

Portswood Primary School - Pupil Premium Strategy 2019 – 2020

There are 64 pupils in receipt of Pupil Premium funding on roll at time of calculation.

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. 50% of disadvantaged 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. 27% of disadvantaged at Portswood Primary School are registered as SEND learners 5% of these SEND learners also have an EHCP.
Attendance	Persistent low attendance causes gaps to develop within pupil subject knowledge. Previous attendance records show that: 61% of disadvantaged at Portswood Primary School have a history of attendance being below 95% Of these there are 18 pupils who have a history of attendance falling below 90%.
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 13 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. 14% of disadvantaged learners (9 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. 25% 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. 17% of disadvantaged learners (11 pupils) at Portswood Primary School have required emotional literacy support.

Indicative disadvantaged Grant 2019-20: £75240

Proposed spending of Pupil Premium Funding 2019-2020

Proposed Intervention	Intended Outcome	How will this address barriers to learning?	How will the school measure the impact?
PP support teachers and PP support teaching assistants	Personalised support and small group intervention to address misconceptions and gaps in learning, provide support and extend pupils' learning in and out of class.	Additional learning opportunities are required to address attainment difference and consolidate conceptual knowledge.	Progress against age related expectations.
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 learners.
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.
Curriculum resources	Ensure a range of resources support pupils' learning through visual, practical and stimulating resources.	Resources enriched the curriculum and interventions provided. Parental engagement in learning increased Prior low attaining pupils supported in meeting more	Increased outcomes, attainment and progress made by pupils. PP support teachers appropriately equipped for interventions.

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	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	curriculum expectations. EAL pupils able to develop language associated with curriculum. SEN pupils appropriately resourced to engage in appropriate curriculum activity.	
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.
Reading engagement	Encourage children to develop positive and regular reading habits. Provide children with the opportunity to select books that they wish to read on a regular basis.	All pupils supported to develop regular engagement with reading for pleasure. EAL pupils supported in ensuring they are regularly engaging with English language.	Pupils actively seeking the opportunity to read for pleasure away from and within school. Reading attainment outcomes.
Developing mathematical fluency and confidence	PP Children/all children retain arithmetic skills. Long term memory is affected. Pupils able to recall mathematical facts rapidly and use in application.	Support SEND/EAL attainment and progress in maths. Development of skills to support progress from low prior attainment to mid attainment or better.	Outcomes EYFS, KS1, KS2. Monitor and challenge performance of disadvantaged pupils as part of Pupil Progress cycle. Measure engagement of pupils with resources provided (TT Rockstars/Numbots etc)
Encouraging home/school learning	Parental engagement with school. Pupils continuing to engage with learning during the school holiday periods. Pupils return to school with	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.

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	something to share and celebrate; building positive relationships. Pupils provided with access to all resources that they may need to successfully work at home.		
Family learning events	Engagement with Pupil Premium families. E.g. Maths on the Move	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.
Develop areas for teaching and intervention	Appropriate spaces developed for high quality intervention work and teaching.	Adults having a work space in which pupils can focus on learning. Resources available to deliver quality teaching and learning irrespective of age.	Observation/monitoring of adult led intervention. Coaching of adults. Progress made by pupils who receive intervention.

Date of next Pupil Premium Strategy Review

To be completed by end of October 2020