

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes for 2021-2022

Intended outcome	Success criteria by July 2023	Progress toward Success Criteria in 2021-2022
Progress in Reading	Progress scores will be in line with national averages in Reading. (2019 Progress: Well below Average)	<p><b>Year 6 Profile:</b> 37/56 are disadvantaged</p> <p><b>2022:</b> School Attainment All: 53% School Attainment disadvantaged: 46% National Attainment All: 74% National Attainment Non-disadvantaged: 80%</p> <p><b>2019:</b> School Attainment All: 46% School Attainment disadvantaged: 39% National Attainment All: 73% National Attainment Non-disadvantaged: 78%</p>
Progress in Writing	Progress scores will be in line with national averages in Writing. (2019 Progress: Below Average)	<p><b>Year 6 Profile:</b> 37/56 are disadvantaged</p> <p><b>2022:</b> School Attainment All: 50% School Attainment disadvantaged: 41% National Attainment All: 69% National Attainment Non-disadvantaged: 75%</p> <p><b>2019:</b> School Attainment All: 71% School Attainment disadvantaged: 72% National Attainment All: 78% National Attainment Non-disadvantaged: 83%</p>
Progress in Maths	Progress scores will be in line with national averages in Maths. (2019 Progress: Below Average)	<p><b>Year 6 Profile:</b> 37/56 are disadvantaged</p> <p><b>2022:</b> School Attainment All: 46% School Attainment disadvantaged: 32% National Attainment All: 71% National Attainment Non-disadvantaged: 78%</p> <p><b>2019:</b> School Attainment All: 73% School Attainment disadvantaged: 75% National Attainment All: 79%</p>

		National Attainment Non-disadvantaged: 84%
Improved attainment for Year 1 pupils in the Phonics Check.	Percentage of children passing the phonics check in Year 1 will be in line with the National Average. (2019: 74% of children in Year 1 at Portsdown passed the Phonics Check. 82% of children nationally passed the Phonics Check)	<p><b>Year 1 Profile:</b> 24/39 pupils are disadvantaged</p> <p><b>2022:</b> School All: 82% (32 pupils passed/7 pupils to retake in Year 2) School Disadvantaged: 79% (5 pupils to retake are disadvantaged)</p> <p>National Average All: 75% National Average Non-disadvantaged: 78%</p> <p><b>2019:</b> School All: 74% School Disadvantaged: 69% National Average All : 82%</p>
Improved attendance figures for disadvantaged pupils.	Attendance for disadvantaged pupils will be in line with non-disadvantaged pupils.	<p><b>2022</b> All children from R to 6 as of 22/7/22 (including those not yet statutory school age in Yr R)</p> <p>School Attendance All: 92.3% School Attendance Disadvantaged: 92% School Attendance Non-disadvantaged: 93.3%</p> <p>National Attendance All: Available in March 2023</p>

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Aim	Outcome			
To increase the number of disadvantaged children achieving the national standard in RWM by the end of KS2.	<p>R/W/M combined figure up on previous year and last set of national data.</p> <table border="1" data-bbox="386 555 1412 1016"> <tr> <td data-bbox="386 555 874 1016"> <p>2019</p> <p>All = 46% Reading 71% Writing 73% Maths</p> <p>PP = 46% Reading 71% Writing 73% Maths</p> <p>R/W/M combined All = 37% PP = 31%</p> </td> <td data-bbox="874 555 1412 1016"> <p>2020</p> <p>All = 69% Reading 56% Writing 71% Maths</p> <p>PP = 56% Reading 48% Writing 61% Maths</p> <p>R/W/M combined All = 52% PP = 48%</p> </td> </tr> </table>		<p>2019</p> <p>All = 46% Reading 71% Writing 73% Maths</p> <p>PP = 46% Reading 71% Writing 73% Maths</p> <p>R/W/M combined All = 37% PP = 31%</p>	<p>2020</p> <p>All = 69% Reading 56% Writing 71% Maths</p> <p>PP = 56% Reading 48% Writing 61% Maths</p> <p>R/W/M combined All = 52% PP = 48%</p>
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To raise the attainment of disadvantaged children in reading to prepare them for the next stage of their education.	<p>Phonics: 60% of Year 1 cohort passed the phonics check despite missing almost 8 months of their first 2 years of school. On track to be closer to National when children are reassessed in Autumn 2 of Year 2.</p> <p>End of KS2: Attainment in Reading dropped due to Covid but there was still an increase on 2019 published data.</p> <p>The use of new reading texts was seen to have a positive impact on children's work during external reviews.</p> <p>Home Reading Challenges in Year R, 1 and 2 significantly decreased the number of children not reading at home.</p> <p>The use of Catch-Up funding was used to employ an additional member of staff (Academic Mentor) in Year 6. 5 children working below age related expectations, achieved age related expectations due to having additional capacity in the target set for maths</p>			
To improve the quality of the wider provision for the disadvantaged.	<p>Attendance: Attendance Officer, Home Family Link Worker and School Nurse continue to work with families where attendance is an issue. Gap between Non-Pupil Premium Attendance was almost 3% higher at the end of the academic year.</p> <p>Continue to work with families but improve tracking of work with these families to identify successful strategies.</p> <p>Pastoral Team: A reduction of behaviour incidents was seen from Autumn to Summer Term with only 2 exclusions.</p> <p>The majority of incidents are from a core group of children. ELSA trained to deliver additional support for next academic year and to work with this core group of children.</p>			