# Pupil Premium Strategy Statement

## This statement details our school’s use of pupil 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 effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | Portobello Primary School |
| Number of pupils in school | 195 |
| Proportion (%) of pupil premium eligible pupils | 17% (34 pupils) |
| 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 2022 |
| Date on which it will be reviewed | December 2023 |
| Statement authorised by | Mrs J Humphrey |
| Pupil premium lead | Mrs C Lockhart |
| Governor / Trustee lead | Mrs D McGuiness/  Ms D Allingham |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £39990 |
| Recovery premium funding allocation this academic year | £3190 |
| 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 | £43180 |

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

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| 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:   * Provide an ambitious curriculum which promotes ambitious goals in all in our pupils * Remove barriers to learning for disadvantaged pupils * Narrow the attainment gaps between disadvantaged and non-disadvantaged pupils * Improve 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   How 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. We teach and promote growth mindset in learning and life to instil a ‘can do’ approach in our children. 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.

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| Challenge number | Detail of challenge |
| 1 | * Gap already exists between PP and non PP on entry to Reception particulalry in Communication and Language Development and Personal, Social and Emotional Development * Pupils need early support with speech and vocabulary development, social skills, physical development and understanding the wider world |
| 2 | * The percentage of PP children who are also on the SEN register: 15% of the school population is on the SEN register, whilst 23% of the PP population are on the register |
| 3 | * The majority of our PP pupils have other vulnerabilities (e.g. split families, bereavement, complex family dynamics, current or previous TAF’s) which result in difficulties with their emotional well-being and resilience |
| 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 during COVID-19 lockdowns |
|  | 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.

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| 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: £15,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continue to train staff to develop expertise in the delivery of new phonics scheme ‘Little Wandle’.  Purchase supporting high quality guided reading material | Identification from baseline assessment of PP children in Reception class show weaknesses in their language skills and are therefore at risk of experiencing further difficulties with reading.  “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 |
| Provide further training to develop expertise in supporting SEMH needs including Trauma based practise | Teaching and support staff need the skills to identify and support pupils SEMH needs in order for them to feel safe and able to learn | 1,3 |
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**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £23,180

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employ additional Teaching Assistant to support additional needs in Reception class | Evidence indicates that one-to-one tuition can be effective in accelerating learning and that small group tuition is effective in targeting children’s developmental needs | 1, 2, 3, 4 |
| Provide additional focussed intervention in Year 5 and Year 6 through deployment of Teaching Assistant and recruitment of part-time teacher | Evidence indicates that one-to-one tuition can be effective in accelerating learning and that small group tuition is effective in targeting children’s developmental needs | 1, 2, 3, 4 |

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

Budgeted cost: £5000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Access support from RISE (Mental Health Support) Children’s Society to support children 1 -1, in small groups and as cohorts | This eight week intervention will allow our pupils to feel more in control and more resilient in managing their well-being and mental health.  Without this may not be able to focus on learning and meet their potential | 1, 3, 6 |
| Provide further support and incentives to families to promote good attendance | Building relationships with vulnerable families will help bridge gaps between them and further supportive organisations such as Multiply Gateshead. This will encourage good attendance and promote healthy relationships and lifestyles | 6, 7 |
| Access Gateshead’s Family Learning team to provide opportunities for families to come in to school and work alongside their child to build a love of learning and encourage reading at home | Encourage good attendance and promote healthy relationships and lifestyles.  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. | 1, 6, 7, 8 |
| Enable all children to access additional experiences both as part of our curriculum and after school and provide appropriate equipment and clothing where necessary | There is increasing evidence that physical activity not only supports a healthy body and mind but also supports academic development.  *(Active Education: Growing Evidence on Physical Activity and Academic Performance)*  Costs of children attending schools are rising for families with increases in school uniform prices/outdoor wear to balance against the cost of living crisis. In addition to our PP families we have a growing number of families struggling to provide food and energy in their homes making other cultural activities more difficult to access  “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, 6 |
| Redesign and purchase additional outdoor resources for Reception and Year 1 children including sensory experiences | Sensory experiences play a significant part in children connecting with their learning and accelerating progress. It builds nerve connections in the brain’s pathways which lead to the ability to complete more complex learning tasks.  Play supports language development, cognitive growth, fine and gross motor skills, social interaction and problem solving | 1, 2, 4, 5 |

**Total budgeted cost: £43180**

# 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 2021 to 2022 academic year.

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| This has been an incredibly challenging year in all schools. We have endeavoured to balance staff and pupil absence with the fallout of COVID-19 both in terms of catch-up in learning and the emergence of more social, emotional and mental health issues amongst our pupil and parent community.  EYFS  66.7% of children reached a Good Level of Development  50% of Pupil Premium children reached a Good Level of Development  Year 1 Phonics  87% of children met the expected standard  60% of Pupil Premium children met the expected standard  We recruited an additional Teaching Assistant to support in Reception and Year 1 which had significant impact on phonic development and improving children’s readiness to learn.  Year 2  Reading: 64% of children met the expected standard  33% of Pupil Premium children met the expected standard  Writing: 52% of children met the expected standard  33% of Pupil Premium children met the expected standard  Maths: 76% of children met the expected standard  33% of Pupil Premium children met the expected standard  The additional vulnerabilities and EHCP’s of Pupil Premium children in this cohort made the challenge of reaching age related expectation too demanding.  Year 6  Reading: 74% of children met the expected standard  43% of Pupil Premium children met the expected standard  Writing: 65% of children met the expected standard  29% of Pupil Premium children met the expected standard  Grammar, Punctuation & Spelling:  54% of children met the expected standard  14% of Pupil Premium children met the expected standard  Maths: 62% of children met the expected standard  14% of Pupil Premium children met the expected standard  Although there were significant personal achievements amongst this Pupil Premium group he additional vulnerabilities and EHCP’s of Pupil Premium children in this cohort made the challenge of reaching age related expectation too demanding. |

## 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*

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| Programme | Provider |
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## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

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| 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? |  |