

# Pupil premium strategy statement – Portway Junior School

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	413
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Vicky Windross
Pupil premium lead	Katie Norton
Governor / Trustee lead	Esnay Burns

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£115,228
Pupil premium (and recovery premium*) funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£115,228</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Portway Junior School, we strive to provide an inclusive education for all children, ensuring that they leave us for their secondary education feeling encouraged that they have the necessary tools to succeed: positivity, resilience, dedication and integrity. Our leaders strive to create a culture of collective responsibility amongst all staff for achieving the best possible outcomes for all children and especially for those who can be described as 'underserved' or 'disadvantaged'.

Our priority is to provide high-quality teaching; we know that this is the best lever for improved and sustained attainment for all pupils regardless of background and experience and will narrow the gaps between the disadvantaged cohort and their peers. All teachers are supported through Continual Professional Development to improve their practice and to have an increasing knowledge of how children learn best so that learning time is maximised. Adaptations are made to ensure that all children, regardless of need, feel supported, included and cared for.

'Disadvantaged' children are understood by staff to include any child who faces any barriers to learning and success at school. We recognize that many children face challenges and these can impact on their attendance, their engagement in school and their readiness to learn. As such, a focus is placed on supporting all children (and their families) who are facing any learning, emotional, social and behavioural difficulties to ensure that they feel listened to, cared for and can maximise the impact of their time in school.

## Challenges

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

Challenge number	Detail of challenge
1	Our internal and external data show that attainment in writing is lower for disadvantaged pupils than their peers
2	Many of our disadvantaged children are reluctant readers. Internal and external data suggests that they have lower levels of stamina for reading and weaker comprehension skills
3	Attainment in maths is shown to be weaker for disadvantaged children in both internal and external data

4	Discussion, records and data show that many disadvantaged children lack equity in their cultural capital
5	Our internal data and recording systems show that many of our disadvantaged children face social and emotional barriers to their learning

## 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
Improved outcomes in writing for our disadvantaged children	<p>End of KS2 teacher assessment and internal outcomes in 2024/25 show that at least the same % of non-SEND disadvantaged pupils met the expected standard as their non-SEND peers in writing.</p> <p>Outcomes for disadvantaged children with SEND show the same progress as for those non-disadvantaged children with SEND.</p>
Improved outcomes in reading stamina and comprehension for our disadvantaged children	<p>KS2 SATs and internal assessment outcomes in 2024/25 show that at least the same % of non-SEND disadvantaged pupils met the expected standard as their non-SEND peers.</p> <p>Outcomes for disadvantaged children with SEND show the same progress as for those non-disadvantaged children with SEND.</p>
Attainment in maths for our disadvantaged children will be at least equal to that of all children	<p>KS2 SATs and internal testing outcomes in 2024/25 show that at least the same % of non-SEND disadvantaged pupils met the expected standard as their non-SEND peers.</p> <p>Outcomes for disadvantaged children with SEND show the same progress as for those non-disadvantaged children with SEND</p>
Our disadvantaged children will have experienced many of the same wider experiences as their non-disadvantaged peers	<p>Records show a significant increase in both offer and participation in enrichment activities, particularly among disadvantaged pupils:</p> <ul style="list-style-type: none"> <li>- School clubs and activities</li> <li>- Residential trips</li> <li>- School trips linked to the curriculum</li> <li>- Sports events and competitions</li> <li>- Holiday activities</li> </ul> <p>Pupil/parent surveys show the positive impact of these activities.</p>

<p>To achieve and sustain reduced incidents recorded by social and emotional barriers to learning</p>	<p>Sustained high levels of social and emotional wellbeing by 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>- qualitative data from student voice, student and parent surveys and teacher observations shows increase in pupils' positive attitudes, feelings and life satisfactions and an increase in the awareness of positive mental well-being for parents/carers</li> <li>- fewer recorded incidents of dysregulation</li> <li>- discussion and records show improved engagement in class and with home learning</li> </ul>
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## 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: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teacher professional development focuses on high-quality teaching in core subjects. Training will take 2 forms:</p> <ul style="list-style-type: none"> <li>- in school</li> <li>- using HIAS courses and subject networks</li> </ul>	<ul style="list-style-type: none"> <li>- The best available evidence indicates that <a href="#">great teaching</a> is the most important lever schools have to improve outcomes for their pupils.</li> <li>- Focus of developing all to use the <a href="#">‘five-a-day approach</a> to improve outcomes for all, including children with SEND</li> <li>- Development of <a href="#">collaborative learning</a> as pedagogy within school</li> <li>- All teachers understand that <a href="#">effective feedback</a> is critical to children making progress</li> </ul>	<p>1,2,3</p>
<p>Development of a focussed and sequenced, high quality curriculum which reflects the needs of all our children and the diversity within our community</p>	<p><a href="#">Curriculum: Keeping it simple</a> (8/12/2021)</p>	<p>1,2,3</p>

<p>Ongoing phonics training for all classroom staff. Monitoring of delivery of phonics lessons</p>	<p>To support the school's delivery of <a href="#">Synthetic Systematic Phonics</a> programme (RWInc.) and follow up in whole class reading and spelling lessons</p>	<p>1,2</p>
<p>Continue to use the <i>Junior Language Link</i> intervention, Shape Coding ① and Black Sheep Press resources to support children with both expressive and receptive language difficulties.</p>	<p>Evidence suggests that <a href="#">oral language interventions</a> have a high impact for a low cost</p> <p><a href="#">Teaching grammar to school-aged children with Specific Language Impairment using Shape Coding</a> Susan Ebbels</p>	<p>1,2</p>
<p>Purchase of up-to-date diagnostic tests to enhance teachers' understanding of specific areas of need and misunderstanding in maths and English</p>	<p>With the information diagnostic assessments provide, teachers may:</p> <ul style="list-style-type: none"> <li>• decide to adjust the level of challenge of activities</li> <li>• reteach specific concepts or topics</li> <li>• adjust curriculum content in the medium or long term</li> <li>• provide pupils with feedback through which they can address their own areas for improvement</li> <li>• decide which pupils may need additional, targeted academic support.</li> </ul> <p>See <a href="#">Moving forwards, making a difference A planning guide for schools 2022–23</a> (EEF May 2022) <a href="#">Improving Literacy in Key Stage 2</a> (EEF Nov 2021)</p>	<p>1,2,3</p>
<p>Development of school's PSHE curriculum to</p> <ul style="list-style-type: none"> <li>-be adaptive and reflect the needs of the children within the school</li> <li>- improve the SEL for vulnerable children</li> </ul>	<p><a href="#">Improving Social and Emotional Learning in Primary Schools. Guidance Report</a> (EEF Sep 2020)</p>	<p>5</p>
<p>Employment of a dedicated Forest School teacher</p>	<p><a href="#">The Hare and the Tortoise go to Forest School: taking the scenic route to academic attainment via emotional wellbeing outdoors</a> (McCree, Cutting and Sherwin 2018)</p>	<p>5</p>

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of additional qualified teachers and teaching assistants to support small, groups and individual teaching and deliver high quality, structured interventions</p>	<p>For pupils in need of additional support, research suggests that providing targeted academic support finely tuned to the needs of individual pupils offers potential benefits. School planning should therefore be open to the idea of planning <a href="#">interventions</a> (EEF 27/10/2021 page 28) to complement high quality classroom teaching.</p> <p>Working in smaller groups facilitates <a href="#">more focussed feedback</a></p> <p><a href="#">Individualised instruction</a> will be available for some children who have specific gaps or barriers</p> <p>Using the TARGET approach to interventions will support their effectiveness ) <a href="#">Improving Literacy in Key Stage 2</a> ( EEF Nov 2021) Page 45</p> <p>Allows class teachers/extra teachers to deliver targeted academic support</p>	<p>1,2,3</p>
<p>Employment and training of additional TAs</p> <p>-Increased hours of TA support across the school to support pupil well-being, classroom support during core lessons and targeted, structured interventions to</p>	<p><a href="#">Making Best Use of Teaching Assistants: Guidance Reports</a> EEF Nov 2021 (Pages 18 -20)</p>	<p>1,2,3,5</p>

improve outcomes in core subjects		
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £ 10,228

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employment of Family Support worker</p> <ul style="list-style-type: none"> <li>-Improve attendance through positive parental engagement</li> <li>-Support parents through parenting programmes, signposting to a range of support</li> <li>- Member of the Inclusion Team</li> </ul>	<p>The ATI-UP intervention was a multi-tier system that established a team to monitor and review attendance, including an administrator, interventionist and teacher. The intervention tracks attendance and intervenes through parental communication, promoting attendance and using motivation systems. See <a href="#">Berg (2018)</a></p> <p>National Improvement Hub: <a href="#">Improving outcomes for children through parental engagement and Pupil and Family Support</a> (Feb 2021)</p> <p>Relationships matter. Relationships with pupils, with families, with school colleagues and wider professionals. As relationships and communication strengthen, our holistic understanding of pupil needs and strategies to overcome learning difficulties can be deliberately shared and integrated into every aspect of school life. EEF: <a href="#">Three Keys to unlocking positive learning behaviours</a> (July 2021)</p>	4,5
<p>TALA, ELSA and Thrive practitioners to provide support to individuals and small groups</p> <p>Training and ongoing support for TALA, ELSA and Thrive practitioners</p>	<p>British Educational Research Association : <a href="#">Pastoral Care</a> (Nov 2019)</p> <p>‘While it has been neglected in schools for some time, recent reviews of the literature have highlighted renewed attention to pastoral care.’</p> <p>Impact of <a href="#">Thrive Approach</a></p>	5

<p>Refresher Team Teach training for 12 members of staff trained to level 1</p> <p>Two staff trained to level 2</p>	<p><a href="#">Behaviour interventions</a> have been shown to have a positive impact (both targeted and universal). This training supports both approaches.</p>	<p>5</p>
<p>Forest School</p> <ul style="list-style-type: none"> <li>-Development of site</li> <li>-Small group support through Forest school sessions</li> </ul>	<p><a href="#">The Hare and the Tortoise go to Forest School: taking the scenic route to academic attainment via emotional wellbeing outdoors</a> (McCree, Cutting and Sherwin 2018)</p>	<p>5</p>
<p>Inclusion Team</p> <ul style="list-style-type: none"> <li>-Triage needs of children to plan for most appropriate action</li> <li>-Plan support for all children who are a cause for concern according to need e.g. learning behaviours, social and emotional barriers, SEND, parental engagement, attendance</li> </ul>	<p>British Educational Research Association : <a href="#">Pastoral Care</a> (Nov 2019)</p> <p>‘While it has been neglected in schools for some time, recent reviews of the literature have highlighted renewed attention to pastoral care.’</p> <div data-bbox="671 837 940 1108" data-label="Diagram"> </div> <p>Relationships matter. Relationships with pupils, with families, with school colleagues and wider professionals. As relationships and communication strengthen, our holistic understanding of pupil needs and strategies to overcome learning difficulties can be deliberately shared and integrated into every aspect of school life. EEF: <a href="#">Three Keys to unlocking positive learning behaviours</a> (July 2021)</p>	<p>4,5</p>

**Total budgeted cost: £115,228**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

We are pleased to see that the performance and outcomes for our disadvantaged pupils is on an upward trend and that whilst there is still much work to be done, we are now on track to meet our targets by the end of 2024/25.

Data from tests and assessments show a marked improvement in outcomes with 51% of our disadvantaged cohort without SEN achieving standard in reading, writing and maths at the end of KS2; in reading and maths, the disadvantaged cohort achieved above national outcomes. This was a significant improvement from the previous year when 31% of this cohort achieved the same outcome. However, we recognise that the gap in positive outcomes between our disadvantaged and non-disadvantaged cohorts remains too wide. Raising standards in the core subjects for all children is a key priority for the school.

The offer of enrichment activities has been extended over the last year, with staff running clubs and the school participating in a wide range of local activities and sporting events. Many of the disadvantaged cohort do not sign up for after school clubs, however, participation in residential trips has been strong and supporting all children to attend these is a school priority.

The Inclusion Team have continued to triage concerns from parents, children and staff relating to learning, wellbeing and mental health. This has allowed appropriate support to be put in place, support by at least one member of the Inclusion Team was provided for 55% of our disadvantaged cohort or their families. Support was provided by the SENCo, a TALA practitioner; an ELSA; our learning mentor and Forest School practitioner; and the Family Support Worker, whose communication with families with a range of needs ensured a wider understanding of how school staff could provide support to their children and allow for appropriate signposting to outside agencies. There has been a noticeable and measurable increase in the number of parents requesting support for social, emotional and mental health issues. The support of the Mental Health Support Team (MHST) has been invaluable.

Our disadvantaged pupils continued to have slightly lower attendance rates than their peers (95.23%) with persistent absenteeism being a significant concern for 24% of this cohort. Absence is closely monitored by three members of staff and direct support for reducing barriers to attending school is offered by the Family Support Worker and the admin team to parents, with all staff working to remove barriers for children who find attending school a challenge. We are optimistic that this persistence will improve the data over the next year.

### Externally provided programmes

Programme	Provider
Team Teach training	Codevelo training & consultancy
Junior Language Link	Speech and Language Link
Jigsaw PSHE	jigsawpshe.com
French lessons	Language Angels
Jigsaw RE	jigsawre.com
Music curriculum	Collins Connect
Phonics training	HIAS

Shape Coding ① training	Moor House School
Thrive training	Thrive Approach
ELSA and TALA training and supervision	Hampshire and Isle of Wight Educational Psychology (HIEP)