

# DRAFT Pupil Premium Annual Strategy Statement – Portway Junior School



1. Summary information					
School	Portway Junior School				
Academic Year	2016/17	Total PP budget (April 2017)	£94,606	Date of most recent PP review:	Jan 2017
Total number of pupils	373	Number of pupils eligible for PP	67 (disad) 38 (service) 1 post LAC	Date for next internal review of this strategy	July 2017

2. Current attainment & progress at Portway Junior - 2016 Results									
	Reading Scaled score		Reading difference between all pupils and disadvantaged	Writing %		Writing difference between all pupils and disadvantaged	Maths Scaled score		Maths difference between all pupils and disadvantaged
	All	Dis		All	Dis		All	Dis	
School	103.5	101.9	-1.6	80	68	-12	104.4	104.1	-0.3
National	102.6	99.9	-2.7	74	64	-10	103.0	100.7	-2.3
Difference between school and national	+0.9	+2.0		+6	+4		+1.4	+3.4	
			<i>Pupils eligible for PP (disadvantaged)</i>			<i>Pupils not eligible for PP (non-disadvantaged)</i>			
% achieving expected standard or above in reading, writing and maths			42%			65%			
% achieving expected standard or above in reading			68%			78%			
Average progress score in reading			-2.4			-0.7			
% achieving expected standard or above in writing			68%			83%			
Average progress score in writing			-4.4			-1.8			
% achieving expected standard or above in maths			63%			79%			
Average progress score in maths			-0.4			-0.7			
% achieving expected standard or above in EGPs			79%			86%			

Average score in KS2 spelling test	16/20	17/20
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### 3. Barriers to future attainment (for pupils eligible for PP, including high ability)

#### In-school barriers (issues to be addressed in school, such as poor oral language skills)

<b>A.</b>	Spelling and handwriting as a barrier to writing attainment Poor phonic knowledge
<b>B.</b>	Reading test results lower for PP pupils
<b>C.</b>	Maths test results lower for PP pupils - Recall of multiplication tables
<b>D.</b>	Transition between Year 2 and 3, as well as Year 6 and Year 7
<b>E.</b>	Poor social and emotional skills
<b>F.</b>	PP pupils appear to have less-developed growth mindset (than non-PP pupils) – they tend to give up more easily

#### External barriers (issues which also require action outside school, such as low attendance rates)

<b>G.</b>	Attendance – PP pupils attendance is worse than non PP
<b>H.</b>	Being ready for school in the mornings (emotionally & physically)
<b>I.</b>	PP pupils are less likely to attend after-school clubs and also residential trips in years 4 and 6 (when compared to non PP pupils.)

### 4. Desired outcomes

The gap between PP& non-PP pupils within school, according to 2016 test results, was narrower than the gap at national level in reading and mathematics and broadly similar in writing. But our aim over time is to reduce that even more so that our PP pupils' results match national non-PP pupil results.

This will be measured in the RAISEonline document and 2017 KS2 results.

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improvement in writing outcomes - especially for PP pupil (as measured in RAISEonline)	PP pupil's spelling ages improves and the gap between PP & non-pp children narrows PP pupils' handwriting improves The phonic knowledge of PP pupils improves (All of these should impact on overall reading and writing attainment.)
<b>B.</b>	Improvement in reading outcomes - especially for PP pupil (as measured in RAISEonline)	PP children's reading ages improves and the gap between PP & non-pp children narrows

<b>C.</b>	Improvement in maths outcomes - especially for PP pupil (as measured in RAISEonline)	The gap between PP and non PP pupils' knowledge of multiplication tables narrows (using tables torture results.) PP pupils' arithmetic skills improve and impact on problem solving/reasoning.
<b>D.</b>	Transition between Year 2 and Year 3 improves for PP pupils and this impacts on the progress as they start the junior school. Transition between Year 6 and Year 7 improves for PP pupils and this impacts on the progress as they start secondary school.	Improved contact and earlier transition planning means PP pupils do not lose ground against their peers (using year 3 internal data and secondary school year 7 data)
<b>E.</b>	Improved access to learning by supporting pupils with their social and emotional development.	Classroom lesson observations show that PP children are fully engaged in lessons and, where appropriate, are supported by adults in the classroom.
<b>F.</b>	PP pupils are more resilient when faced with challenges in their learning; they develop skills to support this.	Classroom observations show that PP pupils demonstrate positive growth mind-set towards their learning.
<b>G.</b>	The attendance of PP children improves and impacts on their attainment	The gap between PP & no-PP attendance within the school is reducing Reduce the number of persistent absentees among pupils eligible for PP.
<b>H.</b>	Pupils arrive at school ready to learn.	Within 10 minutes of the school day, pupils who arrive at school in a heightened emotional state, are calm and engaged with their learning.
<b>I.</b>	We need to get more PP pupils attending after-school clubs and residential trips by investigating the barriers that prevent them attending.	The gap between PP & non PP pupils attending extra-curricular clubs & attending residential trips reduces.

5. Planned expenditure					
Academic year	2016/17				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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.	Ensure quality teaching in every class all of the time. Teachers are very clear about the needs of the PP children in their class and address these well. Additional and specific interventions will be delivered by qualified teachers, HLTAs and LSAs across the school.	We know that working closely with qualified and well trained adults is the best way to impact on the progress and attainment of all pupils. This is why we spend a large proportion of our Pupil Premium grant on employing extra staff.	Extra support for pupils is driven by regular pupil progress meetings where barriers to learning are identified and the impact of interventions is measured. Learning walks, classroom observations and pupil interviews all help to ensure that these resources are being used effectively and have impact.	SLT	Half termly.
PP pupils are more resilient when faced with challenges in their learning; they develop skills to support this.	The whole school has a focus on Growth Mind-set, which includes weekly themed assemblies that are followed up in class. The School Council work with pupils to identify 8 key characteristics and the people who are role models of these. To work with parents to share the importance of pupils developing a growth mind-set.	Evidence shows that pupils who have a growth mind-set are more able to overcome barriers and demonstrate resilience. In-school evidence shows that PP children are more likely to give up when faced with difficulties and can sometimes lack positive role models. Pupils in the school have identified and chosen these role models that then become a focus of some assemblies. In order to support their children effectively, parents need to have an understanding of growth mind-set and how it can impact positively on learning.	Regular discussions at staff meetings and SLT meetings. Feedback from Parents vs. Children Challenge Evenings. School Council minutes.	SLT	September 2017

<p>PP children's reading, handwriting and spelling improves in line with non-pp children</p>	<p>Children, who need it, receive extra daily reading within school. If phonics is a barrier to pupils making progress with their reading, this is addressed as part of the year group's interventions. Through the 'Book Bingo' scheme, books will be celebrated and enjoyed throughout the school Authors will be celebrated and, in some cases, invited to visit the school and children will be encouraged to read. Implement new spelling and handwriting systems and share information with parents.</p>	<p>When children read daily their reading improves. Any areas of difficulty can be addressed (phonics) and quickly recapped. Assessment outcomes will be accurate and swiftly addressed. Phonics will be encouraged as a strategy for reading in the classroom when necessary. Books will be on display in the two libraries, as well as in the individual year groups. Work displayed as part of the 'Book Bingo' display will show the children's interest in books. Authors will be invited to school and their books celebrated. Studies have shown that a spelling curriculum focused on spelling rules and a clear structure has more impact on pupils' learning. Similarly, a clearly structured handwriting approach helps pupils to make progress consistently.</p>	<p>Pupil progress meetings will review interventions taking place and progress made. Learning walks will show books are celebrated and, where necessary, phonics is being taught effectively.</p>	<p>English action team</p>	<p>Half termly</p>
<p>PP children's quick recall of multiplication tables improves in line with non-PP children.</p>	<p>To use regular tables torture assessments, in line with curriculum expectations, to track progress of all pupils with times tables knowledge. Analyse this data to determine if any further interventions are needed to support PP children.</p>	<p>We know that our PP children do less well than non-PP children in mathematics. We think this may be due to a lack of times tables knowledge.</p>	<p>Analysis of data in spring 2016. Regular maths assessments and pupils progress. Pupil progress meetings will review interventions taking place and progress made. Learning walks and lesson observations would show pupils' application of these skills.</p>	<p>Maths action team</p>	<p>Termly</p>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Some PP children will attend either 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. Sessions led by these staff could be for individual pupils, pairs or small groups of pupils depending on the intervention required.	Children open up and learn strategies to cope with challenging situations that are preventing them from learning well. They are supported to find solutions to problems or friendship issues in order to become more engaged in schoolwork.	Detailed pupils' records and the sharing of key information with relevant staff means that pupils are supported effectively.	FEIPS Support worker. ISW SENCo.	On-going monitoring.
Pupils who are part of the nurturing programme (Tortuga) are able to access learning and succeed in the mainstream classroom.	Children normally spend a maximum of one academic year in the nurture group (Tortuga) for four afternoons each week. This provision is run by two specially trained HLTAs.	National studies and research has shown that nurture groups can have an impact on the long-term academic success of pupils. In-school evidence of pupils who are or who have been part of this programme, supports this national evidence.	Regular pupil progress meetings measure the progress of these pupils, both academic, as well as social and relationally. The HLTAs who run Tortuga meet regularly with the SENCo.	Tortuga HLTAs. SENCo.	On-going monitoring including half-termly reviews.

<b>iii. Other Approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
The attendance of PP children improves	<p>Topics will interest all children and especially PP children. They will include 'hooks' for learning, exciting trips, visitors and in-school activities.</p> <p>Set up a trial of the Forest Schools approach with PP children. HT, SENCo and FSW meet every 3 weeks to track attendance and punctuality of all pupils and particularly PP.</p>	<p>When a child cares about the topics learned and their purpose this can be a 'hook' to want them to come to school. School visits, visitors and exciting activities throughout the term will be fun and the children will want to be part of them.</p> <p>PP children enjoy hands on activities and outdoor learning.</p> <p>Close monitoring of attendance enables us to identify pupils whose attendance is below what we would expect or who are persistently late to school, and to take appropriate action.</p>	<p>At Start the Year meetings, the year's curriculum, including planned trips and visitors, will be shared with parents. In the relevant term, information about trips and visitors will be shared with pupils to excite them about their learning. Dates and information will be shared on the website.</p> <p>Forest school leader will run trial of this approach and share the impact of this with staff. Regular meetings between HT, SENCo and FSW. Regular letters that are sent to parents and, where necessary, meetings with parents.</p>	<p>Year Leaders</p> <p>ISW</p> <p>HT, SENCo and FSW.</p>	September 2017
Improved participation in the wider life of the school for PP pupils.	Extra-curricular clubs and residential visits	Active participation in extra-curricular activities, including residential visits, helps pupils to be engaged with school, develop positive relationships with a range of staff and other pupils and have opportunities for new experiences. This positive engagement can impact on their academic progress.	Regular surveys indicate that PP children participate in a range of clubs and attend residential visits. Where these pupils don't engage, action is taken to ensure they have the opportunity to participate in this way.	SLT SENCo	September 2017
Improved contact and earlier transition planning means PP pupils do not lose ground against their peers	Pastoral support for pupils at transition points is good; we need to ensure that the academic transfer is equally rigorous.	The Sutton Trust describes the transition between schools as a potentially difficult period in the life of young people, particularly those pupils from non-privileged backgrounds. We ensure that, for PP children, their key strengths and areas for development are shared between staff, in addition to their statutory assessments. This would include impact of interventions and any work with outside agencies.	Close liaison with local infant and secondary schools which is then followed up with visits in the autumn term. Key staff reflect on the transition process and consider ways in which it could be improved.	Year leader of key year groups and SENCo. (year group staff also closely involved)	December 2017

<p>To empower parents and families to overcome barriers in order to get the most out of educational opportunities.</p>	<p>To employ a family support worker (FSW) to give advice and support. This could be on a one-to-one basis or as part of a series of parenting workshops.</p>	<p>Many PP children have families who find supporting them in school a challenge. By employing a FSW we aim to reduce or remove these barriers.</p>	<p>FSW will offer individual family support, weekly meetings, and individual family drop-ins and planned parenting courses. Regular meetings with the SENCo to share family information.</p>	<p>FSW SENCo.</p>	<p>Ongoing monitoring.</p>
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<p><b>6. Additional detail</b></p>
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Review of Expenditure				
Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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.	Ensure quality teaching in every class all of the time. Teachers are very clear about the needs of the PP children in their class and address these well. Additional and specific interventions will be delivered by qualified teachers, HLTAs and LSAs across the school.	Lesson observations and learning walks note that PP children receive quality teaching throughout the school. Teachers are very clear about the needs of these pupils and address them well. Additional and specific interventions are provided by class teachers and/or HLTAs and LSAs across the school. These are tracked and monitored by the SENCo, classteachers and support staff. The gap between PP and non-PP pupils in writing is closer since 2016. 76% of PP pupils achieved ARE in reading – the national benchmark for all pupils was 71% In maths, PP pupils achieved a scaled score of 103.9 in 2017 (broadly the same as in 2016) but achieved a progress score of -0.16 in 2017, (this compares to -0.39 in 2016) and demonstrates a diminishing gap.	This approach will continue with PP eligible pupils continuing to be a focus group for the school. The school has recently moved to a new tracking system and will work to ensure that PP pupils, as well as other key groups throughout the school, can be tracked easily and effectively.	* Extra Support staff costs Total costs £163,000 (but £40,000 from PP funding)  * Extra teaching staff costs Total costs £50,000 (but £25,000 from PP funding)
PP pupils are more resilient when faced with challenges in their learning; they develop skills to support this.	The whole school has a focus on Growth Mind-set, which includes weekly themed assemblies that are followed up in class. The School Council work with pupils to identify 8 key characteristics and the people who are role models of these. To work with parents to share the importance of pupils developing a growth mind-set.	The Growth Mindset work is embedded throughout the school with pupils understanding that learning effectively requires resilience. The School Council has written a vision statement for the school centred on this and whole school assemblies continue its focus. Pupils' own comments about their written work in books sometimes note the struggle to learn and the successes they have achieved. Work in this area is shared with parents through bi-annual Pupil vs. Parents Challenge Evenings. These events are always very well attended and parent are also provided with a leaflet sharing key information.	Continue with this approach – vary the challenges used during Challenge Evenings and, according to timescales, vary the curriculum information shared at them.	£1,500 (Equipment & release costs)

<p>PP children's reading, handwriting and spelling improves in line with non-pp children</p>	<p>Children, who need it, receive extra daily reading within school. If phonics is a barrier to pupils making progress with their reading, this is addressed as part of the year group's interventions. Through the 'Book Bingo' scheme, books will be celebrated and enjoyed throughout the school Authors will be celebrated and, in some cases, invited to visit the school and children will be encouraged to read. Implement new spelling and handwriting systems and share information with parents.</p>	<p>Key pupils requiring extra reading are noted on documents detailing PPM actions and reading assessments are regularly undertaken to ensure pupils are making progress. Phonics groups are taught where phonics are a barrier to pupils' reading and progress in these is noted on intervention records. Pupils throughout the school act as reading buddies for each other. This is managed carefully by the literacy manager and pupils' progress tracked and shared with class teachers. Book Bingo progress is celebrated and class teachers keep records of individuals' progress in these tasks and follow up issues when needed. Authors are regularly invited into school and all pupils participate in these visits.</p>	<p>Continue this practice. For the 2017-2018 academic year, provide all pupils with a specific book in which to complete / record / glue in Book Bingo tasks and keep this record in school. Use the new tracking system in school to ensure that it meets the school's needs to easily &amp; effectively track PP progress in reading/phonics. Continue to track and share reading buddy data.</p>	<p>Included in * above</p>
<p>PP children's quick recall of multiplication tables improves in line with non-PP children.</p>	<p>To use regular tables torture assessments, in line with curriculum expectations, to track progress of all pupils with times tables knowledge. Analyse this data to determine if any further interventions are needed to support PP children.</p>	<p>All pupils participate in regular multiplication assessments and class teachers follow up any pupils struggling with these. Suggestions for supporting this work at home are shared with parents – websites to support learning. Specific children are supported in school with a quick recall intervention and this progress is recorded on PPM notes.</p>	<p>Continue this practice. Use the new tracking system in school to ensure that it meets the school's needs to easily &amp; effectively track PP progress in progress in multiplication skills and their application to problem solving.</p>	<p>Included in * above</p>

<b>Targeted support:</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.</p>	<p>Some PP children will attend either drop-in sessions or planned meetings with either the FEIPS support worker or the Inclusion Support Worker (ISW) to talk about their feelings/challenging social issues. Sessions led by these staff could be for individual pupils, pairs or small groups of pupils depending on the intervention required.</p>	<p>FEIPS and ISW have a full timetable and support a range of pupils throughout the school with friendship issues, self-regulation strategies and anger/behaviour management strategies. The SENCo has been working with other TAS to support their skills in order to expand provision (e.g. using the 2 by 10 strategy) Where appropriate, parents are involved in discussions in order to ensure support and communication between home and school is consistent.</p>	<p>We will continue to use this approach and will maximise the best practice of staff involved to further develop skills in other support staff.</p>	<p>£29,000 (FEIPS &amp; ISW staffing)</p>

<p>Pupils who are part of the nurturing programme (Tortuga) are able to access learning and succeed in the mainstream classroom.</p>	<p>Children normally spend a maximum of one academic year in the nurture group (Tortuga) for four afternoons each week. This provision is run by two specially trained HLTAs.</p>	<p>The school has received the Quality Mark for Nurture during the academic year. Pupil progress meetings track specific pupils' progress and abilities to manage their emotions and behaviour. These meetings note successes (social and academic) for 'post-nurture' pupils and liaison with the local secondary school also provides anecdotal information on how these pupils can access their secondary education. Nurture provision is reviewed annually by the inclusion team and is adjusted as appropriate to pupils' needs.</p>	<p>Continue with adjustments as and when necessary to meet pupils' needs.</p>	<p>£16,000 (Tortuga staffing) £3,000 (Tortuga running costs)</p>
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<b>Other Approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>The attendance of PP children improves</p>	<p>Topics will interest all children and especially PP children. They will include 'hooks' for learning, exciting trips, visitors and in-school activities. Set up a trial of the Forest Schools approach with PP children. HT, SENCo and FSW meet every 3 weeks to track attendance and punctuality of all pupils and particularly PP.</p>	<p>Lesson observation and learning walk feedback notes the engagement of PP pupils in their lessons. All PP children attend school day trips and participate in class activities involving visitors. The Forest Schools trial has been working well with pupils in the nurture group and this group of pupils have responded positively when collaborating and communicating with each other and the staff leading activities. Attendance issues have been followed through, according to school policy with the result that PP pupils have 96% attendance for the last academic year (was 94% previous year)</p> <p>Compare to PP nationally</p>	<p>Attendance is improving but persistent absence is still a challenge for PP pupils. This will become a focus for the inclusion team and HT during regular attendance meetings and ongoing support for families experiencing these challenges will be provided where appropriate.</p>	<p>£12,000 (FSW costs)</p>

Improved participation in the wider life of the school for PP pupils.	Extra-curricular clubs and residential visits	<p>64% of PP pupils attended the Y4 residential trip (compared to 89% of non-PP children) and 83% attended the Y6 residential visit (this compares to 92% of non-PP Y6 children attending). Financial support is always provided for PP children attending and extra meetings to action this are held with parents.</p> <p>18/63 PP children across the school attended a club during the academic year with – most of these pupils attending more than 1 club in a week throughout the year. PP pupils in Years 3/4/5 attend more clubs</p>	School clubs are not chargeable (apart from the external football club and cookery club, where there is a small charge for ingredients) These clubs are subsidised for PP children. Therefore we don't believe that non-attendance at after-school clubs is due to financial restrictions. We will complete a parent survey to explore this area more.	£2,000 (available to support /supplement costs for residential, visits)
Improved contact and earlier transition planning means PP pupils do not lose ground against their peers	Pastoral support for pupils at transition points is good; we need to ensure that the academic transfer is equally rigorous.	<p>Transition for pupils between Y2 and 3 and between Y6 and 7 started earlier in the academic year. The SENCO and ISW worker were involved in transferring information and leading pupil visits to new schools. These visits were more frequent for vulnerable pupils. Class teachers from Y3 visited Y2 classes in order to gain more detailed information about academic attainment of pupils and pertinent information was shared between y2 and 3 staff.</p> <p>Y6 to 7 transition was similar with key information about academic being shared in detail.</p> <p>The Inclusion Team has had closer and more detailed contact with staff at the infants and main secondary school.</p>	<p>This good practice will continue with transition from KS1 to KS2 and from KS2 to KS3.</p> <p>The document used to record pupil progress meetings throughout KS2 will be developed and used to transfer similar information from KS1 for the 2018-2019 academic year.</p>	Costs included above
To empower parents and families to overcome barriers in order to get the most out of educational opportunities.	To employ a family support worker (FSW) to give advice and support. This could be on a one-to-one basis or as part of a series of parenting workshops.	<p>The FSM is oversubscribed for the parenting course ( This is the first time ever)</p> <p>The current course runs in the evening and the FSW is exploring possibilities of running the same course during the day for those parents/families struggling with child care issues.</p>	This good practice will continue. The FSW is more prominent on school website, meaning that parents are aware of who she is and the support that she can provide.	Costs included above