Pupil premium strategy statement

School overview

Metric	Data
School name	Portswood Primary School
Pupils in school	104
Proportion of disadvantaged pupils	22%
Pupil premium allocation this academic year	£71,285
Academic year or years covered by statement	2020-2023
Publish date	01 October 2020
Review date	01 September 2021
Statement authorised by	Anthony Head
Pupil premium lead	Jeavon Leonard
Governor lead	A. Nisar

Disadvantaged pupil progress scores for last academic year

NB: The following figures refer to end 2019 academic year; no published data available from 2020 due to coronavirus pandemic.

Measure	Score
Reading	+4.30
Writing	+0.84
Maths	+2.77

Disadvantaged pupil performance overview for last academic year

NB: The following figures refer to end 2019 academic year; no published data available from 2020 due to coronavirus pandemic.

Measure	Score
Meeting expected standard at KS2	82%
Achieving high standard at KS2	9%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress in Reading	Achieve above national average progress scores in KS2 Reading	July 2023
Progress in Writing	Achieve above national average progress scores in KS2 Writing	July 2023
Progress in Mathematics	Achieve above national average progress scores in KS2 Writing	July 2023
Phonics	Attainment in line with national non-disadvantaged standards	July 2023
Year 4 MTC	Attainment in line with national non-disadvantaged standards	July 2023
Other	Improve attendance of disadvantaged pupils to be in-line with 2019 school average (95.3% - gov.uk – school performance tables)	July 2023

Teaching priorities for current academic year

Measure	Activity
Priority 1	Vocabulary and reading; 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'.
Priority 2	Teaching of writing is in place: Staff development focus on 'the purpose of writing' and ensure that learning is supported to through all stages of the writing journey. Handwriting and Spelling to remain a school focus.
Priority 3	Ensure mathematical fluency to support rapid progress. Implement short-term maths intervention to address loss of core skills maths fluency. Develop quick-fire maths activity to conserve; re-enforce and retain key fluency skills (Retrieval/revisiting).
Barriers to learning these priorities address	Supporting learners with English as an Additional Language (EAL), Prior Low attainment. Encouraging wider reading. Attainment and progress in-line, if not better than, national non-disadvantaged pupils.
Projected spending	£2500

Targeted academic support for current academic year

Measure	Activity
Priority 1	PP support teachers used for personalised support and small group intervention to address misconceptions and gaps in learning, provide support and extend pupils' learning in and out of class.
Priority 2	Reading Engagement; Embed the use of reading scheme across EY and Key Stage 1. Further develop reading engagement projects in LKS2. Introduce reading challenge in UKS2.
Barriers to learning these priorities address	Providing catch up in core areas of learning. Supporting learners with English as an Additional Language (EAL), Prior Low attainment. Encouraging wider reading.
Projected spending	£65,000

Wider strategies for current academic year

Measure	Activity
Priority 1	Audit, identify and target support for specific pupils in need; Use EWO support to pupils falling behind expected attendance rate; Agreed school based incentives for attendance in place.
Priority 2	IT to support learning; explore possible hardware and software that can support pupil learning
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils
Projected spending	£2,500

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring staff are supported in developing effective teaching and learning strategies.	Coaches available to support continual professional development of teaching and support staff.
Targeted support	Ensuring staff are available to provide small group teaching and intervention sessions are timetabled.	Use senior leaders to teach booster groups in Year 6 to allow for small group teaching. Additional teacher to be available from the spring term 2021.
Wider strategies	Engaging the families facing most challenges	Identify and engage with external agencies and other schools within

	partnership to identify further support strategies.

Review: last year's aims and outcomes

2019-20 outcomes have been reviewed and the impact statement for this is available.

Barriers to learning:

The main barriers to learning at Portswood Primary School have been identified as being:

	Contextual Information
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% (42) of disadvantaged pupils at Portswood Primary School are registered as EAL learners
Special Educational Needs (SEND)	SEND pupils have a learning difficulty or disability which calls for special educational provision to be made for them. (17) 20% 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. 5 disadvantaged pupils have moderate learning difficulty. 2 disadvantaged pupils have autistic spectrum disorder. 2 disadvantaged pupils have social and emotional needs.
Attendance	Persistent low attendance causes gaps to develop within pupil subject knowledge. 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. 17% (10) disadvantaged pupils had an attendance figure below 90% for the 2017-18 academic year. Of these there are 18 pupils who have a history of attendance falling below 90%. 2018-19: Overall disadvantaged attendance = 93.7% (school = 95.3%) 2017-18: Overall disadvantaged attendance = 94.8% (school = 95.6%)
Punctuality	Punctuality can cause pupils to miss key learning and provides a disruptive beginning to the school day for themselves and others. Therefore, they are not prepared for learning. There are currently 6 disadvantaged pupils who have a significant number of late marks during their school life.
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.

	13% of disadvantaged learners (11 pupils) at Portswood Primary School have required speech and language support.
Parental engagement	Parents of disadvantaged children are under- represented at parental events e.g. parents' evenings, consultation meetings, learning workshops, assemblies etc.
Previous low attainment	Low prior attainment requires rapid progress in order to meet age related expectations. Additional learning opportunities are required. 17% of disadvantaged children at Portswood Primary School are identified as having low attaining starting points. (Based on GLD EYFS/KS1 attainment)
Limited life experiences	Some disadvantaged children do not have the life experiences required to recall for use within the curriculum. As they do not have the opportunity to experience these they may need to be provided by the school.
Emotional literacy	Due to a range of factors such as low self-esteem, life circumstances, emotional and behavioural needs can restrict pupil progress and disengagement from school life. 7% of disadvantaged learners (6 pupils) at Portswood Primary School have required emotional literacy support.

Wider Pupil Premium Strategies employed by the school:

Proposed Intervention	Intended Outcome	How will this address barriers to learning?	How will the school measure the impact?
PP lead	Monitor and evaluate impact of interventions and pupil premium provision. Analyse data and identify key priorities. Provide support and training for all staff.	Interventions impacted on learning. All staff fully supported in providing appropriate provision raising attainment.	Data analysed and gaps identified. Key priorities identified which move progress and attainment forward. Whole school awareness and engagement with PP leaners.
Learning experiences and visits	Engaging pupils and increasing the real life experiences which support their learning.	Real life experiences which can be related to curriculum. Increased self esteem	Pupil engagement in curriculum activity.
Extra Curricular Activity	Pupils are provided with an opportunity to participate in an extracurricular activity that they have expressed an interest in and self–esteem is raised	Extending real life experiences. Increased self-esteem.	Number of Pupil Premium attending afterschool activity.

Proposed Intervention	Intended Outcome	How will this address barriers to learning?	How will the school measure the impact?
Curriculum Resources	Ensure a range of resources support pupils' learning through visual, practical and stimulating resources. These should include a range of resources that can be used to support home learning – these may include some bespoke resourcing based on individual pupils needs	Resources enriched the curriculum and interventions provided. Parental engagement in learning increased Prior low attaining pupils supported in meeting more curriculum expectations. EAL pupils able to develop language associated with curriculum. SEN pupils appropriately resourced to engage in appropriate curriculum activity.	Increased outcomes, attainment and progress made by pupils. PP support teachers appropriately equipped for interventions.
Additional specialist intervention	Provide specialist advice and support for pupils. ELSA support for Pupil Premium children. Teachers understanding of appropriate activities to support speech and language needs.	Speech and language based activities regularly seen in the curriculum. Greater pupil engagement in the curriculum. Greater pupil wellbeing.	Support received by Pupil Premium children. Observation of Pupil Premium children within school setting. Recorded incidents involving Pupil Premium children.
Encouraging home/school learning	Parental engagement with school. Pupils continuing to engage with learning during the school holiday periods. Pupils return to school with something to share and celebrate; building positive relationships. Pupils provided with access to all resources that they may need to successfully work at home.	All children provided with learning materials which are now available for home use.	Parental involvement in school meetings. Pupil engagement with home learning. Homework returned and celebrated with class teachers.
Family learning events	Engagement with Pupil Premium families.	Pupil engagement and self-esteem increased. Used as a starting point to tackle broader Pupil Premium issues which require family support.	Increased parental engagement. Increased pupil confidence.

			Long term – Reduced incidents of attendance and punctuality issues.
Digital equality	Ensure that disadvantage does not become a barrier to inclusion, engagement and attainment at Key Stage 2.	A significant number of educational resources require internet access and or a computing device. Access to an individual device would remove this barrier. Creativity and cultural access is based in digital landscape. These can not be accessed without the correct digital equipment.	Increased engagement in home-school digital learning. Time spent using school funded learning platforms. Outcomes of disadvantaged pupils in KS2 assessments including Y4 MTC.