

# Pupil premium strategy statement (2020-2023) with outcomes for the academic year 2022-2023

This statement details our school's use of pupil premium funding (and recovery premium for the 2022 to 2023 academic year) 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	Portsmouth Primary School and Early Years
Number of pupils in school	382
Proportion (%) of pupil premium eligible pupils	50.3% (192 pupils)
Academic year/years that our current pupil premium strategy plan covers	2020-2023
Date this statement was published	October 2023
Date on which it will be reviewed	New one published by December 2023 for academic years 2023-2026
Statement authorised by	Ash Vaghela
Pupil premium lead	Darran Cowell
Governor / Trustee lead	Tracy Blades

## Funding overview

Detail	Amount
Pupil premium funding allocation (financial year)	£275,070
Recovery premium funding allocation (financial year)	£29,335
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£304,405</b>

## Additional information and funding overview for nursery

Detail	Amount
Number of pupils in nursery (Butterflies room age 3-4)	44
Proportion (%) of pupil premium eligible pupils (Butterflies room age 3-4)	18 children (children who turn 3 in Spring 2023 are currently not indicated) 40.9%
Pupil premium funding allocation (financial year)	£8697 (indicative)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£8697 (indicative)</b>

## Statement of intent

Pupil Premium funding is additional money paid to schools to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

Some of the barriers our children may face are: weak language and communication skills; behaviour and emotional difficulties; less support with their learning at home; low self-esteem; and difficulties maintaining good attendance and punctuality. This does not mean that all our disadvantaged pupils will experience these barriers. There may also be some children who are not classed as disadvantaged, but still require additional support due to external barriers.

At Portsdown Primary School and Early Years, we aim to use this funding to support all our disadvantaged pupils to make good progress during their time at primary school despite any additional challenges they may face. Our aim is to improve outcomes for our disadvantaged and increase the attainment of this group over time. We aim to do this by:

- Ensuring that teaching and learning opportunities in each class meet the needs of the pupils
- By providing targeted academic support for those pupils who have been identified as needing additional support
- By providing wider support for pupils and families with emotional and behavioural needs, children's health and parenting support.

Additional funding has been provided for 2022-2023 to support disadvantaged pupils further in light of the disruption of school closures caused by the pandemic. This funding will be used to provide targeted tuition and resources.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Low attainment on entry in Reading, Writing and Maths
2	Children's vocabulary and early language skills are often poor on entry into the Early Years Foundation Stage
3	Children's Social, Emotional and Mental Health can be a barrier to them accessing their learning
4	Children can lack support with early reading at home
5	The attendance of disadvantaged pupils is lower than non-disadvantaged pupils

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current 3-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Progress in Reading	Progress scores will be in line with national averages in Reading. (2019 Progress: Well below Average)
Progress in Writing	Progress scores will be in line with national averages in Writing. (2019 Progress: Below Average)
Progress in Maths	Progress scores will be in line with national averages in Maths. (2019 Progress: Below Average)
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 Primary School and Early Years passed the Phonics Check. 82% of children nationally passed the Phonics Check)
Improved attendance figures for disadvantaged pupils.	Attendance for disadvantaged pupils will be in line with non-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

Budgeted cost: £16,670

Activity	Evidence that supports this approach (links to documents where evidence has been taken from are included)	Challenge number(s) addressed
Continuing Professional Development (CPD) for Teachers and TAs (focusing on the teaching of writing, maths and music) , including through the provision of CPD: English CPD from Leah Crawford; Purchasing of Kapow music and CPD from Portsmouth Music Service;	Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. <b>(EEF's Guide to Pupil Premium)</b> <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>  Schools should focus on developing teaching practice over a sustained period to drive meaningful change in their setting (using a 5 a-day approach).	1, 2 and 3

<p>Maths CPD from Jo Lees from the Hampshire Inspection and Advisory Service (HIAS)- see below; Computer Digital Champion programme; Science: Ogden Trust CPD;</p> <p>Support networks for individual subject leaders and cluster groups.</p> <p>Implementation of 5-a-day approach based on EEF best practice, including the use of metacognitive strategies to support the children's learning.</p>	<p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</a></p> <p>Metacognition and Self-regulation can add an additional 7 months progress for low cost (shows the highest impact on the Teaching and Learning Toolkit).</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	
<p>Implementing the HIAS Scheme of Learning for Maths, including CPD for teachers as a cohort and also for individual year groups.</p>	<p>The HIAS maths scheme focuses on unit plans which: identify a learning journey, the required prior knowledge, misconceptions, key vocabulary, and suggested tasks. Appropriate models, images, concrete resources, and visual representations are an implicit element of all units.</p> <p>School plans to maximise teaching quality may include:</p> <ul style="list-style-type: none"> <li>• improving literacy and mathematics outcomes</li> <li>• securing effective professional development</li> <li>• using diagnostic assessment to address learning gaps</li> </ul> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</a></p>	1
<p>Implementing Little Wandle Letters and Sounds planning and resources with additional daily reading sessions.</p>	<p>Rigorous phonics instruction can add 5 months additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p> <p>The phonics sessions are coupled with daily group reading opportunities for every child with an adult to practise applying these phonics skills to books. These sessions have been supported by purchasing further texts that are sent home and an online version of the books.</p>	1 and 2
<p>Adopting the Mastering Number approach from Year R to Year 2</p>	<p>Mastery Learning has been shown to add an additional 5 months progress. Strengthening children's understanding of number in Year R and KS1 will build a solid foundation for KS2 and support better progress for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	1

## Targeted Academic Support

Budgeted cost: £140,124

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementing the Nuffield Early Language Intervention (NELI) in Year R	<p>The EEF trial of the NELI showed that both the 20 week and 30 week programmes had a positive impact on children’s Early Language skills</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</a></p> <p>Oral Language Interventions and Reading Comprehension Strategies can secure an additional 6 months progress</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	2
Two tutors and 10 days additional teacher time to target children working below age related expectations and to support teacher conferencing in writing. This to be targeted through interventions across the primary school.	<p>Additional staffing in Year 6 will support increased opportunities for focused group work and feedback in English and Maths lessons particularly for these children working below the expected standard in these subjects.</p> <p>Increased teacher feedback and collaborative small group learning (an additional 5 months progress each)</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	1
Additional TAs to deliver high quality interventions: Speech and Language, FFT, Precision Teaching and Emotional Literacy.	<p>These interventions have been selected as the ones which have proven to be the most successful in our school:</p> <ul style="list-style-type: none"> <li>• Teaching Assistant interventions an additional 5 months progress</li> <li>• Oral Language Interventions and Reading Comprehension Strategies can secure an additional 6 months progress.</li> <li>• Social and Emotional Learning an additional 4 months progress</li> </ul> <p>These are supported by the EEF’s Teaching and Learning Toolkit</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	1, 2, 3 and 4
Targeted spend of grant funding to support one to one tuition for Reading in school for disadvantaged pupils in Years 5 and 6.	<p>FFT Lightning Squad will be delivered by an external tutor to 35 pupils in Years 5 and 6 in the Autumn Term.</p> <p>One to one tuition involving either a teacher, teaching assistant or other adult giving a pupil, or small group of pupils, intensive individual support can gain an additional 5 months progress.</p>	1

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	
<p>Release time for leadership, Early Career Teacher (ECT) release, CPD and for termly pupil progress meetings that focus on disadvantaged pupils</p>	<p>Releasing teachers and phase leaders for Pupil Progress meetings allows disadvantaged pupils to be discussed and required support to be put in place.</p> <p>Leadership release time for subject and phase leaders allows the curriculum to be continued to be developed to meet children's needs.</p> <p>ECT release time and additional support from experienced colleagues ensures that Early Career teachers continue to develop their practice</p> <p>Employing existing staff as HLTAs and using existing part-time teachers to provide this cover allows cover to be delivered by staff who have strong relationships with the children and this helps to support the most vulnerable.</p>	<p>1 – 5</p>
<p>Children identified as being off track or significantly off track for achieving Birth to Five Matters range for their age in Butterflies (age 3-4 room) are provided with additional one-to-one and small group intervention, including the use of Early Talk Booster.</p> <p>NB: the funding for nursery children arrives after they turn 3. However, the approach is used for all children who are off track or significantly off track rather than waiting for the funding confirmation.</p> <p>This approach is also used for Caterpillars (although no additional funding is provided for these children).</p>	<p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better, so where possible, the children are worked with on a one-to-one basis. This has been shown to provide 4 months additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1</p>

## Wider Strategies

Budgeted cost: £156,611

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral team support children's SEMH needs including 2 Learning Mentors, 1 Pastoral Worker and an ELSA	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school can lead to an additional 4 months progress. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	3
Attendance Officer to promote attendance and work with families to remove barriers	Good attendance is linked to good achievement and can improve outcomes for disadvantaged pupils (EEF). <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a>	5
Home Family Link Worker to work with more vulnerable families	Parental engagement for families can add an additional 4 months progress. More importantly, working with families needing support supports effective safeguarding of pupils <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a>	3 and 5
Subsidising Trips and Visits to enrich children's learning experiences	Wider experiences are linked to improved engagement with school, additional opportunities to acquire new vocabulary and can support reading comprehension by widening children's understanding of the world (links to other evidence bases). At Portsdown Primary School and Early Years, these are carefully planned to ensure there is a wide range for children to participate in throughout their time at Primary School.	1 - 3
Providing children in EYFS toothbrushes and toothpaste each term.	People living in deprived communities consistently have poorer oral health than people living in richer communities. Tooth decay was the most common reason for hospital admissions in children aged five to nine years old in 2012-13. Dental treatment under general anaesthesia (GA), presents a small but real risk of life-threatening complications for children. <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/321503/CBOHMain_documentJUNE2014.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/321503/CBOHMain_documentJUNE2014.pdf</a>	5
Support Fund available to help vulnerable families with uniform, school trips, food (including Breakfast Club) and emergency transport	To support vulnerable children with continued access to teaching and learning and any targeted interventions they may be having. Examples could include: free or subsidised access to Breakfast Club; support with uniform purchases; food parcels for children.	1, 3 and 5

**Total budgeted cost: 314,301**

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

### Pupil premium strategy outcomes for 2022-2023

NB: In Year 6, 36/62 are disadvantaged (58%). However, 2 of the disadvantaged arrived after the SATs. With regards to the data from the DfE, it is based on the Census from October 2022. However, 3 further disadvantaged children arrived while 4 further children who were not disadvantaged changed (either left or became recognised as disadvantaged) since the Census. Therefore the date is referring to 31/60 (52%)

Intended outcome	Success criteria by July 2023	Progress toward Success Criteria in 2022-2023
Progress in Reading	<p>Progress scores will be in line with national averages in Reading for Year 6. (2019 Progress: Well below Average)</p> <p>Previous data:  <b>2022:</b>            School Attainment All: 53%            School Attainment disadvantaged: 46%            National Attainment All: 74%            Disadvantaged pupils' progress score -2.7            SEN progress score -5.5  <b>2019:</b>            School Attainment All: 46%            School Attainment disadvantaged: 39%            National Attainment All: 73%            Disadvantaged pupils' progress score -3.2            SEN Progress score -6.0</p>	<p><b>2023:</b>            School attainment All: 59% (+6%)            School attainment disadvantaged: 56.3% (+10.3%)            Local Authority (LA) attainment disadvantaged: 52.5%            Gap to Local Authority: +3.8%. This gap was -9.9% in 2021-2022 (an improvement of +13.7% since 2021-2022)            National attainment disadvantaged: 59.4%            Gap to national: -3.1%. This gap has decreased since 2021-2022 where the gap was -11.2% (an improvement of +8.1% since 2021-2022)            National attainment not disadvantaged: 77.7% This is a gap of -21.4% compared to Portsdown's disadvantaged pupils.            This gap has closed from 2022, with it being -33.9% in 2022 (79.9% compared to 46%). This is a reduction of 12.5% between Portsdown's disadvantaged and the national not disadvantaged pupils from 2022 to 2023.            The gap to the LA is -14.8% for not disadvantaged compared to Portsdown's disadvantaged pupils (71.1% compared to 56.3%).            This gap has closed from 2022, with it being -30% in 2022 (76% compared to 46%). This is a reduction of 15.2% between Portsdown's disadvantaged and the LA's not disadvantaged pupils from 2022 to 2023.</p> <p>2022-2023 School progress score for disadvantaged pupils in reading: -0.84            Change since 2019 : +1.19            Change since 2022: +1.56</p> <p>2022-2023 National progress score for disadvantaged pupils in reading: -0.9            Gap to national in reading for the school's disadvantaged pupils compared to the national disadvantaged: -0.06</p>



		<p>2022-2023 Local Authority progress score disadvantaged pupils in reading: -2.41 Gap to LA in reading for the school's disadvantage dpupils compared to the LA's progress score for the disadvantaged in reading: +1.57</p> <p>Average points per test has also improved by 3.1 points to take the average above the 100 mean to 101.7. This is +0.06 above the LA average and -0.07 from national for disadvantaged pupils.</p> <p>Progress score for the disadvantaged pupils is in line with that for national disadvantaged pupils (-0.06). However, for non-disadvantaged national pupils, the progress is 0.42. Therefore. Portsdown Primary School and Early Years' disadvantaged pupils are -1.26 compared to non-disadvantaged national pupils.</p> <p>Not disadvantaged pupils in the LA pupils' have a progress in reading of -0.84. This is the same for the school's disadvantaged pupils.</p>
Progress in Writing	<p>Progress scores will be in line with national averages in Writing for Year 6: (2019 Progress: Below Average)</p> <p>Previous data:</p> <p><b>2022:</b> School Attainment All: 50% School Attainment disadvantaged: 41% National Attainment All: 69% Disadvantaged pupils' progress score -1.8 SEN progress score -3.3</p> <p><b>2019:</b> School Attainment All: 71% School Attainment disadvantaged: 72% National Attainment All: 78%</p>	<p><b>2023:</b> School attainment All: 52% (+2%) School attainment Disadvantaged: 59.4% (+18.4%) Local Authority attainment Disadvantaged: 51.4% Gap to Local authority: +8%. This gap was -20% in 2021-2022 (an improvement of +28%)</p> <p>National attainment disadvantaged: 57.4% Gap to national: +2%. This gap has decreased since 2021-2022 where the gap was -13.1% (an improvement of +15.1%)</p> <p>National attainment not disadvantaged: 76.8% This is a gap of -17.4% compared to Portsdown's disadvantaged pupils. This gap has closed from 2022, with it being -34.3% in 2022 (75.3% to 41%). This is a reduction of 16.9% between Portsdown's disadvantaged and the national not disadvantaged pupils from 2022 to 2023.</p> <p>The gap to the LA is -9.1% for not disadvantaged compared to Portsdown's disadvantaged pupils (68.5% compared to 59.4%). This gap has closed from 2022, with it being -15.6% in 2022 (65.7% compared to 41%). This is a reduction of 6.5% between Portsdown's disadvantaged and the LA's not disadvantaged pupils from 2022 to 2023.</p> <p>2022-2023 School progress score disadvantaged in writing: -0.62</p>

	<p>Disadvantaged pupils' progress score -1.9</p> <p>SEN progress score -2.4</p>	<p>Change since 2019 : +2.23</p> <p>Change since 2022: +1.05</p> <p>2022-2023 National progress score disadvantaged for pupils in writing: -0.7</p> <p>Gap to national in writing for the school's disadvantaged pupils compared to the national disadvantaged: +0.08</p> <p>2022-2023 Local Authority progress score disadvantaged in writing: -2.4</p> <p>Gap to LA in writing for the school's disadvantaged pupils compared to the LA's progress score for disadvantaged in writing: +1.78</p> <p>Progress score for the disadvantaged pupils is in line with that for national disadvantaged pupils (+0.08)</p> <p>However, for non-disadvantaged national, the progress score is 0.35. Therefore, Portsdown Primary School and Early Years' disadvantaged pupils have -0.97 progress compared to non-disadvantaged national.</p> <p>When compared to the not disadvantaged in the LA, the not-disadvantaged pupils' progress in writing for the LA is -1.68. This equates to a +1.11 progress score for the school's disadvantaged compared to the progress score for LA's not disadvantaged.</p>
<p>Progress in Maths</p>	<p>Progress scores will be in line with national averages in Maths for Year 6. (2019 Progress: Below Average)</p> <p>Previous data:</p> <p><b>2022:</b>  School Attainment All: 46%  School Attainment disadvantaged: 32%  National Attainment All: 71%  Disadvantaged pupils' progress score -1.8  SEN progress score -0.6</p>	<p><b>2023:</b>  School attainment All: 65%(+19%)  School attainment Disadvantaged: 65.6% (+33.6%)  National attainment Disadvantaged: 58.2%  Gap to national: +7.4%. This gap has reversed since 2021-2022 where the gap was -22.2% (an improvement of +29.6%)</p> <p>National attainment not disadvantaged: 78.6% This is a gap of -13% compared to Portsdown's disadvantaged pupils. This gap has closed from 2022, with it being -45.7% in 2022 (77.7% to 32%). This is a reduction of 32.7% between Portsdown's disadvantaged and the national not disadvantaged pupils from 2022 to 2023.</p> <p>The gap to the LA is -6.2% for not disadvantaged compared to Portsdown's disadvantaged pupils (71.8% compared to 65.6%). This gap has closed from 2022, with it being -38.4% in 2022 (70.4% compared to 32%). This is a reduction of 32.2% between Portsdown's disadvantaged and the LA's not disadvantaged pupils from 2022 to 2023.</p>

	<p><b>2019:</b>  School Attainment All: 73%  School Attainment disadvantaged: 75%  National Attainment All: 79%  Disadvantaged pupils' progress score -3.0  SEN progress score -6.4</p>	<p>Local Authority attainment disadvantaged in maths: 52.7% (+12.9%)  Gap to Local authority: +12.9%. This gap to the LA compared to the school was -19.1% in 2021-2022 (this is an improvement of +32%)</p> <p>2022-2023 School progress score disadvantaged in maths: +0.58  Change since 2019 : +4.6  Change since 2022: +2.28</p> <p>2022-2023 National progress score for disadvantaged pupils in maths: -1.1  Gap to national: +1.68</p> <p>2022-2023 Local Authority progress score for disadvantaged pupils in maths: -2.34  Gap to LA: +2.92</p> <p>Average points per test has also improved by 5.3 points to take the average above the 100 mean to 102.3 This is +2.1 points above the LA average for disadvantaged pupils in maths and +1.1 points above national disadvantaged pupils in maths.</p> <p>Progress score for the disadvantaged pupils is above that for national disadvantaged pupils (+1.68)</p> <p>For non-disadvantaged national, the progress score is 0.49. Therefore, Portsdown Primary School and Early Years' disadvantaged pupils have a +0.12 progress score compared to non-disadvantaged national.</p> <p>When compared to the not disadvantaged in the LA, the not-disadvantaged pupils' progress in maths for the LA is -0.97. This equates to a +1.58 progress score for the school's disadvantaged compared to the progress score for the LA's not disadvantaged.</p>
<p>Improved attainment for Year 1 pupils in the Phonics Check.</p>	<p>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 Primary School and Early</p>	<p><b>2023:</b>  The number of children who passed the phonics check for both disadvantaged and as a cohort, exceeded the national averages. National in 2023, was 79%.  School all: 85.4% (+6.4%)  School disadvantaged: 93.8%  National disadvantaged: 66.7% (+27.1%)  LA disadvantage: 68.7% (+25.1%)</p>

	<p>Years passed the Phonics Check. 82% of children nationally passed the Phonics Check)</p> <p>Previous data:</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>	<p>Gap to National disadvantaged: +27.1%. In 2021-2022, the gap was +16.3%. This is a change from 2021-2022 of +9.8%. Gap to LA: +25.1%. In 2021-2022, the gap was +23.6%. This is a change from 2021-2022 of +1.5%.</p> <p>Average points score: 36.5 Change from 2019: +6.7 Change from 2022: +5.7 2022-2023 Average points score National: 29.8 Difference: +6.7 from Portsdown Primary School and Early Years compared to National 2022-2023 Average points score National not-disadvantaged 34.1. This is a difference of +2.4 from Portsdown Primary School and Early Year's disadvantaged pupils compared to National not disadvantaged pupils.</p> <p>2022-2023 Average points score for the LA: 30.3 Difference: +6.2 from Portsdown's pupils compared to LA.</p> <p>Percentage of children passing the phonics check in Year 1 is above the National Average for all pupils and disadvantaged pupils. When compared to the national not disadvantaged pupils, 82.1% achieved the phonics check compared to 93.8% for the school's disadvantaged, +11.7%. For the LA not disadvantaged pupils, 77.7% pass the check (+16.1% in Portsdown's favour).</p> <p>N.B: 65% of the pupils in Year R are currently working at or above the ELG in reading (working within phase 3) compared to 57% in 2021-2023, 52% in 2020-2021 and 42% in 2019-2020. This is an increase from 2019 of +23%.</p>
Improved attendance figures for disadvantaged pupils.	Attendance for disadvantaged pupils will be in line with non-disadvantaged pupils.	<p><b>2023</b> All children from YR –Y6 as of 22/7/23</p> <p>School attendance all 93.0% School Attendance Disadvantaged: 92.36% School Attendance Non-disadvantaged: 93.36% School attendance free school meals (FSM): 91.51% School attendance No FSM: 94.57%</p> <p>National Attendance All Schools: 92.5% National attendance for primary is 94% National Attendance FSM all schools: 89.6% National Attendance No FSM all schools 93.8%</p>

		<p>School Attendance All: 92.3% to 93.0% = +0.7%  School Attendance Disadvantaged: 92% to 92.36% = +0.36%  School Attendance Non-disadvantaged: 93.3% to 93.36% = +0.06</p> <p>The attendance for both disadvantaged and non-disadvantaged pupils have improved.</p>
<p>Tutoring:  use of the  recovery  premium  funding</p>	<p>NB: The use of the Recovery Premium's impact is included in the previous rows. However, this information has been provided to detail where the money has been used to support the children and its impact.</p> <p>The school has used its allocated money provided by the Government for catch up on paying for tutors to work alongside children both in the classroom and in small intervention groups. One tutor was in for the second half of the Autumn term. In the Spring term we had 3 tutors in with one full time and the other two sharing 0.9 of the week. The tutors were all qualified teachers.</p>	<p>Main activities:</p> <ol style="list-style-type: none"> <li>1. Running FFT Lightning Squad Interventions  FFT Tutoring with the Lightning Squad - FFT</li> <li>2. Little Wandle Rapid Catch Up Interventions – Daily intervention</li> <li>3. Precision Teaching  Precision Teaching – An Introduction – CLF Professional Development Platform</li> <li>4. Little Wandle Phonics Reading with groups – Daily intervention</li> <li>5. Daily Supported Reader (DSR)  Daily Supported Reading Programme (DSR) - Year 1, Hackney Services for Schools</li> <li>6. In class support</li> </ol> <p>Tutors had to be trained in all of the interventions (with the exception of FFT Lightning Squad).</p> <p>NB: The in class support was the least successful due to topic/timetable changes. As a result, tutors- at times - were watching the input of the lesson before supporting the children. We quickly moved them on to programmes that were independent of such changes.</p> <p>Since the start of the academic year (2022-2023) 58 children have participated in the FFT Lightning Squad intervention. This is a daily half an hour session for up to 6 weeks. Some children received slightly less than 6 weeks due to their absence. Children's summary: see Appendix 1. Headlines figures: an increase in Word Count Per Minute by an average of 31.3 words per child. There was a corresponding increase in reading age of 1.8 years on average for the same group of 58 children.</p> <p>Little Wandle Rapid Catch up – 22 children across KS2 were targeted for this intervention. The lowest group was at the start of phase 3 and the highest was half way through phase 5. Once children complete phase 5 they have been deemed to have a secure knowledge of phonics. All 22 children made progress and had moved up phonics groups. For summer term 2023, in house staff will continue with this intervention for all children who have not completed phase 5.</p>

Precision Teaching was carried out with 2 children – one maths and one reading. Child 1 reading: reading 100 high frequency words. A word list was provided by the class teacher at the beginning of tutoring. The student could read 50 of these words at the start of tutoring but by the end she could read all of the words and understand most words and use them to make correct sentences.

Child 2 maths. At the start, they were struggling to work with any number over 2 digits. By the end, they could confidently name and write 4 digit numbers and understand value of each digit.

The impact of the supporting phonic reading groups and DSR will be seen in the end of year data.

Appendix 1

WCPM = Word Count Per Minute

RA = Reading Age

Year Group	Pupils (Active)	Tutoring Sessions (Per Pupil)	Stories Completed (Per Pupil)	Stories Per Session (Per Pupil)	WCPM: Start	WCPM: Latest	WCPM: Improvement	RA Start	RA Latest	RA Improvement
All	58	24.2	6.3	0.3	95.8	126.9	+31.1	7:11	9:7	+1:8
3	13	24.9	5.8	0.2	89.1	110.4	+21.3	7:7	8:9	+1:2
5	21	24.7	6.7	0.3	91.6	134.1	+42.4	7:9	9:10	+2:1
6	24	23.0	6.4	0.3	106.6	136.2	+29.5	8:6	10:2	+1:6

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Lightning Squad	FFT

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
Our service pupil premium funding was spent last year 2022-2023 providing ELSA/welfare team support for key service children.
<b>The impact of that spending on service pupil premium eligible pupils</b>
The funding has helped to support the key service children where appropriate. Teachers and support staff reported improvements in wellbeing amongst these pupils where this support has been provided.