

## 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	Porters Grange Primary School
Number of pupils in school	369
Proportion (%) of pupil premium eligible pupils	44%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	21/22, 22/23, 23/24
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	D Henley
Pupil premium lead	M Aggus
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£225,000
Recovery premium funding allocation this academic year	£23,330
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£22,300.55
Recovery premium funding carried forward from previous years	£20,796.10
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£291,426.65

# Part A: Pupil premium strategy plan

## Statement of intent

In line with research by the Education Endowment Fund, our pupil premium strategy incorporates the improvement of teaching, targeted academic support and wider strategies to overcome nonacademic barriers to learning. The intent is to use these strands to ensure that all children, irrespective of background, are able to make good progress across all areas.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

As part of our strategy, we will make a targeted use of the National Tutoring Programme to address gaps in learning which have developed as a result of the COVID pandemic and associated lockdowns.

Our strategy is one built upon robust diagnostic assessment and informed by research into the affective use of pupil premium such as that conducted by the Education Endowment Foundation.

## Challenges

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

Challenge number	Detail of challenge
1	23% (38 pupils) of disadvantaged group are EAL learners
2	23% (37 pupils) of disadvantaged group have SEN including 3 EHCPs
3	Average attendance of disadvantaged children is 89.5% (as of 15.11.21)
4	Low aspirations and limited access to positive role models
5	Learning gaps from COVID disruption (include pre and post covid data)
6	Increase in SEMH and societal needs linked to deprivation following lockdown
7	Increased gap between PP and non PP children following lockdown
8	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and

	in general, are more prevalent among our disadvantaged pupils than their peers.
9	Lack of access to artistic and cultural activities. The EEF found that arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.

## 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
Improved reading attainment among disadvantaged pupils.	Reduce the 24% attainment gap for EXP in reading to 10% or less by 24/25
Improved maths attainment for disadvantaged pupils at the end of KS2.	Reduce the 25% attainment gap for EXP in reading to 10% or less by 24/25
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	To achieve 95% attendance for all pupils by the end of 24/25 (92.6% in last year before pandemic) For disadvantaged pupils to reach 95% attendance (93.1% in last year before pandemic)
To undo the impact of COVID restrictions on our disadvantaged pupils.	Disadvantaged pupils to reach the attainment levels from pre pandemic assessments within statutory tests.
To improve well-being for all pupils in the school.	A significant reduction in behavioural incidents especially from those outside of our key SEMH children. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

## 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: £100503

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised peripatetic music lessons	EEF found that arts participation can have a positive impact on academic outcomes in other areas of the curriculum. Click <a href="#">here</a> for EEF report into the impact and importance of arts participation.	9
EAL 'in class' support coordinated by assistant head.	The Bell Foundation recommends that new arrivals receive targeted language support. Click <a href="#">here</a> for their findings.	1
Small group phonics sessions	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	7
SEN 1:1 and small group teaching	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	2

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

Budgeted cost: £105123

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group maths tuition	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	7
Talkboost	The EEF toolkit suggests that oral language interventions consistently show positive benefits in learning in oral language skills and reading comprehension.	8
Catch Up Literacy – LSAs across the school trained to deliver 1:1 intervention for reading.	Learners (aged 6 - 14) who received Catch Up <sup>®</sup> Literacy support for an average of 7 months achieved an average Reading Age gain of about 19 months. The Reading Age ratio gain was 2.74 and the Reading Age gain per total hour of intervention was 2.39 months. (Data for 3,134 learners from 27 local authorities, 2010. As reported in 'Early intervention to prevent long-term literacy difficulties: the case of Catch Up <sup>®</sup> Literacy'.)	5
Learning Support for Inclusion – PP children with additional learning needs to work with SEN staff, class teachers and LSAs to implement interventions / support programmes.	EEF toolkit and MITA recognise the impact of LSAs when the support is targeted and purposeful. John Hattie and EEF show that small group interventions with highly qualified staff are effective.	7
EAL support with intervention teacher	The Bell Foundation recommends that new arrivals receive targeted language support. Click <a href="#">here</a> for their findings.	1

Third Space Learning maths tuition. This online tuition provides each child with 1:1 tuition for 15 hours through the NTP.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind,  <a href="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a>	7
FFT Lightning Squad reading support. This tuition provides each child with 3:1 tuition for 15 hours through the NTP.	Having trialled this intervention last year, our results were very positive. In the two terms prior to the intervention, 32% made expected progress (3% better than expected). However, by the end of the year 97% had made expected progress (68% better than expected). Whilst the impact of the spring lockdown cannot be discounted, the bounce back with the support of the programme was outstanding.	7
Pearson Tuition – through the NTP we will be employing Pearson to provide small group online tuition for reading and writing for 15 hours each child.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind,  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	7

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

Budgeted cost: £79467

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of attendance officer	NFER research identifies addressing attendance as a key step in improving attainment.  Click <a href="#">here</a> for link to research	3
Parent and Pupil Well-being lead (DDSL) / Inclusion LSA / SENCo to support children and	NFER research states the importance of positive relations between school and home and the important role which schools play in enabling access to	8

families in need or at risk: by referral to other agencies either directly or through the completion of EHFSA forms; or by signposting children and families to members of staff who are able to support.	external agencies to support vulnerable families.  Click <a href="#">here</a> to access the NFER report.	
Provision of a breakfast club to ensure that vulnerable individuals are in school with breakfast provided to ensure a positive start to the day.	Maslow's hierarchy of need. Caring for the children physically and emotionally on a daily basis has a positive impact on their attitude to the day's learning, helping them to take full advantage of all learning opportunities.	6
Behaviour support team	The EEF emphasises the impact that negative behaviour can have on progress. Our behaviour support team enables us to have specialist staff which address many of their recommendations. They provide supportive relationships to those in most need, model good learning behaviours and support teaching staff to use classroom management strategies.  Click <a href="#">here</a> for EEF report.	6
Creative Play Therapist	Play therapy is recognized as an evidence-based practice by professional organizations for anxiety, disruptive behaviours, and victims of domestic violence. Play therapy research dates back over 100 years, becoming especially more rigorous in the last 25 years.	6
Fix Up Seminars	The 2014 Government research paper "School and College-level Strategies to Raise Aspiration of High-achieving Disadvantaged Pupils to Pursue Higher Education Investigation" suggests that a commonly-cited challenge in the survey (by students in KS4) included students not feeling like Higher Education is 'for them' and that early intervention before KS3 would be beneficial.	4
After school clubs	Our children have a lower participation in private sports and recreational club membership than schools in more affluent catchments. The EEF found that there is evidence that involvement in extracurricular sporting activities may increase pupil attendance and retention in addition to academic attainment.	3, 9

	Click <a href="#">here</a> to see the EEF report.	
Subsidised access to a range of social, cultural, sporting experiences, visits and activities.	Pupils' will have a broader experience allowing for new and different learning opportunities, encompassing culture, geography, history and the world they live in.	9

**Total budgeted cost: £285093**

## 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.

Because of the limitations due to COVID, staff were restricted to working in strict bubbles. This led to fewer interventions occurring across year groups/classes. It also reduced the ability to release subject leaders and for them to get into classes to support other teachers. Pupil progress meetings were conducted to identify those at risk of low progress, with particular reference to the impact of lockdown. Assessment data is difficult to compare from year to year due to the disrupted nature of the last two academic years and the lack of external assessments. However, there was a significant bounce back in internal data between spring and summer assessment points last year as the children returned to school and staff expertly addressed any gaps which had formed.

Only 44% of children in KS2 were at age related expectation for reading in spring 2020. This figure increased to 65% in the summer term.

Only 40% of children in KS2 were at age related expectation for maths in spring 2020. This figure increased to 57% in the summer term.

These figures are, however, still below pre-pandemic assessments.

We obtained and distributed a large number of iPads in preparation for a disrupted year. This vastly increased the accessibility of remote learning during the spring term lockdown. Unfortunately, we still found engagement amongst many of our disadvantaged children to be low. This was despite regular telephone and face to face contact. Where engagement was good, progress was made as a result of the excellent provision on offer.

Our pastoral support continues to be strong as a result of the provision which Pupil Premium spending covers. Our Parent and Wellbeing Lead adapted her processes to support families through various lockdowns and remained in close contact with our vulnerable families. Our behavioural and therapeutic support helped children who returned to school with heightened anxiety following lockdown. This continues to be an essential cog in the running of the school and ensures that our disadvantaged pupils have access to the support they require.

## 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
Fix Up Seminars	<a href="http://www.fixupseminars.co.uk/">http://www.fixupseminars.co.uk/</a>