

# Pupil Premium Annual Strategy Statement – Portway Junior School



1. Summary information					
School	Portway Junior School				
Academic Year	2017/18	Total PP budget (April 2017)	£97,900	Date of most recent PP Review	Sept 2017
Total number of pupils	379	Number of pupils eligible for PP	63 (Disad) 25 Service 1 Post LAC	Date for next internal review of this strategy	July 2018

## 2. Current attainment & progress at Portway Junior – 2017 Results

*The national comparator is the national average for non-disadvantaged children.	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	105.5	104.7	-0.8	82	67	-18	104.4	103.9	-0.7
National	104	*105.4		76	*81		104.0	*105.3	
Difference between school and national	+1.5			+6			+0.4		

	<i>Pupils eligible for PP (disadvantaged) in school</i>	<i>Pupils eligible for PP (disadvantaged) national</i>	<i>Pupils not eligible for PP (non-disadvantaged)</i>
% achieving expected standard or above in reading, writing and maths	46%	48%	71%
% achieving expected standard or above in reading	76%		77%
Average progress score in reading	+0.3	-0.7	-0.6
% achieving expected standard or above in writing	67%		88%
Average progress score in writing	-1.88	-0.4	-2.2
% achieving expected standard or above in maths	71%		90%
Average progress score in maths	-0.15	-0.6	+1.3
% achieving expected standard or above in EGPs	86%		89%

Average score in KS2 spelling test	12.3		12.0
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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 Oral language and communication skills can impact on progress rates
<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 2017 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 ASP document and 2018 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 ASP)	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 ASP)	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 ASP)	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 impacts on the progress as they start the junior school. Transition between Year 6 and Year 7 improves for PP pupils and 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

2017-2018

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>
<p>To improve oral language skills in all year groups</p>	<p>To use Speech Link to identify gaps in pupils' communication and language skills.</p>	<p>Some pupils need specific support to improve their communication and language skills. The development of this will help them to access the curriculum and will enable them to make progress in order to catch up. For pupils in Year 6, this information will be part of their transition process to secondary school.</p>	<p>Class teacher's use of the online assessment tool in order to identify pupils to benefit from this. This is based on pupils' comprehension of reading and interactions with each other and teachers during lessons. Robust use of Speech Link and the assessment data. Monitored by SENCo and Year Leaders and delivered by trained support staff.</p>	<p>SENCo Year Leaders Identified support staff</p>	<p>Termly</p>

<p>To provide meaningful opportunities for pupils to develop and practise communication and language skills, and collaboration, with peers and adults</p> <p>To continue the development of key pupils' nurture development through improving resiliency, collaboration and empathy with each other.</p>	<p>To enrich pupils' language opportunities through the development of 'Forest Schools'.</p> <p>To train a key member of staff to lead a forest school curriculum with a trial group of pupils. (This can then be extended in the future for a wider group)</p>	<p>Forest schools provides experience outdoors, develops self-esteem and creates resilient learners. This approach fits with the work we have already done on Growth Mindset and the attitudes are pupils are developing to become resilient, collaborative and empathetic learners. The principles of Forest Schools also requires excellent behaviour which is then transferred into classrooms and other school situations</p>	<p>Skills learned during Forest Schools sessions will be transferred into other areas of the curriculum.</p> <p>The ISW to gain a level 3 Forest Schools qualification and will deliver the programme to a small group of vulnerable and disadvantaged children who are part of the school's nurture programme.</p> <p>Lesson observations and learning walks will demonstrate improved behaviour / learning / regulation choices of targeted pupils.</p>	<p>ISW Inclusion team SLT</p>	<p>Termly</p>
<p>To ensure that all pupils have equal opportunities to access enrichment opportunities at school.</p>	<p>Provision of funding for educational and enrichment visits.</p> <p>Identify disadvantaged pupils when planning residential visits and if there is no initial response, arrange a meeting with parents to discuss opportunity.</p> <p>Carry out surveys of parents of pupils who didn't attend residential visits and consider any barriers for disadvantaged pupils.</p>	<p>Some families are unable to fund (fully or in part) residential visits and day trips. The use of the PP funding ensures that no pupil misses out for financial reasons. Lower numbers of disadvantaged pupils attend residential visits.</p>	<p>All children, regardless of social position, will participate in school trips, residential visits and enrichment opportunities.</p>	<p>HT Governors</p>	<p>Termly Discussions with staff as appropriate throughout the year</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.
To accelerate the progress for pupils who are close to ARE	Through Pupil Progress Meetings (PPMs) involving class teachers, support staff, SENCO, DHT & HT, ensure that the actions and intervention identified for individuals and key groups of pupils are having an impact and, if not, interventions are changed to ensure pupils make progress.	Some of our pupils require targeted support to ensure that their specific needs are met accurately and swiftly so that low attainment can be tackled and opportunities given for pupils to make progress. These pupils are identified in regular PPMs and actions are agreed to ensure they make progress.	Regular PPM meetings involving all staff who work with the pupils involved.  SLT monitoring of pupils during lesson observations and/or learning walks.  Regular meetings between SENCo & support staff & class teachers to discuss/analyse interventions and make changes as appropriate.	All class teachers SENCO Support staff	Ongoing and adjusted as necessary.  Recorded at regular PPMs.

To improve attainment for pupils in Y6	<p>Ensure flexible groupings, which respond to pupils' learning needs in literacy and maths are a regular strategy for teaching in Year 6. Use regular Y6 team meetings, and the support of the SENCo, to track pupils' progress and adjust groupings according to needs.</p> <p>Identify specific pupils to invite to catch up sessions before school to provide extra help with gaps in literacy and maths</p>	<p>Additional staffing is also used to enable schools to offer a range of interventions such as booster classes, support or 'raising aspirations programmes'. (OfSTED Pupil Premium update 2014) The extra teacher and LSA support in Year 6 will be utilised to ensure that pupils' attainment gaps in reading, writing, EGPS and Maths are diminishing.</p> <p>Before school catch up sessions will be run by the DHT and HT to ensure that pupils' gaps are closing in maths and EGPS.</p>	<p>Pupils are identified and group according to specific learning needs. Groups are flexible and change frequently to ensure maximum impact.</p> <p>Specific pupils are identified for an intense intervention programme that will run for a specific length of time with the HT and DHT focusing on gaps in maths and EGPS learning.</p>	Y6 staff – teachers and support staff SENCo HT DHT	Ongoing
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<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>	Year Leaders  ISW  HT, SENCo and FSW.	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
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.	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.	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.	FSW SENCo.	Ongoing monitoring.
To offer and extended schools' service	Running a breakfast club and an after school club (Portway Plus). Pupils, who are eligible for the PP grant, are offered free or subsidised places.	Pupils whose parents work longer hours than the school day can access these services provided by the school's own staff. We provide good value for money and, through employing staff from the infant and junior schools, provide familiarity and continuity for pupils.	Regular meetings – the staff who run these clubs, along with the HT of the infant and junior schools, and the senior admin officer from both schools.	HT Admin team From infant and junior schools	Half termly

<p>To address behaviour that is having a negative impact on learning</p>	<p>Support from external agencies – Primary Behaviour Support Service, the Harewood Centre, Education Psychologist, play therapist – is used for individual pupils with specific emotional and behavioural needs.</p> <p>Resources to modify behaviour are implemented – e.g. The Den as a safe space.</p> <p>Additional support from ISW and pastoral / nurture trained TA to support specific behaviour programmes</p> <p>Opportunities for supervision to support the staff involved.</p>	<p>Behaviour that negatively affects pupils' learning will negatively impact on progress. Acting on advice from external agencies will provide additional support for school staff and will positively impact on individuals' behaviour and likelihood to make better progress.</p>	<p>Regular meetings with key staff involved in supporting specific pupils. HT and Inclusion Team working closely together to ensure continuity of provision following advice from external agencies.</p>	<p>HT Inclusion Team</p>	<p>Ongoing</p>
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<p><b>6. Additional detail</b></p>
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