitive-based therapies and interventions.</p> <p>Social and emotional learning EEF +4months</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,000

Activity	Evidence that supports this approach	Challenge number (s) addressed
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>https://emotionallyhealthyschools.org/wp-content/uploads/2021/05/Emotionally-Healthy-Schools-Final-Report-December-2020.pdf</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>	2 and 3
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.	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.	1,2,3 and 4
To develop, embed and resource the OPAL Play Programme – The provision of a high-quality, structured outdoor	Internal behaviour logs, observations and pupil voice highlight that unstructured times—particularly lunch and break—are a significant trigger for dysregulation, friendship issues and low-level conflict for a number of	

<p>play offer that supports pupils, particularly those who are disadvantaged or vulnerable, to engage positively in active, creative and social play. OPAL aims to reduce incidents at break and lunch, improve self-regulation and resilience, and ensure pupils return to class calm, settled and ready to learn.</p>	<p>disadvantaged and vulnerable pupils. Staff frequently report that pupils who experience difficulties during these periods return to class unsettled, anxious or disengaged, which impacts negatively on their ability to access afternoon learning.</p> <p>Social and emotional learning EEF +4months</p> <p>Behaviour interventions EEF +3months</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 residentials), 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>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

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.

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 2024-25 intake, 62% of disadvantaged pupils were assessed to be below age related standards in reading when given Autumn baseline assessments, 85% in writing and 62% 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 2024-25, they have on average, across the whole school, achieved positive Progress scores across the core subjects. (+0.8) reading, (+0.6) writing and (+0.6) maths.

Our internal progress measures show that the disadvantaged children in the 2024-25 Year 6 cohort made better than expected progress across the year from Autumn to the summer term: Reading (+1.3) writing (+0.5) and maths (+0.7) actually outperforming non-disadvantaged pupils in reading (+0.8), although not in writing (+1.1) and maths (+1.0).

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 92.8%, less than the local authority average of 94.8%. Additionally, 27.6% of our disadvantaged pupils are categorised as persistently absent with a further 29.3% at risk of being persistently absent. Of those absences, 6.1% are authorised compared to 1.1% unauthorised with medical/dental appointments responsible for 8.3% of all authorised absences and illness responsible for 80.5% 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. 3.9%

of authorised absences were as a result of exclusion resulting in 18 lost sessions combined between three 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

Programme	Provider
Creative Arts Therapy	Catharsis
Wellbeing through music, dance, and mentoring	Freedom Foundation
12 week AP focussing on art and drama then 6 week mentoring	SL Drama
OPAL Play	OPAL play and internal play team.
Mentoring support for wellbeing	Aquarius
Managing emotions and strategies	Bridge The Gap

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

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.