

Pupil premium strategy statement

School overview

Metric	Data
School name	Portway Junior School
Pupils in school	413
Proportion of disadvantaged pupils	17%
Number of disadvantaged pupils	67
Number of LAC/post-LAC pupils	4
Pupil premium allocation this academic year	£90,703
Academic year or years covered by statement	2020-2021
Publish date	October 2020
Review date	September 2021
Statement authorised by	Tim Deery
Pupil premium lead	Vicky Windross

Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Not available due to COVID-19
Writing	Not available due to COVID-19
Maths	Not available due to COVID-19

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	Not available due to COVID-19
Achieving high standard at KS2	Not available due to COVID-19

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Use extra staffing to work with specific groups of children to provide targeted support & accelerate progress in reading, writing, maths and phonics.
Priority 2	All staff to prioritise and promote reading. All children read to an adult at least 3 times weekly. Encourage reading to an adult during ERIC/guided reading time for disadvantaged pupils.

	<p>Promote the Times Tables Rockstars platform and plan for year group 'battles' to increase pupils' use and improve times tables knowledge.</p> <p>Use White Rose premium videos to model key maths concepts - part of quality first teaching but also as interventions/support groups with other staff.</p>
<p>Barriers to learning these priorities address</p>	<p>Poor language skills – use SpeechLink, Junior Language Link and Nessy to identify needs and provide learning opportunities to meet these.</p> <p>Concentration skills and a lack of stamina – use StormBreaks and Body Breaks to support children to refocus.</p> <p>Lack of ability to self-regulate</p> <p>Spellings and reading practice not completed at home.</p> <p>Impact of COVID-19 - a prolonged absence from school</p> <p>Disadvantaged pupils needing to isolate - Inclusion Team member to coordinate support for pupils and their family at home; also to include arrangements for access to remote learning.</p> <p>Attendance of disadvantaged pupils is lower than that of all other pupils - FSW, Inclusion Manager & Headteacher meet regularly to track and address these issues.</p>

Teaching priorities for current academic year

Aim	Target	Target date
Progress and attainment in Reading	To narrow the gap between disadvantaged and non-disadvantaged pupils in terms of progress. To meet national averages for disadvantaged pupils	July 2021
Progress and attainment in Writing	To close the gap between disadvantaged and non-disadvantaged pupils in terms of progress. To meet national averages for disadvantaged pupils	July 2021
Progress and attainment in Mathematics	To narrow the gap between disadvantaged and non-disadvantaged pupils in terms of progress. To meet national averages for disadvantaged pupils	July 2021
Phonics	For disadvantaged pupils with phonic gaps to make accelerated progress through interventions such as RWI.	July 2021
Other	For pupils in all year groups to meet individual attainment targets and to make steady or rapid progress. Narrow the attendance gap between disadvantaged and non-disadvantaged pupils.	July 2021 July 2021

Targeted academic support for current academic year

Measure	Activity
Priority 1	Use extra staffing to work with specific groups of children to provide targeted support & accelerate progress in reading, writing and maths and phonics. Ensure pupils have access to interventions such as SpeechLink, Junior Language Link, Nessy and RWI in order to support phonic gaps and to make progress in language skills and reading. Promote the Times Tables Rockstars platform and plan for year group 'battles' to increase pupils' use and improve times tables knowledge. Use White Rose premium videos to model key maths concepts - part of quality first teaching but also as interventions/support groups with other staff.
Priority 2	All staff to prioritise and promote reading. All children read to an adult at least 3 times weekly. Encourage reading to an adult during ERIC/guided reading time for disadvantaged pupils.

	Provide quality interventions to enable pupils to make rapid and sustained progress in areas of need. Interventions are provided primarily through quality first teaching but also through additional sessions with class/year group based staff.
Barriers to learning these priorities address	<p>Learning experiences during lockdown may have been limited and pupils may have received limited or no support at home. Pupils may need additional time to fully understand and apply new concepts.</p> <p>Poor language skills – use SpeechLink, Junior Language Link and Nessy to identify needs and provide learning opportunities to meet these.</p> <p>Concentration skills and a lack of stamina</p> <p>Lack of ability to self-regulate</p> <p>Spellings and reading practice not completed at home.</p> <p>Impact of COVID-19 - return after a prolonged absence from school</p> <p>Disadvantaged pupils needing to isolate - Inclusion Team member to coordinate support for pupils and their family at home; also to include arrangements for access to remote learning.</p>
Projected spending	<p>£60,000</p> <p>(£15,000 per year group for targeted support</p> <p>Part-time qualified teachers in each year group)</p>

Wider strategies for current academic year

Measure	Activity
Priority 1	<p>Pastoral support is in place for children to promote emotional wellbeing.</p> <p>Support from the school's Family Support Worker is in place for families or individuals who may require support or intervention.</p> <p>The Inclusion Team continues to monitor pupils as they return and settle into school. Support for individuals or families to be identified and implemented as necessary.</p> <p>Emotional support is in place for children and families who have suffered mental health or wellbeing issues as well as those who may be struggling with anxiety about returning to school after lockdown.</p>
Priority 2	<p>Support is provided through a whole school focus on being back in school.</p> <p>StormBreak and other physical body breaks, as well as opportunities to experience mindfulness activities support self-regulation.</p>

Barriers to learning these priorities address	<p>Concentration skills and a lack of stamina</p> <p>Lack of ability to self-regulate</p> <p>Some pupils may not understand how to manage their emotions. Their behaviour may not enable them to fully access their learning.</p> <p>Some pupils may not have opportunities to participate in enrichment activities due to financial hardship.</p> <p>Attendance of disadvantaged pupils is lower than that of all other pupils - FSW, Inclusion Manager & Headteacher meet regularly to track and address these issues.</p>
Projected spending	<p>£30,703</p> <p>(Extra non-teaching staff to support emotional resilience, self-regulation & attendance.)</p>

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensure that time is given for training and that staff have opportunities to purchase appropriate resources	Planning through CPD and delivery through INSET, staff meetings and through work with HIAS Advisers for English and Mathematics
Targeted support	Ensure that all pupils have equal support and to quality first teaching. Ensure that support is effective and appropriate to needs.	Planned timetable of interventions to support learning. Access to fluency, extra reading sessions and support where needed. Monitor progress and attainment of pupils through tracking systems.
Wider strategies	<p>Ensure that pupils have the appropriate equipment to take part in clubs, music lessons and other enrichment activities.</p> <p>Attendance</p>	<p>Provide support to families, recommending resources for equipment and signposting to other avenues of support and provision.</p> <p>Track attendance of disadvantaged pupils in order to narrow the gap. Address key issues and monitor for improvement.</p>

Review: last year's aims and outcomes

Aim	Outcome
Progress and attainment in Reading	Evidence not available due to COVID-19
Progress and attainment in Writing	Evidence not available due to COVID-19
Progress and attainment in Mathematics	Evidence not available due to COVID-19

Other	Pupils in receipt of the premium received instrumental provision and support with clubs. All disadvantaged children had the opportunity to participate in extracurricular activities and enrichment opportunities such as residential visits.
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