

Pupil premium strategy statement

This statement details our school's use of 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.

School overview

Detail	Data
School name	Portswood Primary School
Number of pupils in school	477
Proportion (%) of pupil premium eligible pupils	19% (89)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	31 October 2021
Date on which it will be reviewed	01 October 2022
Statement authorised by	Anthony Head
Pupil premium lead	Jeavon Leonard
Governor / Trustee lead	A.Nisar

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 115000 allocation
Recovery premium funding allocation this academic year	£ 12000 allocation
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	£ 127,000 (£5000 allocation of non-staffing)

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives for disadvantaged pupils are:

- To deliver good or better learning for all
- To diminish the attainment gap between the school's disadvantaged pupils and others nationally
- To raise the in-school attainment of both disadvantaged pupils and their peers
- To increase the academic progress of disadvantaged pupils

Economic disadvantage should not be a barrier to academic attainment.

Challenges

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

Challenge number	Detail of challenge
1	English as an additional language (EAL) A learner of English as an additional language (EAL) is a pupil whose first language is other than English. First language is the language to which the child was initially exposed during early development and continues to use this language in the home and community. 56% (47) of disadvantaged pupils at Portswood Primary School are registered as EAL learners
2	Special Educational Needs (SEND) SEND pupils have a learning difficulty or disability which calls for special educational provision to be made for them. 27% (22) of disadvantaged pupils at Portswood Primary School are registered as SEND learners (17 pupils). 6% of these disadvantaged pupils have an EHCP (5) 9 disadvantaged pupils have language and communication needs. 4 disadvantaged pupils have moderate learning difficulty. 3 disadvantaged pupils have autistic spectrum disorder. 2 disadvantaged pupils have social and emotional needs.
3	Persistent low attendance causes gaps to develop within pupil subject knowledge. Pupil Premium attendance 20-21 = 91.4% (whole school 94.3%) 32% (27) disadvantaged pupils had an attendance figure below 90% for the 2020-21 academic year. 37% (30) disadvantaged pupils had an attendance figure below 90% for the 2019-20 academic year. 23% (16) disadvantaged pupils had an attendance figure below 90% for the 2018-19 academic year. There are 18 pupils who have a history of attendance falling below 90%.
4	Communication and Language Delayed language development can mean an inability to use and understand speech and language to communicate and fully engage with the curriculum. This can have a significant impact on future school performance. 12% of disadvantaged learners (10 pupils) at Portswood Primary School have required speech and language support.
5	Parental engagement Parents of disadvantaged children are under-represented at parental events e.g. parents' evenings, consultation meetings, learning workshops, assemblies
6	Access to digital devices for home learning. Covid 19 school closures surveys showed that, 44 disadvantaged pupils had no access to, or only shared access for, digital devices within their home. 33 of these pupils are currently in Key Stage 2 (61% of disadvantaged Key Stage 2 cohort)

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
Progress in Reading	Achieve above national average progress scores in KS2 Reading
Progress in Writing	Achieve above national average progress scores in KS2 Writing
Progress in Mathematics	Achieve above national average progress scores in KS2 Mathematics
Phonics	Attainment in line with national non-disadvantaged standards
Year 4 Multiplication Tables Check	Attainment in line with national non-disadvantaged standards
Other	Improve attendance of disadvantaged pupils to be in-line with 2019 school average (95.3% - gov.uk – school performance tables)

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: £83 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop professional understanding and skills to develop pupils metacognitive knowledge	EEF Guidance report: Metacognition and self-regulated learning. Click here Teaching and Learning toolkit - Metacognition and self-regulation. Click here	1,2
Improve the effective provision for SEND pupils across the school	EEF Guidance report: Special Educational Needs in Mainstream Schools Click here EEF Guidance report: Making Best Use of Teaching Assistants Click here Teaching and Learning toolkit – Teaching Assistant interventions. Click here	1,2,5
Develop language acquisition for all pupils, Access to age-appropriate texts, suitable for stage of learning; ensure fluent reading and comprehension skills are equitable for the age and stage of learning for all pupils. Further embed a 'culture of reading'.	EEF Guidance report: Preparing for Literacy Click here EEF Guidance report: Improving Literacy at Key Stage 1 Click here EEF Guidance report: Improving Literacy at Key Stage 2 Click here The Reading Framework (DFE) Click here Teaching and Learning toolkit – Reading Comprehension strategies Click here Teaching and Learning toolkit – Phonics Click here	1,4
Ensure mathematical fluency to support rapid progress. Develop quick-fire maths activity to conserve; re-enforce and retain key fluency skills.	EEF Guidance report: Improving Mathematics in the Early Years and Key Stage 1 Click here EEF Guidance report: Improving Mathematics in the Key Stages 2 and 3 Click here	1
CPD: Nuffield Early Language; Subject leadership; Phase leadership.	EEF Project: Nuffield Early Language Intervention Click here Teaching and Learning toolkit – Oral Language Interventions Click here	1,2,4

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

Budgeted cost: £39000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small Group Tuition led by experienced teaching staff.	Teaching and Learning toolkit – Small Group Tuition. Click here	1
Nuffield Early Language Intervention: Small group and individual sessions to develop vocabulary and narrative skills in reception aged pupils	EEF Project: Nuffield Early Language Intervention Click here	1,4
National tutoring program – small group; 1:1 intervention to support attainment in English and Maths (funded through Catch Up Premium)	One to one tuition Click here	1,2

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

Budgeted cost: £5 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental workshops: involve our families more with their children's education. Create tighter links between home and school; increase communication.	Teaching and Learning toolkit: Parental engagement Click here	3, 5
Laptop loan scheme; The long term loan of digital devices to pupils in key stage 2 to develop digital equity.	Using Digital Technology to Improve Learning: Evidence Review Click here Best evidence on supporting students to learn remotely Click here	6
Support student wellbeing; Identified disadvantaged pupils require strategies for	Teaching and Learning toolkit: Social and emotional learning Click here	2

managing emotional challenges.	EEF Guidance report: Improving Social and Emotional Learning in Primary Schools Click here	
Continued school wide support for challenging, supporting and celebrating good pupil attendance.		3

Total budgeted cost: £127 000

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.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

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

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)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.