

# Portway Junior School

## Pupil Premium Strategy Statement

This statement details how Portway Junior School uses the pupil premium (and recovery premium for the 2021 to 2022 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.

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### School overview

Detail	Data
School name	Portway Junior School
Number of pupils in school	405
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers	2021-2025
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Tim Deery
Pupil premium lead	Vicky Windross
Governor / Trustee lead	Esnay Burns

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,130
Recovery premium funding allocation this academic year (60x£145)	£7,395
<b>Total budget for this academic year</b>	<b>£118,525</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Every school has a duty to ensure that every individual child is given the best possible chance of achieving their potential. As a result, we seek to meet the individual needs of every child, in order for them to develop fully. The pupil premium, along with all forms of school funding, is carefully managed to ensure best value. This enables us to offer personalized support for children in a variety of ways.

### Challenges

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

Challenge number	Detail of challenge
1	Our internal assessments indicate that reading & writing attainment for disadvantaged pupils is below that of non-disadvantaged pupils.
2	Our internal assessments indicate that maths attainment for disadvantaged pupils is below that of non-disadvantaged pupils.
3	Our disadvantaged pupils have lower attendance rates than their peers. (most recent figure is 96.4% vs 97.4%)
4	Disadvantaged pupils, and their families, sometimes struggle to regulate their emotions and this can become a barrier to academic learning.
5	The education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures more than other pupils. These findings are supported by national studies. These children have gaps in learning and experiences, which need to be addressed.

## 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
We want our disadvantaged children to show improved attainment in reading, writing and maths to support future opportunities.	Each child will show accelerated progress in their area of need. This is shown through an increase in their reading age or standardised score from NFER results, White Rose maths assessments and also in their writing.
We want our disadvantaged children to make the most of their education by being present at school each day.	The attendance % gap reduces, and individuals with challenging attendance shows an improvement.
Where possible, pastoral support helps pupils to regulate and manage emotions so this barrier is reduced in order to maximise learning opportunities.	Children who struggle have access to pastoral staff within the Inclusion Team. It is evident that pastoral intervention has made a positive impact on their area of need (social, emotional, and/or academic).  Our assessments (Including wellbeing survey), observations and discussions indicate that our disadvantaged pupils benefit from access to emotional support in order to improve wellbeing and learning.
We want our parents to be able to access a variety of support (emotional and practical), and feel confident that they have the tools to give their best to their children.	Adults and families have access to our Family Support Worker to support families outside of school. We can demonstrate that the support given has a positive impact on family life and the improved life chances of the children.

## 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

Budgeted cost: £58,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher provision throughout the school to deliver small group support.	High quality teaching and focused support improves outcomes for children.  <i>Robert Coe, Cesare Aloisi, Steve Higgins &amp; Lee Elliot Major, October 2014, in 'What Makes Great Teaching?' EEF: Small Group Tuition. July 2021</i>	1, 2 and 5
Additional Learning Support Assistants provide extra support in class and, where appropriate, deliver interventions which support learning.	High quality teaching and focused support improves outcomes for children.  <i>Robert Coe, Cesare Aloisi, Steve Higgins &amp; Lee Elliot Major, October 2014, in 'What Makes Great Teaching?' EEF: Small Group Tuition. July 2021</i>	1, 2 and 5
Improve use of over-learning/retrieval practice opportunities	Use of over-learning and retrieval practice strategies help to place learning into long-term memory.  <i>Rosenshine's Principles of Instruction, spring 2012, American Educator EEF: 'Does research on retrieval practice translate into classroom practice?' December 2019</i>	1, 2 and 5
Work alongside English and Maths county advisers to support the school in identifying and addressing gaps in learning.	Ensure that high quality teaching takes into account pupils' prior knowledge (learnt remotely and throughout school closures) and anticipates and addresses misconceptions that may hinder future learning and progress.  <i>EEF report - 'Learning Recovery and the role of diagnostic assessment.' February 2021 and 'Prior knowledge and pupil misconceptions', July 2021</i>	1, 2 and 5

## Targeted academic support

Budgeted cost: £30,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provision of extra teacher during 2021-22 academic year to support SENCO and to provide evidenced-based interventions to Pupil Premium children with SEND across the school; to assist the SENCO in training and supporting LSAs to provide evidenced-based interventions within their class and year group.</p>	<p>Using evidenced-based interventions provides confidence in the programs provided to support children effectively to make accelerated progress. LSAs make a positive impact on learner outcomes when provided with high quality training to deliver structured evidenced-based interventions.</p> <p><i>EEF - Teaching Assistant Interventions, June 2021</i></p>	<p>1, 2 and 5</p>
<p>A wide range of opportunities for reading continue for disadvantaged pupils, including:</p> <ul style="list-style-type: none"> <li>● Ensure that pupils with low reading ages have regular opportunities to read aloud and discuss text</li> <li>● Purchase of the Collins Big Cat scheme</li> <li>● Follow Basingstoke reading recovery programme (as recommended by LA English adviser)</li> </ul>	<p>We believe that the reading standards of disadvantaged pupils have been disproportionately affected with the disruption of the last two years.</p> <p><i>EEF: Improving Literacy in Key Stage 2</i></p>	<p>1, 2 and 5</p>
<p>Year group writing standards are used to assess independent writing, for disadvantaged pupils, alongside some use of comparative judgement within year groups.</p> <ul style="list-style-type: none"> <li>● Pupils' progress is evident in their writing.</li> <li>● Assessment of children's independent writing is used to identify and address gaps</li> <li>● Purchase of the <i>No Nonsense</i> spelling curriculum</li> <li>● Pupils rehearse their writing using opportunities to practise speaking and listening skills which help develop vocabulary use.</li> <li>● Use the Junior Language Link programme and Black Sheep Press material to improve the language of disadvantaged children.</li> </ul>	<p>We believe that the writing standards of disadvantaged pupils have been disproportionately affected with the disruption of the last two years.</p> <p><i>The speech and language communication handbook, SLCF</i> <i>EEF: Improving Literacy in Key Stage 2</i></p>	<p>1, 2 and 5</p>

<p>To improve maths standards for disadvantaged pupils through:</p> <ul style="list-style-type: none"> <li>• The continued use of concrete and pictorial resources to support and model learning</li> <li>• Continue opportunities for disadvantaged pupils (incl those with SEND) to reason and problem solve.</li> <li>• Access to differentiated maths curricula, appropriate to learning needs</li> <li>• Be supported to independence through the effective use of appropriate differentiation, scaffolding and resources.</li> <li>• Make good progress in maths from different starting points.</li> </ul> <p>Purchase local authority diagnostic tasks in order to:</p> <ul style="list-style-type: none"> <li>• Pinpoint specific concepts that pupils have only an insecure understanding of.</li> <li>• Adjust learning plans as a result of these tasks</li> <li>• Monitor progress</li> </ul>	<p>Diagnostic tasks provide evidence of specific gaps in learning and misconceptions. Maths teaching and support is targeted to enable low attaining pupils or those falling behind to catch up.</p> <p><i>Mathematics Guidance: Key Stages 1 and 2.</i>  <i>EEF: Small Group Tuition. July 2021</i></p>	<p>1, 2 and 5</p>
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## Wider strategies

Budgeted cost: £29,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Where appropriate / necessary, vulnerable children receive pastoral support. This enables them to better manage their emotions, worries and wellbeing. Through this they are able to engage with their peers more easily. The team providing this support includes:</p> <ul style="list-style-type: none"> <li>● Inclusion Manager</li> <li>● Inclusion Support Worker</li> <li>● SENCO</li> <li>● ELSA</li> <li>● FEIPS Practitioner</li> </ul> <p>The weekly meetings of this team mean that pupils get targeted and timely support.</p>	<ul style="list-style-type: none"> <li>● Pupils with better health and wellbeing are likely to achieve better academically.</li> <li>● Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement.</li> <li>● The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn.</li> </ul> <p><i>The link between pupil health and wellbeing and attainment. NAHT November 2014.</i></p>	<p>3, 4</p>
<p>Embedding principles of good practice set out in the DfE's advice: <i>Improving School Attendance. (September 2021)</i></p> <p>Monitor attendance/ punctuality and support parents in understanding the importance of their children being at school. Monitor COVID absence and provide support (technology, food vouchers etc)</p>	<p>Attendance at school is vital to narrowing learning gaps and improving life chances.</p>	<p>1, 2, 3, 4 and 5</p>
<p>Continue to employ a Family Support Worker to work across both the infant and junior schools. This includes overseeing work with outside agencies and maintaining good relationships and communication between school and family. Outside agencies include and may include:</p> <ul style="list-style-type: none"> <li>● Family Support Service</li> <li>● Andover Foodbank</li> <li>● Test Valley Borough Council</li> <li>● School Nursing Team</li> <li>● Health Visiting Team</li> <li>● Other local schools</li> <li>● EnergyKidz</li> <li>● Kids on Track</li> <li>● Andover Charities Trust</li> <li>● Andover Churches Together</li> <li>● RCS Ltd</li> <li>● Counselling etc.</li> </ul>	<p><i>"Parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. In the primary age range the impact caused by different levels of parental involvement is much bigger than differences associated with variations in the quality of schools. The scale of the impact is evident across all social classes and all ethnic groups."</i> (Desforges 2003).</p> <p>Review of Best Practice in Parental Engagement. UK Government, May 2010</p>	<p>4</p>

<p>Where needed, consider providing subsidies for disadvantaged children towards residential visits, trips, uniform, PE kit, clubs, music lessons etc.</p>	<p>All children are included in residential visits and trips and have the correct kit to take part in school activities. They have opportunities to learn instruments and participate in other activities.</p>	<p>5</p>
<p>Contingency fund for acute issues.</p>	<p>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>1, 2, 3, 4 and 5</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.

*“The headteacher has ensured that the school has maintained a consistent and robust focus on the disadvantaged and vulnerable pupils. Where vulnerable or disadvantaged pupils were unable to attend school, regular contact was maintained and the curriculum adapted to ensure that they remained well supported... The SENCO and senior leaders have also strengthened the school’s inclusive culture. In all year teams, teachers recognise their role as teachers of SEND. There is good evidence of inclusive practice enabling vulnerable and disadvantaged pupils to successfully and independently access the curriculum and benefit from focused time with the class teacher... Disadvantaged pupils are making progress that is more closely aligned to their peers, particularly in writing, but should remain a focus for leaders and governors.” 2021 LLP Report.*

Our internal assessments during 2020/21 show that the performance of disadvantaged pupils was disproportionately affected by the covid pandemic and therefore, our previous aim to significantly reduce the gap between disadvantaged and non-disadvantaged pupils was not fully realised.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding years, it was higher than the national average. Our disadvantaged pupils have lower attendance rates than their peers (the most recent figure is 96.4% vs 97.4%). Although this gap has been reduced, it is still a priority for us.

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. 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 building on that approach with the activities detailed in this plan.