# 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 | Portobello Primary School |
| Number of pupils in school | 190 |
| Proportion (%) of pupil premium eligible pupils | 17% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2020-2021, 2021-2022  2022-2023 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | December 2022 |
| Statement authorised by | Mrs J Humphrey |
| Pupil premium lead | Mrs L Brooks |
| Governor / Trustee lead | Mrs D McGuiness/  Mrs M O’Connor |

**Funding overview**

|  |  |
| --- | --- |
| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £39990 |
| Recovery premium funding allocation this academic year | £4060 |
| 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 | £44050 |

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

|  |
| --- |
| At Portobello Primary School Primary School, our aim is that all pupils achieve the best possible educational and personal outcomes, irrespective of their background or challenges they may face. We want all our children, including disadvantaged pupils, to become positive, responsible and caring members of society.  We recognise that disadvantaged children can face wider barriers which can impact on their educational and personal progress. As part of our strategy, we aim to address these barriers through our curriculum, enrichment activities and targeted intervention.  Our ultimate objectives are to:   * Remove barriers to learning for disadvantaged pupils * Narrow the attainment gaps between disadvantaged and non-disadvantaged pupils * To provide an inspiring curriculum which promotes ambitious goals in all our pupils * Improve oral language skills and vocabulary among disadvantaged pupils * Ensure all pupils, including disadvantaged pupils, can read fluently with good understanding * Develop Cultural Capital through a variety of experiences and opportunities * Improve attendance and readiness to learn through increased family engagement   Our Pupil Premium Strategy Plan aims to achieve these objectives. We believe that these objectives can be met, and the best possible outcomes can be achieved when the adults have a thorough knowledge and understanding of our pupils and their needs, both personal and academic. High quality teaching, learning and assessment strategies are at the centre of our approach in ensuring good or better outcomes for all pupils. Data analysis, discussions with staff and ongoing monitoring are used to inform the use of pupil premium funding to ensure disadvantaged children receive timely, targeted and effective intervention to support their progress, narrow gaps with peers and address any social and emotional needs. Additionally, we ensure that:   * All staff have access to high quality CPD Targeted intervention addresses gaps in learning * All pupils have access to experiences and opportunities to participate in enrichment activities e.g., sports coaching, extra-curricular clubs, music tuition, visits and residential, trips. * Support is given to pupils with social and emotional needs. * Information and activities are provided to support and engage families. * Targeted support is used to engage hard to reach families.   The Key principles of our Pupil Premium Strategy Plan are:   * Quality first teaching * Specific and targeted intervention for personal and academic development * Support for children with greater emotional needs * Access to all educational visits and opportunities to deepen their knowledge and understanding of the world * Use of proven programmes for intervention * Ongoing support and CPD to ensure pupils receive high quality teaching Support for parents with the costs of educational visits and residentials School staff and external agency support for families with low attendance and engagement   At Portobello Primary School, it is our intention that all pupils, irrespective of their background or the challenges they face, make exceptional progress and achieve personal and academic success through quality provision and support. The targeted and strategic use of Pupil Premium funding will support us in achieving our vision of 'Creating Confidence, Empowering Excellence, Igniting Independence'. |

**Challenges**

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

|  |  |
| --- | --- |
| **Challenge number** | **Detail of challenge** |
| 1 | * Gap already exists between PP and non PP on entry to Reception particulalry in Cognition skills, Reading and Writing . * Some PP pupils need early support with speech and vocabulary development, social skills, physical development and the wider world |
| 2 | * The percentage of PP children who are also on the SEN register: 11% of the school population is on the SEN register, whilst 25% of the PP population are on the register * PP children who have Special Educational Needs and Disabilities are making less progress than other pupils across Key Stage2. This prevents sustained high achievement in Key Stage 2. For example, the current Y6 cohort has the greatest % of PP children (along with Year 4) the greatest % of PP with SEN and EHCPs, and there are significantly less pupils achieving age related expectations in Reading, Writing and Maths than non PP pupils. |
| 3 | * Many PP pupils have issues surrounding emotional well-being and resilience (as a result of COVID-19) |
| 4 | * Increase in the number of PP children not working at ‘Age Related Expectation’ as a result of ‘lost learning’ due to COVID-19 |
| 5 | * Reduced level of ‘Cultural Capital’ experiences permitted, due to Risk Assessments and Restrictions |
|  | External Challenges: |
| 6 | * Poor attendance and punctuality rates of pupils eligible for PP |
| 7 | * Low parental expectations and complex social needs resulting in lack of parental engagement in learning and school activities |
| 8 | * Low parental engagement with remote and home learning |
| 9 | * Lack of technology available at home to participate in remote and home 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 |
| * Cognition and language skills develop apace. Communication and language is explicitly promoted in all areas of learning. * Adults will be trained to deliver language rich activities. | * There will be a rise in the % of PP children achieving Early Learning Goal for Communication and Language. |
| * High quality teaching, intervention and monitoring for SEND pupils ensures that the differences in progress and attainment between ‘PP children’ and ‘all children’ are significantly diminished. | * There will be a rise in the % of PP children who are on the SEND register achieving Age Related Expectation (ARE) across the school. * The progress of PP children who are on the SEND register, will be comparable to those not on the register. |
| * Children are emotionally resilient, ready to access learning and demonstrate a growth mindset. | * There are improvements in pupil’s well-being. Children can access learning and make expected progress across the year. |
| * The differences in attainment and progress of ‘PP children’ and ‘non-PP pupils’ are significantly diminished. | * The attainment and progress of PP children will be comparable to those ‘non-PP’ pupils. |
| * Children receiving PP funding are exposed to a rich curriculum which enables all aspects of their development to be fulfilled. | * Children have access to a variety of enrichment opportunities within and beyond the curriculum and can therefore move their own learning forward and make expected progress. |
| * Attendance and punctuality of PP pupils improves by engaging with vulnerable families to specifically address the importance of punctuality and attendance issues. | * Reduce the number of persistent absentees among pupils eligible for PP. * Overall PP attendance will continue to be in line with non PP attendance. |
| * Parental engagement for those parents in challenging circumstances increases. | * Parents will access family learning opportunities * Parents of PP children will feel more confident in supporting their child’s learning. * Parents will attend learning reviews. |
| * Parental involvement in remote learning increases so that PP pupils can complete remote and home learning. | * PP pupils will engage in remote learning. * Parents of PP children engage in and support remote and home learning. |
| * All PP pupils have the technology available to complete remote and home learning and continue their learning at home remotely, should periods of isolation occur. | * All PP pupils have technology available to complete learning at home. |

## 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: £ *[insert amount]*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Purchase and train staff in the delivery of new phonics scheme ‘Little Wandle’ to upskill TAs and Teachers in phonics scheme delivery | Identification from baseline assessment of PP children in Reception class show weaknesses in their oral language skills and are therefore at risk of experiencing further difficulties with reading.  LA advice has been sought regarding phonics scheme. The decision has been made to use Little Wandle Letters and Sounds as our chosen validated SSP programme  “Language and Literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives” (EEF) | 1,2,4 |
| Provide training for teachers regarding research-based pedagogy so that they can develop their expertise in teaching and learning. | Class teachers and SLT have identified gaps in individual's basic skills through tracking data.  Evidence shows that teaching in smaller groups is effective. Pre teaching in intervention will also ensure less able PP children will be able to access daily lessons.  The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. This includes immediate feedback and prompting and clueing techniques. | 1,2,4 |

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

Budgeted cost: £ *[insert amount]*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| TAs will be trained to deliver NELI intervention programme to identified pupils | The EEF trialled the NELI programme, the results of which provide strong evidence for the effectiveness of the NELI programme. The independent evaluation found that children receiving the NELI programme made the equivalent of 3 additional months’ progress in language skills, on average, compared to children who did not receive NELI. | 1,2,4 |

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

Budgeted cost: £ *[insert amount]*

|  |  |  |
| --- | --- | --- |
| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| SENDCo, Teachers and TAs to work with children to enhance their emotional well-being and readiness to learn through intervention.  Relax Kids/Nurture groups  Emphasis on Emotional well-being embedded within Recovery Curriculum | “We know that one in three adult mental health conditions relate directly to adverse childhood experiences, and that young people’s mental health and well- being can be significantly compromised by adverse environments, and in the experience of trauma” (Sarah Brennan Young Minds 2018) | 3 |
| Improve the attendance and punctuality of PP pupil s through the use of strategies and principles from DfE’s ‘Improving School Attendance’ alongside advice and support from LA.  SLT to monitor and work closely with families, identifying pupils and offering support including signposting parents to any outside support/charities available. Incentive scheme for PP children to target attendance. | DFE published research re attendance which found that:  The higher the overall absence rate across KS 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4. | 6 |
| Support families with low engagement through regular positive information/messages to parents about learning in school. Support will be given regarding homework and learning at home, by ensuring that all pupils have access to online learning tools/online homework. We will continue to provide access to devices as needed and to have weekly homework clubs in every class. | EEF Research shows that there is a positive association between parental engagement in children’s learning and learning outcomes.  “Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. | 7,8,9 |
| Expose children receiving PP funding to a rich curriculum to enable all aspects of their development to be fulfilled. Fund educational visits, learning opportunities, residentials and sport and music tuition. | Children are given a broad and balanced curriculum where no barrier narrows the children’s experience. Enrichment opportunities, extra-curricular and personal development activities can impact positively on engagement at school and longer term outcomes.  “At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. | 5 |

**Total budgeted cost: £ 44050**

# 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.

|  |  |
| --- | --- |
| **Aim** | **Outcome** |
| To improve rates of progress for pupil premium children which impacts on attainment To ensure children are on track to make expected (or better) progress by the end of each key stage. Progress in reading, writing and maths | OVERVIEW OF PROGRESS Progress has improved since September 2020 but these are still areas of concern. Compared to other pupils, pupil premium children are making slower progress and are below in terms of attainment. This is due to the impact of lost learning time and poor engagement during lockdowns and class/pupil isolation periods. |
| Parental Engagement | Excellent engagement from some families during the pandemic which impacted positively on pupil progress. Families were supported with access to devices, delivery of workpacks and regular communication from school (phonecalls, doorstep visits). However, analysis of home learning engagement during lockdowns and periods of isolation showed that the pupils who had no or very limited engagement were pupil premium children. |
| Attendance | Although overall attendance remained strong throughout the pandemic, disadvantaged pupils were disproportionately impacted and remains a future priority. |

## 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 |
|  |  |
|  |  |