

Pupil premium strategy statement – Portswood Primary 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	445
Proportion (%) of pupil premium eligible pupils	107 (24%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Anthony Head (Headteacher)
Pupil premium lead	Jeavon Leonard (Deputy Headteacher)
Governor / Trustee lead	Ann Langran

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£112035
Recovery premium funding allocation this academic year	£13284
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£125319

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	<p>English as an additional language (EAL)</p> <p>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.</p> <p>59% (63) of disadvantaged pupils at Portwood Primary School are registered as EAL learners 19 home languages, other than English, are spoken by our pupil premium recipients.</p>
2	<p>Special Educational Needs (SEND)</p> <p>SEND pupils have a learning difficulty or disability which calls for special educational provision to be made for them.</p> <p>24% (26) of disadvantaged pupils at Portwood Primary School are registered as SEND learners.</p> <p>6 of these disadvantaged pupils have an EHCP 11 disadvantaged pupils have Speech, Language and Communication Needs. 7 disadvantaged pupils have autistic spectrum disorder. 5 disadvantaged pupils have cognitive processing needs. 3 disadvantaged pupils have social and emotional needs.</p>
3	<p>Persistent low attendance causes gaps to develop within pupil subject knowledge.</p> <p>Pupil Premium attendance 22-23 = 92.8% (whole school 94.4%) 18 disadvantaged pupils had an attendance figure below 90% for the 2022-23 academic year. 26 disadvantaged pupils had an attendance figure below 90% for the 2021-22 academic year. 27 disadvantaged pupils had an attendance figure below 90% for the 2020-21 academic year.</p>

4	<p>Communication and Language</p> <p>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.</p> <p>18 disadvantaged learners at Portswood Primary School have required speech and language support including narrative group, Launchpad, Nuffield Early Language Intervention (NELI)</p>
5	<p>Parental engagement</p> <p>Parents of disadvantaged children are under-represented at parental events e.g. parents' evenings, consultation meetings, learning workshops, assemblies</p> <p>In 2022-23 – 22 pupil premium recipient pupil's had no parental engagement at parent consultation events.</p> <p>A further 22 pupils only had representation at 1 out of 3 parent consultation events.</p>

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 and attainment in Writing	Achieve above national average progress scores in KS2 Writing; Attainment in writing should be in-line with national non-disadvantaged standards at the expected standard.
Progress and attainment in Mathematics	Achieve above national average progress scores in KS2 Mathematics. Attainment in maths should be in-line with national non-disadvantaged standards at the expected standard.
Phonics	Attainment is above that of national non-disadvantaged standards
Year 4 Multiplication Tables Check	Attainment is above that of national non-disadvantaged standards
Other	Improve attendance of disadvantaged pupils to be in-line with 2022 school average (95% - 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: £111035

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum for phonics	<p>Teaching and Learning toolkit – Phonics Click here</p> <p>EEF Guidance report: Improving Literacy in Key Stage 1: Recommendation 3: Effectively implement a systematic phonics programme. Click here</p> <p>DFE: The reading framework - Teaching the foundations of literacy: Sections 3 -5. Click here</p> <p>EEF Guidance report: Improving Literacy in Key Stage 2: Recommendation 7: Use high quality structured interventions to help pupils who are struggling with their literacy. Click here</p>	1,2,4
Develop the teaching of writing; Quality of teacher assessment and school's provision for handwriting	<p>EEF Guidance report: Preparing For Literacy Recommendation 3: Develop children's capability and motivation to write Click here</p> <p>EEF Guidance report: Improving Literacy in Key Stage 1: Recommendation 6: Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling Recommendation 7: Use high quality information about pupils' current capabilities to select the best next steps for teaching Click here</p> <p>EEF Guidance report: Improving Literacy in Key Stage 2 Recommendation 5: Develop pupils' transcription and sentence construction skills through extensive practice Recommendation 6: Target teaching and support by accurately assessing pupil needs Click here</p>	1,2

<p>Professional development. To include: handwriting, assessment of writing, language Intervention (NELI), emotional support, wellbeing and phonics.</p>	<p>EEF Guidance report: Effective Professional Development Recommendation 2: Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice. Click here</p> <p>EEF Guidance report: Preparing For Literacy Recommendation 1: Prioritise the development of communication and language Recommendation 3: Develop children’s capability and motivation to write Click here</p> <p>EEF Guidance report: Improving Literacy in Key Stage 1: Recommendation 6: Promote fluent written transcription skills by encouraging extensive and purposeful practice and explicitly teaching spelling Recommendation 7: Use high quality information about pupils’ current capabilities to select the best next steps for teaching Click here</p> <p>EEF Guidance report: Improving Literacy in Key Stage 2 Recommendation 5: Develop pupils’ transcription and sentence construction skills through extensive practice Recommendation 6: Target teaching and support by accurately assessing pupil needs Click here</p> <p>EEF Guidance Report: Improving Social and Emotional Learning in Primary Schools Recommendation 5 Reinforce SEL skills through whole-school ethos and activities Click here</p>	<p>1,2,4</p>
<p>Development of Early Years curriculum</p>	<p>EEF Guidance report: Preparing For Literacy Recommendation 1: Prioritise the development of communication and language Recommendation 3: Develop children’s capability and motivation to write Recommendation 6: Use high quality assessment to ensure all children make good progress Click here</p> <p>Teaching and Learning toolkit – Communication and Language approaches Click here</p> <p>Teaching and Learning toolkit –Physical development approaches Click here</p>	<p>1,2,4</p>

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

Budgeted cost: £13284

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	1,2
National tutoring program – small group; 1:1 intervention to support attainment in Phonics, English and Maths (funded through Catch Up Premium)	Teaching and Learning toolkit – One to one tuition Click here	1,2
Teaching assistant led intervention to support phonics learning, retention and reading	Teaching and Learning toolkit – Teaching Assistant Interventions Click here EEF Guidance report: Making Best Use of Teaching Assistants - Recommendation 5 and 6: Use TAs to deliver high quality one-to-one and small group support using structured interventions Click here	1,2,4
Boost Language Auditory Skills and Listening (BLAST) Nuffield Early Language Intervention: Small group and individual sessions to develop vocabulary and narrative skills in nursery and reception aged pupils;	EEF Project: Nuffield Early Language Intervention Click here EEF Guidance report: Preparing For Literacy Recommendation 1: Prioritise the development of communication and language Click here	1,4

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

Budgeted cost: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop school's approach to communicating and supporting parents through programme of parental workshops, resources being made available to support learning at home supporting families to be appropriately prepared for school.	EEF Guidance report: Working With Parents To Support Children's Learning: Recommendations 1-3: Critically review how you work with parents; Provide practical strategies to support learning at home; Provide practical strategies to support learning at home Click here Teaching and Learning toolkit – Parental Engagement Click here	3,5
Develop school's approach to supporting and challenging attendance. Increased communication and awareness of pupil attendance rates and expectations.	DFE Case Study – Improving attendance: good practice for schools and multi-academy trusts Click here	3,5

Total budgeted cost: £125319

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Progress towards intended outcomes by the end of our current strategy plan (2020-2023)		
Intended outcome	Success criteria	Current position
Progress in Reading	Achieve above national average progress scores in KS2 Reading	2023: Pupil premium progress in reading - 1.6 based on a group of 12 pupils. National other progress (2022) = +0.41 <u>Previous pupil premium progress in reading:</u> 2022: +5.03 based on a group of 19 pupils. 2019: +4.96
Progress in Writing	Achieve above national average progress scores in KS2 Writing	2023: Pupil premium progress in writing +1.17 based on a group of 12 pupils. National other progress (2022) = +0.39 <u>Previous pupil premium progress in writing:</u> 2022: +3.11 based on a group of 19 pupils. 2019: +0.60
Progress in Mathematics	Achieve above national average progress scores in KS2 Mathematics	2023: Pupil premium progress in maths +1.31 based on a group of 12 pupils. National other progress (2022) = +0.41 <u>Previous pupil premium progress in maths:</u> 2022: +5.71 2019: +3.14
Phonics	Attainment in line with national non-disadvantaged standards	Pupil premium attainment in Year 1 phonics 85% based on a group of 20 pupils. School attainment = 83% National other attainment (2022) = 80% This represents a difference of +1 pupils. By the end of Year 2 disadvantaged attainment = 73% (11 children) School attainment = 90% National other (2022) = 90% This represents a difference of -2 pupils. <u>Previous attainment:</u> 2022: Y1: 55% Y2: 88% 2021: Y1: 75% Y2: 79%

Year 4 Multiplication Tables Check	Attainment in line with national non-disadvantaged standards	<p>Pupil premium average score = 22.3; % scoring 25 = 46% 2022 National 'other pupils' = 20.5; % scoring 25 = 30% This represents a difference of +3 pupils.</p> <p><u>Previous attainment:</u> 2022: Average = 22.0 % scoring 25 = 23%</p>
Other	Improve attendance of disadvantaged pupils to be in-line with 2019 school average (95.3% - gov.uk – school performance tables)	<p>2022-2023 Attendance figures: Change from 2021-22 shown in brackets All Pupils = 94.4% (+1.0%) Disadvantaged = 92.8% (+1.2%) Non disadvantaged = 94.9% (+1.5%)</p> <p>2021-2022 Attendance figures: All Pupils = 93.4% Disadvantaged = 91.6% Non disadvantaged = 93.4%</p>

Summary of attainment of intended outcomes for our strategy plan 2020-2023			
Intended outcome	Success criteria	Has intended outcome been achieved?	Continue with intended outcome
Progress in Reading	Achieve above national average progress scores in KS2 Reading	Partially. In 2 of last 3 years this target has been achieved	Yes
Progress in Writing	Achieve above national average progress scores in KS2 Writing	Yes	Yes – now include the aim for attainment in line with National others
Progress in Mathematics	Achieve above national average progress scores in KS2 Mathematics	Yes	Yes –now include the aim for attainment at least in line with National others
Phonics	Attainment in line with national non-disadvantaged standards	Yes	Yes – Develop to aim for attainment better than national non-disadvantaged standards
Year 4 Multiplication Tables Check	Attainment in line with national non-disadvantaged standards	Yes	Yes – Develop to aim for attainment better than national non-disadvantaged standards
Other	Improve attendance of disadvantaged pupils to be in-line with 2019 school average (95% - gov.uk – school performance tables)	No Progress has been made to improve however this is not yet robust	Yes

Review of outcomes of activity in this academic year

Teaching

Activity	Impact of this approach
<p>Developing high quality teaching, assessment and a curriculum for phonics</p>	<p>Little Wandle SSP has been implemented throughout school. All staff have received relevant training for the delivery of this and there is an increased fidelity to the requirements of the SSP, seen with consistency across the school.</p> <p>Regular assessment of phonic retention is in place, and this allows for rapid identification and deployment of appropriate support and intervention for pupils.</p> <p>Assessment procedures and reporting have been refined based on need to provide powerful information to support effective adaption and support.</p> <p>Phonics training has been sustained and there is now a regular weekly programme of short meetings to ensure all TAs are able to get support with issues and their groups from the lead teachers.</p> <p>MAT – school improvement review stated: “The pupils continue to make excellent progress and staff are well supported. It would appear that pupils are making significantly better progress than previously under the prior phonics approach. Staff feel very confident about the judgements that are being made about pupils’ and the judgements are both secure and moderated. It seems that all pupils who receive phonics are benefitting from an appropriate level of challenge and variation between groups is very limited. Fidelity to the model is high. The phonics programme is very consistent and well delivered and supported by training.”</p> <p>Review from SSP provider stated: “Development of phonics lessons have been prioritised...Reading practice session model has been developed to maximise efficiency...There is a clear priority on early reading.”</p>
<p>Improve the effective provision for SEND pupils across the school; including access to appropriate technology.</p>	<p>Further significant work carried out on effective IEP target writing, making effective use of TAs, teacher responsibility for SEND oversight; increased communication with parents and pupil ownership of targets.</p> <p>Laptop computers donated to 4 pupils with EHCP and 16 other pupils with registered SEND.</p> <p>MAT – school improvement review stated: “There has been good progress made around sharing IEPs with pupils and them being able to understand their own next steps. Staff are now much more in control of this aspect and teachers are taking responsibility and planning for the IEPs specifically.”</p>

<p>Professional development. To include: metacognition, reading, Nuffield Early Language Intervention and phonics.</p>	<p>Metacognition: Staff development work has included an increased focus on developing attention, activating prior learning, modelling and dual coding. Further work has been completed on the use of worked examples and developing reflective learners. These components of supporting teaching and learning have been embedded in our daily practice. Training has been prioritised for teaching assistants as well as teaching staff. MAT – school improvement review stated: “It is clear that there is a whole school understanding of metacognition across each phase which has been strategically led through effective staff CP” and that “Metacognitive approaches in the classroom are evidently strong”</p> <p>SEND: Staff development has focused on sharing IEP targets with children; Dyslexia; Neurodiversity and sharing of effective practice within SEND. Additional training and follow up coaching support has been given to middle leaders on supporting learners with SEND and effective monitoring of the provision offered by the school. Coaching and support has been made available for all to write and review effective targets for supporting pupils with SEND.</p> <p>NELI: Training has been completed by 1 additional member of staff who is now able to deliver the NELI programme.</p> <p>Phonics: Training has been given to all teachers and TA’s to support them to effectively deliver the school’s SSP with fidelity. MAT – school improvement review stated: “The need for greater fidelity to the model...could be achieved through coaching/ observations/ filming and sharing of good practice. Additional phonics meetings have been prioritised and scheduled to allow all staff delivering phonics to preview and discuss the upcoming week of phonics with phonic experts prior to teaching.</p> <p>Phonics training has comprised: 2x Whole school INSET training 8x 1-hour Professional development meetings Visit to SSP champion school by school leaders 2 x in school visits from SSP provider Weekly 25-minute phonics review meeting from January 2023 MAT – school improvement review stated: “Phonics training has been sustained to ensure all TAs are able to get support. The phonics programme is very consistent and well delivered and supported by training.” Review from SSP provider stated: “[English Lead] has facilitated coaching sessions since our last visit, focusing on key areas of the main programme”</p> <p>3 staff from school’s nursery team were trained in delivering Boost Language Auditory Skills and Listening (BLAST) to deliver per-school early language intervention.</p>
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Mentoring and coaching for ECT teachers, subject leaders and middle leaders	Coaching has been made available for all teachers and TA's to support them to effectively deliver the school's SSP with fidelity and this has been supported by in-class observation and coaching support. ECTs have successfully completed programme of work as set out by the Early Career Framework. They are teaching successfully and promoting good quality teaching within the school which has lead to good outcomes for pupils. Mentor role has been undertaken by school's teaching and learning lead and has been given a high profile and priority by the school's senior leaders.
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £39000

Activity	Impact of this approach																
Small Group Tuition led by experienced teaching staff.	<p>Booster provision for Y6 pupils in place from October 2021 to June 2022.</p> <p>31 pupils received small group tuition for maths (7 of these pupils were pupil premium recipients)</p> <p>33 pupils received small group tuition for maths (8 of these pupils were pupil premium recipients)</p> <p>Attainment of these pupils was as follows: Reading: EXS+ 61% (PP pupils = 57%) Writing: EXS+ 55% (PP pupils = 57%) Maths: EXS+ 73% (PP pupils = 64%)</p> <p>Average Progress (Key Stage 1 to Key Stage 2 for these pupils was as follows: Reading: +3.1(PP pupils +2.9) National Other = +0.42 Writing: +2.2 (PP pupils +1.3) National Other = +0.41 Maths: +4.4 (PP pupils +3.0) National Other = +0.57</p>																
Nuffield Early Language Intervention: Small group and individual sessions to develop vocabulary and narrative skills in reception aged pupils	<p>This intervention was carried out for 3 pupils who were identified as 'clear concern' using the Oxford Language Screen assessment. After participation in NELI all pupils screening now described as 'no concerns'.</p> <p>The progression in their language acquisition using the NELI programme is as follows:</p> <p><u>Average Standardised Score Progression:</u></p> <table border="1" data-bbox="710 1637 1225 1805"> <thead> <tr> <th></th> <th>NELI Group</th> </tr> </thead> <tbody> <tr> <td>End Aut 2022</td> <td>77.3</td> </tr> <tr> <td>End Sum 2023</td> <td>94.0</td> </tr> <tr> <td>Change</td> <td>+16.7</td> </tr> </tbody> </table> <p>Average standardised score change for non NELI participant 2022: +5.9</p> <p><u>Average Centile Rank Progression:</u></p> <table border="1" data-bbox="710 1933 1225 2101"> <thead> <tr> <th></th> <th>NELI Group</th> </tr> </thead> <tbody> <tr> <td>End Aut 2022</td> <td>7.66</td> </tr> <tr> <td>End Sum 2023</td> <td>36.66</td> </tr> <tr> <td>Change</td> <td>+29.0</td> </tr> </tbody> </table>		NELI Group	End Aut 2022	77.3	End Sum 2023	94.0	Change	+16.7		NELI Group	End Aut 2022	7.66	End Sum 2023	36.66	Change	+29.0
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	<p>Average centile rank change for non NELI participant 2022: +13.2.</p> <p>The additional progress made by the pupils who received NELI is significant. This is a successful intervention and should be repeated.</p> <p>It should be noted that the adult availability required to deliver NELI can limit the number of pupils that the intervention is available for.</p> <p>All nursery pupils also received Boost Language Auditory Skills and Listening (BLAST) program to support development of pre-literacy skills.</p>
<p>National tutoring program – small group; 1:1 intervention to support attainment in Phonics, English and Maths (funded through Catch Up Premium)</p>	<p>Year 1: 16 pupils in total received intervention for phonics and early reading (5 of which are PP recipients) 9/16 attained 32+ in Phonic Screening Check (1/5 PP children attained 32+) Average score of pupils below 32 = 23</p> <p>13 pupils in total received intervention for maths (1 of whom is a PP recipients) 2 of these pupils were working at age related expectations by the end of Year 1.</p> <p>Year 2: 17 pupils in total received 1:1 intervention for reading (4 of which are PP recipients) 13/17 pupils assessed as EXS at end of KS1; All PP pupils supported reached EXS.</p> <p>18 pupils in total received 1:1 intervention for writing (4 of which are PP recipients) 15/18 pupils assessed as EXS at end of KS1; 3 PP pupils supported reached EXS.</p> <p>17 pupils in total received 1:1 intervention for maths (4 of which are PP recipients) 12/17 pupils assessed as EXS at end of KS1; 1 PP pupil supported reached EXS.</p> <p>Year 4: 9 pupils in total received 1:1 intervention for reading (3 of which are PP recipients) 5 of these 9 pupils are now meeting ARE for pupils at the end of Year 4, including all 3 PP recipients.</p> <p>Year 5: 9 pupils in total received 1:1 intervention for reading (4 of which are PP recipients) 8 of these 9 pupils are now meeting ARE for pupils at the end of Year 5, including 3 out of 4 PP recipients.</p>
<p>Teaching assistant led intervention to support phonics learning, retention and reading</p>	<p>These are now in place across all key stages within the school. TAs have received appropriate training to prepare, deliver and assess these interventions.</p> <p>Phonic based guided reading groups are also led by trained TAs.</p>

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

Budgeted cost: £5 000

Activity	Impact of this approach
Develop school's approach to communicating and supporting parents through programme of parental workshops and resources being made available to support learning at home.	<p>Uniform giveaway event held to support families before 2023-24 academic year. Laptop computers donated to families to support home learning/digital equity. 22 laptops donated to pupil premium recipients.</p> <p>Increased parental engagement through use of parent Workshops through new yearly overview created. Each year group committed to one parent workshop and one parent open event to support learning within the classroom.</p> <p>Presentations uploaded to the school website for those who couldn't attend. Highest attended workshops were Maths Workshop where parents were taught a maths strategy and then supported their child within the classroom with the strategy. Yr 3 Maths Workshop had 35 parents attend.</p> <p>Parental engagement at these workshops ran at approximately 50% of pupils represented.</p> <p>National curriculum Y1- 6 held parental presentation to set out expectations for learning and to promote school's vision of 'love of reading' and library.</p> <p>Greater number of workshops with outside agencies to develop children's mental health such as Supporting your child with anxiety, alongside NHS. Targeted to specific parents.</p> <p>Increased fundraising events to develop community post.</p>
Develop school's approach to supporting and challenging attendance. Increased communication and awareness of pupil attendance rates and expectations.	<p>Termly attendance update letter for all pupils; comparing pupil rate of absence to year group average. Word count of less than 120 words for ease of communication.</p> <p>New system of attendance letters sent to parents to communicate if attendance is below school's target of 95%.</p> <p>Attendance communication sent out early in academic year to highlight the importance of attendance.</p> <p>Parental and Attendance Lead communicates with all families below target attendance of 90% to challenge and support attendance. Early help referrals made as appropriate.</p> <p>Strong liaison with Education Welfare Officer to ensure EWO attendance challenge and support if school requires greater interventions to be in place and to support vulnerable families.</p> <p>School provided greater challenge for persistent poor attendance eg. asking to see medical proof for non-attendance.</p>

Externally provided programmes

Programme	Provider
Nuffield Early Language Intervention	Nuffield Foundation
Little Wandle Letters and Sounds	Wandle Learning Trust

