

Portway Junior School Pupil Premium Strategy Statement 2018-19

Pupil Premium Funding

Pupil Premium Funding

The pupil premium is additional funding for schools to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The funding is based on whether a child is eligible for free school meals.

The Department of Education will allocate the following amounts for 2018/19:

- £1,320 per pupil who have been recorded as being entitled to free school meals at any time from reception to Year 6. (Ever 6 FSM)
- £2,300 per pupil for children who have ceased to be looked after by a local authority because of adoption, a special guardianship order, a child arrangements order or a residence order

Service Premium

There is also additional funding for supporting children and young people with parents in the regular armed forces. This is an allocation to offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Pupils attract the premium if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011
- one of their parents died while serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme (AFCS) or the War Pensions Scheme (WPS)

Schools will receive £300 for each eligible pupil.

Rationale for Pupil Premium Spending

Key objectives and principles:

To diminish the difference in progress and attainment for pupils who receive the Pupil Premium Grant, compared to their peers.

To support pupils who receive the PP grant both academically and emotionally (including parental support) to ensure the best outcomes for all PP pupils.

To provide an enriched experience for PP pupils, who may not have the same opportunities/resources outside of school.

Pupil Premium Strategy Leads

Team member	Role
Tim Deery	Headteacher
Vicky Windross	Deputy Headteacher

Review Date: September 2019

Interim Reviews: Termly

Current Profile

Year	2018-19	Number of Pupils eligible for PP	83	Breakdown of PP Pupils		
NoR	375	Total PP budget	£81,900	FSM/Ever 6	Service	Post LAC
				50	30	3

Cohort Profile of Disadvantaged Pupils	
Year Group	Number and % of disadvantaged pupils eligible for PP
Year 3	21
Year 4	7
Year 5	9
Year 6	13

Current Attainment KS2 (2018)				
Percentage reaching expected standard	School PP Incl SEN Outcomes	School PP Only Outcomes	Sch. All Outcomes	National Non-PP Outcomes
R/W/M combined	31%	71%	66%	70%
Reading	44%	87%	73%	80%
Writing	38%	86%	76%	83%
Mathematics	63%	100%	84%	80%

Summary allocation of funding	Expenditure
Teaching and Learning <ul style="list-style-type: none"> • Extra teaching staff time £11,500 • Extra learning support assistant time £20,125 	£31,625
Emotional, social and behavioural support <ul style="list-style-type: none"> • FEIPS-trained member of staff / Inclusion Support Worker £22,000 (PPG contribution) • Tortuga (Nurture Room) staffing £10,500 (PPG contribution) • Family Support Worker £12,000 (PPG contribution) 	£44,500
Subsidies for PP Children <ul style="list-style-type: none"> • Activities/trips/residentials £3,000 • Summer Passport Scheme £500 	£3,500
Equipment <ul style="list-style-type: none"> • Tortuga (PPG contribution) £1,500 • Software – e.g. TT Rockstars/Speechlink £275 • Forest Schools £1,000 	£2775
Total Expenditure	£81,900

Key Challenges for Pupil Premium Pupils

Where there are numbers in brackets, please refer to the school's strategic plan.

School Improvement Plan priorities for disadvantaged pupils					
Area of Focus	Expected Impact	Actions	Resources	Monitoring / Timings	Evaluation / Impact
<ul style="list-style-type: none"> To narrow the gap for attainment and progress between PP pupils and non-PP children within the school, as well as PP pupils and non-PP children nationally. To improve attainment for disadvantaged pupils in Year 6. 	<ul style="list-style-type: none"> The attainment gap between PP and non-PP pupils is narrowed and this is demonstrated through the school's internal data as well as through the ASP. 	<ul style="list-style-type: none"> High quality teaching and flexible approaches to learning ensure pupils receive targeted support and intervention. Develop a system whereby the DHT meets for a one-to-one session with each PP pupil, at least once per term, to focus on well-being, participation in school life and academic progress (2.2.1). Careful task design, flexible approaches to learning and the use of practical resources (CPA) enables pupils to engage effectively in their learning. (4.1.12, 4.2.2, 4.3.10) The progress of disadvantaged pupils is a key focus of pupil progress meetings (2.2.3) Barriers to learning for disadvantaged pupils are identified and provision is implemented to overcome these (2.2.4) The use of CPOMS communicates key information about disadvantaged pupils in order to provide swift and effective support to enable them to learn well (2.2.11) Flexible groupings in Year 6 and an additional teacher provides focused and specific teaching for key groups of pupils, including those who are disadvantaged. 	<ul style="list-style-type: none"> CPD for staff focused on flexible learning strategies, task design, CPA. Staffing – FSW, IM. Purchase of CPOMS. Additional staffing in Y6 	<p>Termly pupil progress meetings ensure that disadvantaged pupils are making progress and that actions in place to overcome barriers to learning are having an impact.</p> <ul style="list-style-type: none"> Termly learning walks, work samples and moderation activities check that disadvantaged pupils are engaged in their learning (2.2.2) The school's tracking system can quickly identify disadvantaged pupils' attainment and measures progress in reading, writing and maths separately, as well as combined (2.5.1) 	
<ul style="list-style-type: none"> PP children's oral language reading, spelling and maths skills improve in line with non-pp children 	<ul style="list-style-type: none"> Disadvantaged pupils' reading, spelling and maths ages improve and are closer to, or exceed, their chronological age. 	<ul style="list-style-type: none"> Guided English sessions will address specific skills gaps that have been identified (4.1.2, 4.2.11) Writing activities are purposeful in order to enable pupils to be engaged and motivated to write (4.1.3) Language barriers for pupils are identified through the SpeechLink programme and actions are implemented to overcome these (2.2.4) Where appropriate, disadvantaged pupils 	<ul style="list-style-type: none"> Books and learning resources. Support from SLS. SpeechLink Times Tables Rockstars Practical resources to support CPA 	<p>Termly data drops show that an increasing number of pupils, in each year group, are working at ARE and, where appropriate, GDS.</p> <ul style="list-style-type: none"> Termly learning walks, work samples and moderation activities check on progress and standards of reading and writing. (4.1.6) 	

		<p>are supported in reading through the Reading Buddy scheme (4.2.1)</p> <ul style="list-style-type: none"> • All children have access to a wide range of challenging literature (4.2.2, 4.2.5) • Times Tables Rockstars programme promotes enthusiasm to develop times tables awareness for pupils (4.3.6) • The use of CPA is developed to support disadvantaged pupils' learning and all pupils have access to concrete resources (4.3.9, 4.3.10) 	development		
<ul style="list-style-type: none"> • To provide meaningful opportunities for pupils to develop and practise communication and language skills, as well as collaboration, resilience and empathy, with peers and adults 	<ul style="list-style-type: none"> • Pupils practise meaningful communication skills with peers and adults. They are able to work collaboratively and continue to be resilient when facing challenges both personal and academic. 	<ul style="list-style-type: none"> • The Inclusion Support Worker (ISW) applies Forest School's expertise to develop physical activity, self-esteem and collaboration and resilience for a key group of vulnerable pupils who are motivated to engage positively with this (3.3.3). 	<ul style="list-style-type: none"> • Forest Schools training & resources. • Lesson observations and learning walks will demonstrate improved behaviour / learning / regulation choices of targeted pupils. 	<p>All pupils have access to activities which are designed to promote positive well-being, good communication, collaboration and empathy.</p> <p>Pupils continue to be resilient when facing challenges, both personal and academic.</p>	
<ul style="list-style-type: none"> • To ensure that all pupils have equal opportunities to access enrichment opportunities at school. 	<ul style="list-style-type: none"> • All children, regardless of social position, will participate in school trips, residential visits and enrichment opportunities. 	<ul style="list-style-type: none"> • Develop a system whereby the DHT meets for a one-to-one session with each PP pupil, at least once per term, to focus on well-being, participation in school life and academic progress (2.2.1). • Identify disadvantaged pupils when planning residential visits and if there is no initial response, arrange a meeting with parents to discuss opportunity. • Identify the barriers to disadvantaged pupils attending trips / residential visits – lack of confidence/self-esteem/financial – and implement provision to overcome these. (2.2.4) 	<ul style="list-style-type: none"> • Funds to support families if the barrier is a financial one. • DHT role 	<p>All pupils have equal opportunities to access enrichment opportunities at school regardless of their social background.</p>	
<ul style="list-style-type: none"> • To address behaviour that is having a negative impact on learning. • To enable pupils to talk about their feelings in a controlled way 	<ul style="list-style-type: none"> • There are fewer instances of challenging behaviour and fewer exclusions. • Children open up and learn strategies to cope with challenging situations that are 	<ul style="list-style-type: none"> • Act on advice from external agencies to maintain support for school staff. • Review the Portway Code and develop the language of 'ready, respectful, safe' with all pupils (3.1.2) • Ensure the HT and Inclusion Team members – IM, ISW, SENCO – work closely together and have clearly defined roles when managing challenging behaviour (3.1.2). 	<ul style="list-style-type: none"> • Resources to modify behaviour – e.g. The Den as a safe space. • ISW • FEIPS Support Worker • Play Therapist 	<p>Termly pupil progress meetings ensure that pupils are making progress and that actions in place to overcome barriers to learning are having an impact.</p> <ul style="list-style-type: none"> • Termly learning walks check that pupils are positively engaged in their learning (2.2.2) <p>Some PP children will attend either</p>	

<p>and acknowledge problems can be solved.</p>	<p>preventing them from learning well. They are supported to find solutions to problems in order to engage positively in learning</p>	<ul style="list-style-type: none"> • Additional support from ISW, FEIPS support worker and play therapist supports specific behaviour programmes. • Opportunities for supervision to support the staff involved. • The use of CPOMS communicates key information about disadvantaged pupils in order to provide swift and effective support to enable them to learn well (2.2.11) 		<p>drop-in sessions or planned meetings with either the FEIPS support worker or the Inclusion Support Worker to talk about their feelings/challenging social issues.</p>	
<ul style="list-style-type: none"> • To enable vulnerable pupils who are part of the nurturing programme (Tortuga) to access learning and succeed in the mainstream classroom. 	<ul style="list-style-type: none"> • Provision for these pupils is correct and the actions in place enable them to overcome barriers and engage positively in learning. 	<ul style="list-style-type: none"> • High quality teaching and flexible approaches to learning ensure pupils receive targeted support and intervention. In Tortuga this includes a carefully designed curriculum focused on pupils' needs. • The progress of these pupils is a key focus of pupil progress meetings (2.2.3) • Barriers to learning for pupils are identified and provision is implemented to overcome these (2.2.4) • The use of CPOMS communicates key information about pupils in order to provide swift and effective support to enable them to learn well (2.2.11) 	<ul style="list-style-type: none"> • Pastoral TA • FEIPS Support Worker 	<p>Termly pupil progress meetings ensure that pupils are making progress and that actions in place to overcome barriers to learning are having an impact.</p> <ul style="list-style-type: none"> • Inclusion Team members and SENCO work closely together to ensure focused provision (3.1.12) 	
<ul style="list-style-type: none"> • To increase attendance rates for PP pupils 	<ul style="list-style-type: none"> • PP pupils, and their families, are supported through the work of the FSW. Their attendance rates improve and their progress and attainment is positively affected. 	<ul style="list-style-type: none"> • HT, Family Support Worker (FSW) and Inclusion Manager (IM) monitor attendance of disadvantaged pupils (2.2.9) • The progress of these pupils is a key focus of pupil progress meetings (2.2.3) • Barriers to learning for disadvantaged pupils are identified and provision is implemented to overcome these. This provision might include support from FSW or attendance at the school's breakfast or after-school club. (2.2.4) • The FSW offers individual family support, weekly meetings, 'drop ins' and a regular parenting course. The Inclusion Team meets regularly to share key family information. • The use of CPOMS communicates key information about disadvantaged pupils' attendance/lateness in order to provide swift and effective support to enable them arrive at school promptly so they can learn well (2.2.11) 	<ul style="list-style-type: none"> • Staffing – IM & FSW, Admin team • Financial support for breakfast or after-school club attendance 	<ul style="list-style-type: none"> • 3-weekly attendance meetings between HT, IM and FSW. <p>Termly pupil progress meetings ensure that pupils are making progress and that the actions in place to overcome barriers to learning are having an impact.</p>	

<ul style="list-style-type: none"> • To support parents and families of disadvantaged and vulnerable pupils. 	<ul style="list-style-type: none"> • Improved relationships between parents/families and school. 	<ul style="list-style-type: none"> • The FSW to offer a weekly drop in session for parents to meet together to discuss school and home issues. Opportunities to meet other agencies – e.g. Mental Health Team & local leisure providers. • Develop the Summer Passport scheme to offer activities during the summer break in order to maintain the link between home and school during the holidays and to enable families to have experiences that they are unable to afford. E.g. zoo visit, cooking. • FSW to offer extended courses on positive parenting (both during school time and in evenings) • FSW to offer informal support to parents at home when needed. 	<ul style="list-style-type: none"> • Staffing – FSW • Financial support for Summer Passport 	<ul style="list-style-type: none"> • Weekly meeting between FSW and IM. • Termly report to HT. • Informal recording on CPOMS when needed. 	
---	---	---	---	--	--

The impact of the funding allocations and improvements outlined in the PP strategy 2018-2019

--