

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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 | 420 |
| Proportion (%) of pupil premium eligible pupils | 44% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 21/22, 22/23, 23/24 |
| Date this statement was published | November 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | D Henley |
| Pupil premium lead | M Aggus |
| Governor / Trustee lead | R Sanders |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £249302 |
| Recovery premium funding allocation this academic year | £23490 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Recovery premium funding carried forward from previous years | £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 | £272792 |

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 | 26% (46 pupils) of disadvantaged group are EAL learners |
| 2 | 22% (40 pupils) of disadvantaged group have SEN including 3 EHCPs compare to 16% of non PP children |
| 3 | Average attendance of disadvantaged children was 88.9% last academic year |
| 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 | Closing the progress gap between disadvantaged and non-disadvantaged students. |
| 8 | Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many |

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| | 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 |
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| 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 disadvantages 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: £20,000

| 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 here for EEF report into the impact and importance of arts participation. | 9 |
| CPD to be delivered by Vice Principal in order to upskill teaching staff and develop their understanding of the science of learning | The school has adopted Rosenshine's Principles as a basis for developing staff understanding of the science of learning and to ensure that our practice is rooted in a solid evidence base. This CPD is delivered to all teaching staff, including our ECT and SCITT students. | 5 |

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

Budgeted cost: £195,476

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|-----------------------------------|---|-------------------------------|
| 1:1 and small group maths tuition | 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF | 7 |
| Talkboost | The EEF toolkit suggests that oral language interventions consistently | 8 |

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| | show positive benefits in learning in oral language skills and reading comprehension. | |
| Catch Up Literacy – LSAs across the school trained to deliver 1:1 intervention for reading. | Learners (aged 6 - 14) who received Catch Up® 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® 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 here for their findings. | 1 |
| 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 |
| 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 Small group tuition Toolkit Strand Education Endowment Foundation EEF | 7 |

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| SEN 1:1 and small group teaching | <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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p> | 2 |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £54,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Employment of attendance officer | <p>NFER research identifies addressing attendance as a key step in improving attainment.</p> <p>Click here for link to research</p> | 3 |
| Parent and Pupil Well-being lead (DDSL) / Inclusion LSA / SENCo to support children and families in need or at risk: by referral to other agencies either directly or through the completion of EHFA forms; or by signposting children and families to members of staff who are able to support. | <p>NFER research states the importance of positive relations between school and home and the important role which schools play in enabling access to external agencies to support vulnerable families.</p> <p>Click here to access the NFER report.</p> | 8 |
| Provision of a breakfast club to ensure that vulnerable individuals are in school with breakfast provided to ensure a positive start to the day. | <p>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.</p> | 6 |
| Behaviour support team | <p>The EEF emphasises the impact that negative behaviour can have on</p> | 6 |

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| | <p>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.</p> <p>Click here for EEF report.</p> | |
| Creative Play Therapist | <p>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.</p> | 6 |
| Fix Up Seminars | <p>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.</p> | 4 |
| After school clubs | <p>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.</p> <p>Click here to see the EEF report.</p> | 3, 9 |
| Subsidised access to a range of social, cultural, sporting experiences, visits and activities. | <p>Pupils’ will have a broader experience allowing for new and different learning opportunities, encompassing culture, geography, history and the world they live in.</p> | 9 |
| PDMA | <p>The EEF emphasises the impact that negative behaviour can have on progress. Click here for EEF report. PDMA is a mentoring service who work with children who display negative behaviours in order to help them make better choices and to give them a positive role model.</p> | 4 |
| 2 Johns | <p>Disadvantaged children are at a greater risk of online harm, as identified in this London School of Economics paper.</p> | 6 |

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| | The 2 Johns are specialist providers of online safety training. During their visit they train staff, pupils and parents. | |
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Total budgeted cost: £269,476

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 2022 to 2023 academic year.

The percentage of Year 1 children who passed the Year 1 phonics screening check increased from 60% in 2022 to 84% in 2023. This is a fantastic rebound after the years most heavily affected by COVID and reflects the excellent work done by the team. 73% of pupil premium children passed the check in 2023 compared to 64% in 2022.

65% of the children achieved age related expectation (ARE) in maths in 2023 which was up from 57% in 2022. 50% of PP children achieved ARE. To give context, 41% of our pupil premium children were SEN and whilst they may not have achieved ARE, their progress can be seen through other measures. Whilst the gap remained, we are confident that our PP children received an excellent provision from smaller group sizes and closer adult support.

Our attainment gap in reading was 4%. We continue to put large amounts of support into the teaching of reading and hope to see this continue to fall over the course of this three year plan.

Attendance was 91.9% for all pupils for the 2022-23, 90.4% for PP children. This is an increase from the previous year which was 88.6% for PP children and 89.3% for the whole school. This shows the impact of having a dedicated attendance administrator to support the work which our assistant head does with addressing attendance issues.

We continue to support the wellbeing and emotional needs of our pupils through a range of measures funded with pupil premium. We have expanded our range of after school clubs and enrichment activities and develop growth mindset through Fix Up seminars. Whilst it is hard to quantify the impact of such initiatives, developing wellbeing and aspiration amongst our pupils remains central to what we do.

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 PDMA 2 Johns | http://www.fixupseminars.co.uk/ pdma.uk Facebook https://esafetytraining.org/ |