

Pupil premium strategy statement 2023-2026

This statement details our school's use of pupil premium funding for 2023-2024 (and recovery premium for the 2023 to 2024 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	Portsdown Primary School and Early Years
Number of pupils in school	353
Proportion (%) of pupil premium eligible pupils	51.9% (192 pupils) (July 2023)
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024 (interim reviews completed December 2023, February 2024, May 2024 and June 2024)
Statement authorised by	Ash Vaghela
Pupil premium lead	Darran Cowell
Governor lead	Peter Griffiths until January 2024/Tracey Blades from November 2023 until present

Funding overview

Detail	Amount
Pupil premium funding allocation (financial year)	£267,720
Recovery premium funding allocation (financial year)	£28863
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£284,053

Additional information and funding overview for nursery

Detail	Amount
Number of pupils in nursery who are eligible for early years pupil premium (Butterflies room age 3-4)	20
Pupil premium funding allocation (financial year)	£ 7068

Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 7068

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 (and at the nursery for those where applicable) despite any additional challenges they may face. Our aim is to improve outcomes for our disadvantaged children 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 2023-2024 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	Our assessments show that disadvantaged pupils often have low attainment on entry in Reading, Writing and Maths.
2	Our assessments, observations and discussions with pupils, show that disadvantaged pupils’ vocabulary and early language skills are often poorer on entry into the Early Years Foundation Stage than their peers
3	Children’s Social, Emotional and Mental Health can be a barrier to pupil premium children accessing their learning based on our assessments, observations and discussions with disadvantaged pupils.
4	Our assessments, observations and discussions with pupils, show that disadvantaged pupils can lack support with early reading at home

5	The attendance of disadvantaged pupils is lower than non-disadvantaged pupils, both in terms of overall attendance as well as persistent absentees (<90%). This is in line with the national picture on attendance for these groups.
6	Our assessments, observations and discussions with pupils, show that there can be limited life experiences/cultural capital for pupils eligible for pupil premium.
7	Our assessments, observations and discussions with pupils, show that there is often reduced parental engagement for pupils eligible for pupil premium compared to their non-eligible peers.

In addition to the challenges referred to in the table above, there are additional challenges based upon the level of deprivation in the areas where the children live.

N.B: This information was provided by the Education Information and Performance Team at Portsmouth City Council (December 2023).

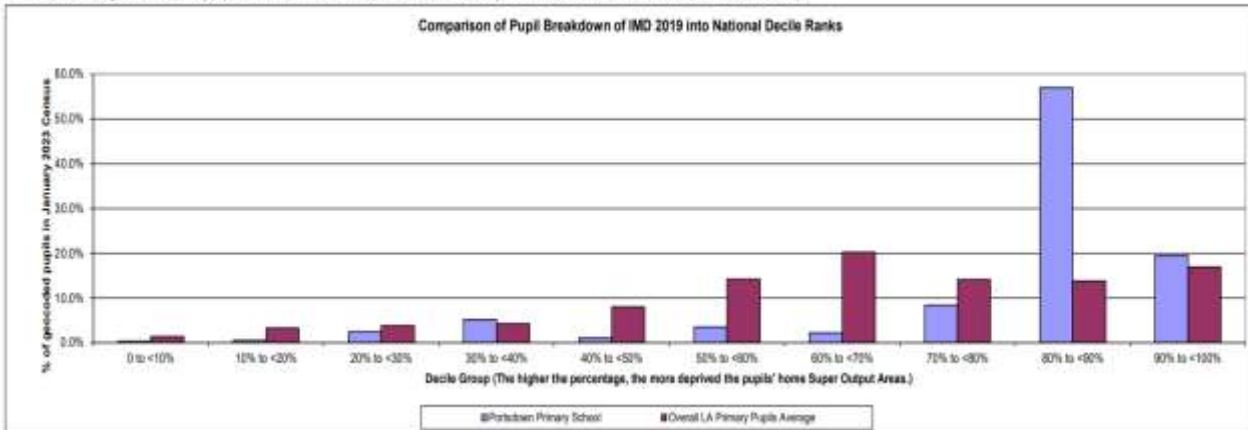
Overview of Index of Multiple Deprivation (IMD) analysis shows that, compared to IMD scores at national Lower Super Output Area (LSOA) level, Portsdown Primary School's level of deprivation can be graded as 'A' (between the 75th and 95th percentiles - much more deprived than average).

Comparing national decile bands, where pupils living in LSOAs in the 90%-100% range are from the most deprived 10% nationally, 19.5% of Portsdown Primary School pupils came from the 10% most deprived LSOAs (the 90% to <100% band). Based upon the LSOAs where Portsdown Primary School's geocoded city pupils live, an average of 20% of households live below 60% of median income (city primary pupil LSOA average = 15%, National LSOA average = 13%.)

- 78% of Portsdown Primary School's pupils live within LSOAs ranked as within the worst 25% nationally (city primary norm is 2%).
- 77% of Portsdown Primary School's pupils live within LSOAs ranked as within the worst 25% locally (city primary norm is 33%).
- 3% of Portsdown Primary School's pupils live within LSOAs ranked as within the best 25% nationally (city primary norm is 7%).
- 9% of Portsdown Primary School's pupils live within LSOAs ranked as within the best 25% locally (city primary norm is 21%).

School Decile groupings

The chart below categorises the Lower Super Output Areas that your pupils are mapped to, into national decile (10%) groupings, with the LA primary phase data as a comparison. For example, 14% of geocoded LA primary pupils came from the 10% least deprived LSOAs in the country, whilst 17% came from the 10% most deprived LSOAs nationally.



When looking at the Acorn, 3 main household types are identified for the children and the families of Portsdown Primary School.

N.B: Acorn is a nationally scaled system of mapping the concentrations of particular types of people derived from the statistical treatment of census data, marketing and lifestyle data by postcode. It is updated annually and defines 17 different groups and 62 residential types.

The most common Acorn type for the school is 42. This household is defined as: Financially Stretched. Striving Families: Struggling young families in post-war terraces. Mostly terraced houses, these streets generally contain families and single parents. There are more children here than in the average street. There is a mix of owner occupiers and a high proportion who rent social housing. Some housing may have been council properties purchased under right to buy. Jobs are more likely to be skilled, semi-skilled or routine. Unemployment might be slightly above the average. Some will have been refused credit. This consists of 93 pupils (25.2% of Geocoded pupils from this school that lived within the city). Nationally, this Acorn type makes up 1.9% of the UK.

The second most common Acorn type for the school is 57. Urban Adversity/. Difficult Circumstances: Social rented flats, families and single parents. The vast majority of these people live in purpose-built flats and older tenement buildings, mostly rented from the council or housing associations. The population includes many young people and school age children with young parents. Unemployment is about the national level and there will be high numbers claiming benefits. Those that are working are in routine manual, office, or retail occupations and overall income levels are low. This consists of 63 pupils (17.1% of Geocoded pupils from this school that lived within the city).Nationally, this Acorn type makes up 1.4% of the UK.

The third most common Acorn type for this school is 44. Financially Stretched. Striving Families: Post-war estates, limited means. These streets are made up of families, single parents, and some who are separated or divorced. Many will be renting smaller two or three bedroom houses, often terraced, often post-war, from a social housing provider, but some will own their homes. For those in employment jobs are in skilled or semi-skilled manual work or clerical or administrative jobs. The proportion claiming benefits is well above the average. This consists of 31 pupils (8.4% of Geocoded pupils from this school that lived within the city).Nationally, this Acorn type makes up 2.1% of the UK.

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
Attainment in Reading at the End of Year 6 (EOY6)	Attainment will have closed compared to the national averages in Reading for non-disadvantaged pupils from a gap of 21.4% in 2023 to within 5% of non-disadvantaged pupils by July 2026.
Attainment in Writing at the EOY6	Attainment will have closed compared to the national averages in Writing for non-disadvantaged pupils from a gap of 17.4% in 2023 to within 5% of non-disadvantaged pupils by July 2026.
Attainment in Maths at the EOY6	Attainment will have closed compared to the national averages in Maths for non-disadvantaged pupils from a gap of 13% in 2023 to within 5% of non-disadvantaged pupils by July 2026.
Pupils have a range of cognitive strategies to draw upon, understanding how best to apply these to improve their learning, including when faced with challenging tasks.	<p>Pupils display a range of taught cognitive strategies relevant to their age and level of understanding.</p> <p>Lesson observations show that pupils think critically to choose the most effective strategies to support their own learning.</p> <p>As a result of most pupils using cognitive and metacognitive strategies effectively, they make accelerated progress.</p>
Maintaining the improvements in attainment for Year 1 pupils in the Phonics Check.	Percentage of children passing the phonics check in Year 1 will be in line or above the National Average.
Continued improvement in the attendance figures for disadvantaged pupils.	Attendance for disadvantaged pupils will be in line with non-disadvantaged pupils, including for persistent absence. For the 2022-2023 academic year, absence for disadvantaged pupils was 1% lower (92.26% compared to 93.36%) in school for 2022-2023.
Children and families receive high-quality pastoral support.	<p>Children and families who require additional support, report that they have received timely and high-quality pastoral support.</p> <p>Sustained high levels of wellbeing are demonstrated by:</p> <ul style="list-style-type: none"> • Qualitative data from pupil voice, pupil and parent surveys and teacher observations. • An increase in participation in enrichment activities, particularly among disadvantaged pupils. • School's internal data shows decreasing levels of difficulty over time, for example, where support is provided for a child who is at risk of permanent exclusion, the number of incidents recorded reduce over time. • Targeted external support is accessed and benefiting pupils and their families.

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: £ 17,000

Activity	Evidence that supports this approach (links to documents where evidence has been taken from are included)	Challenge number(s) addressed
<p>Continuing Professional Development (CPD) for Teachers and TAs (focusing on the teaching of writing, maths and reading) , including through the provision of CPD:</p> <p>English CPD from ThinkTalk (Leah Crawford);</p> <p>Maths CPD from Solent Maths Hub;</p> <p>Reading CPD as part of the Destination Reader approach, leading to fidelity to a Portsdown Primary School and Early Years approach to the teaching of guided reading using Destination Reader best practice;</p> <p>Continued CPD as part of the Springhill English Hub (with a focus on phonics);</p> <p>Continuation of the Computer Digital Champion programme;</p> <p>Science: Ogden Trust CPD;</p> <p>Support networks for individual subject leaders and cluster groups.</p> <p>Second year of the 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>Priority Education Investment Area (PEIA) support and involvement from the school e.g. the Leading Oracy Programme led by Dr Laura Kerslake and Dr Jim Rogers (Sigma Training School (part of Delta Education Trust), alongside <u>South Central Teaching School Hub</u>) and PACE+ (Trauma-Informed) Approaches for Everyone’s Wellbeing course (Ian Hunkin).</p> <p>Bespoke assessment of writing in KS2 from Sarah Hilditch (School Improvement</p>	<p>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. (Education Endowment Foundation’s [EEF] Guide to Pupil Premium)</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>Schools should focus on developing teaching practice over a sustained period to drive meaningful change in their setting (using a 5 a-day approach).</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Reading Framework 2023 (DfE): Summary of key findings at: https://www.risingstars-uk.com/blog/july-2023-(1)/key-takeaway-from-the-revised-reading-framework</p> <p>The framework provided evidence about the importance of:</p> <p>Understanding the difference between questioning in the reading English lessons to drive thinking and discussion or to assess. More emphasis on promoting discussion rather than teaching limited objectives – for example ‘we are learning to infer.’</p>	<p>1, 2 and 3</p>

<p>Advisor): 2 days focused on targeted support for individual children and year groups. Grammar professional development via school local network</p>	<p>Experienced readers draw on and use a variety of strategies all the time, not just one in isolation.</p>	
<p>Embedding of the Hampshire Inspection and Advisory Service's (HIAS) Scheme of Learning for Maths with additional support from the Solent Maths Hub.</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. This is Year 2 of the implementation of the HIAS scheme into Portsdown Primary School and Early Years.</p> <p>School plans to maximise teaching quality may include:</p> <ul style="list-style-type: none"> • improving literacy and mathematics outcomes • securing effective professional development • using diagnostic assessment to address learning gaps <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support</p>	1
<p>Continuing to embed the Little Wandle Letters and Sounds planning and resources with additional daily reading sessions from nursery to Year 2 (with Rapid Catch Up provided for the children who do not achieve the phonics check score at the end of Key Stage One[KS1]). N:B: KS1 is by the end of Year 2. Additional texts to support Rapid Catch Up have been purchased, with additional training and support provided to Key Stage 2 (KS2) practitioners who undertake the programme. NB: KS2 is from Year 3 to the end of Year 6. The Little Wandle Fluency programme has also been purchased and is being used to support the children's fluency once they have completed the phonics programme.</p>	<p>Rigorous phonics instruction can add 5 months additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</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>Continuing to embed the Mastering Number approach from Reception (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. This is the third year of implementation and will allow for an analysis to be undertaken for the children who have completed the programme since Year R.</p>	1

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning>

Targeted Academic Support

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>The use of the recovery premium to employ a member of staff (unqualified teacher) who will be supernumerary in order to deliver targeted interventions for identified pupils. As an example, Little Wandle Fluency lessons will be delivered to identified pupils in Year 6 while they will also support interventions in Year 1 for small groups and individuals.</p>	<p>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> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>In an article in Schools Week, reporting National Foundation for Educational Research/Ofsted’s research into tutoring, it stated: “Ofsted said schools without a “clear” tutoring strategy or “positive culture” of tutoring tended to use the tuition partners route for online tutoring. Some of the “weakest” tutoring was provided remotely.</p> <p>In these cases, school leaders saw tutoring as a “bolted-on addition to their curriculum offer” and tutors had “little or no communication with school staff to discuss pupils’ starting points”.</p> <p>Pupils were also less likely to enjoy it, and many tutors relied on pupils telling them about the gaps in their knowledge.</p> <p>Ofsted said another reason for weaknesses in tutoring sessions was schools using external agencies that were “not aware of, or following, the school’s curriculum”.</p> <p>“Pupils, therefore, were receiving a disconnected series of learning experiences and pedagogical approaches.”</p> <p>Communication between teachers and external tutors tended to be better when tutoring was provided in person. But “good and clear communication” generally only happened when the tutor was employed as a member of school staff. “ https://schoolsweek.co.uk/just-1-in-6-schools-commit-to-keep-tutoring-when-cash-runs-out/</p>	<p>1, 2 and 4</p>
<p>TAs to deliver high quality interventions, for example, phonics interventions using</p>	<p>EEF toolkit states that phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading</p>	<p>1, 2, 3 and 4</p>

<p>Little Wandle Rapid Catch Up and Precision Teaching. Targeted academic support within class.</p>	<p>skills, particularly for children from disadvantaged backgrounds - high impact for very low cost based on extensive evidence.</p> <p>From EEF toolkit - Teaching Assistant interventions - moderate impact for moderate cost based on moderate evidence. Teaching assistants can provide a large positive impact on learner outcomes, however, how they are deployed is key. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</p> <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"> • Teaching Assistant interventions can add an additional 4 months progress. • Oral Language Interventions and Reading Comprehension Strategies can secure and add an additional 6 months progress: for example the use of Little Wandle Fluency and Daily Supported Reader. • Social and Emotional Learning can add an additional 4 months progress. <p>These are supported by the EEF's Teaching and Learning Toolkit</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Reading Framework 2023 (DfE): Developing fluency – as pupils gain fluency, their motivation increases: they start to enjoy reading more and are willing to do more of it. Both accuracy and speed are essential to be a fluent reader. Summary of key findings at: https://www.risingstars-uk.com/blog/july-2023-(1)/key-takeaway-from-the-revised-reading-framework</p>	
<p>Release time for leadership, 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 allows the curriculum to be continued to be developed to meet children's needs.</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) to be continued to be provided with additional one-to-one and small group</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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1</p>

intervention, including the use of Early Talk Booster.	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. This approach is also used for Caterpillars (although no additional funding is provided for these children).	
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Wider Strategies

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium lead being a member of the SLT and also part of the Full Governing Body (FGB) to support the FGB to analyse the impact of the spend and in ensuring that the strategy remains a high focus in the school.	‘...both Ofsted and experts have identified some common traits to those that use the funding well and these are usually reflective of a good school in general. A strong governing body with a high awareness of the Pupil Premium and how it is spent is key.’ ‘Governors will be expected to show that they are aware of the importance of this spending and have robustly questioned how senior leadership are dealing with any variations in achievement between different groups.’ https://thirdspacelearning.com/blog/pupil-premium-ofsted/#9-ofsted-amp-pupil-premium-what-to-avoid-	1 to 7
Pastoral team support children’s Social Emotional and Mental Health (SEMH) needs, including 2 Learning Mentors, 1 Pastoral Worker and an ELSA to continue to be employed to support children’s SEMH needs. (NB: From the start of the Summer Term, this changed to 1 Learning Mentor, 2 Pastoral Workers and an ELSA.)	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school can lead to an additional 4 months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	3, 5 and 7
The strategic development of a reading strategy in order to support the nurturing of positive reading habits within the school.	Reading Framework 2023 (DfE): Summary of key findings at: https://www.risingstars-uk.com/blog/july-2023-(1)/key-takeaway-from-the-revised-reading-framework The framework provided evidence about the importance of: <ul style="list-style-type: none"> ...the SSP programme and reading books which match pupils’ progression in phonics. Developing a reading for pleasure culture requires schools to have a strategic approach which will nurture reading habits. Core strategies could include: adults reading aloud regularly in class; informal book talk; encouraging library use; providing time to read and sociable reading environments. 	1, 2 and 4

	<ul style="list-style-type: none"> • Pupils should have opportunities to choose books that appeal to them – choice as a motivator. • The main thread that runs throughout the revised reading framework is that reading more -increasing reading miles- and wanting to read more is exactly what pupils need to do to become readers. 	
Attendance Officer to promote attendance and work with families to remove barriers with support from named member of the Senior Leadership Team and named Governor. Closer links to the Local Authority Attendance Team to be created and maintained by the school.	<p>Good attendance is linked to good achievement and can improve outcomes for disadvantaged pupils (EEF). https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</p> <p>Data highlights that children eligible for free school meals are more likely to be absent or persistently absent. For example. In 2021/22, 37.2% of pupils eligible for free school meals were persistently absent compared with 17.5% of pupils who were not eligible (Long and Danechi, 2023) Reported in https://cypmhc.org.uk/wp-content/uploads/2024/04/CentreforMH_NotInSchool.pdf</p>	5 and 7
Home Family Link Worker to continue to work with more vulnerable families	<p>Parental engagement for families can add an additional 4 months progress. More importantly, working with families needing support supports effective safeguarding of pupils https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3, 5 and 7
Work to tailor the school communications to encourage positive dialogue about learning	<p>Parental engagement for families can add an additional 4 months progress. There is some evidence that personalised messages linked to learning can promote positive interactions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	7
Working on ways to support home learning and it being of a high quality, for example, through providing practical strategies with tips, support, and resources to assist learning	<p>Parental engagement for families can add an additional 4 months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	7
Subsidising Trips and Visitors to enrich children’s learning experiences (with these opportunities carefully considered and planned to ensure they have a positive impact on the curriculum experienced by the children).	<p>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 the nursery and then into the primary school.</p>	1, 2, 3 and 6
Providing children in the Early Years Foundation Stage (EYFS) toothbrushes and toothpaste each term in nursery and supporting to	<p>People living in deprived communities consistently have poorer oral health than people living in richer communities. Children (at the age of 5) living in the most deprived areas of the country were almost 3 times as likely to have</p>	5

<p>brush teeth in Year R. Dental nurses to attend school to train and support staff with the brushing of teeth.</p>	<p>experience of dentinal decay (35.1%) as those living in the least deprived areas (13.5%).</p> <p>In 2019, tooth decay affected a quarter of 5 year olds in England. Tooth decay was the most common reason for hospital admissions in children aged six to ten. Dental treatment under general anaesthesia (GA), presents a small but real risk of life-threatening complications for children.</p> <p>https://www.gov.uk/government/statistics/oral-health-survey-of-5-year-old-children-2022/national-dental-epidemiology-programme-ndep-for-england-oral-health-survey-of-5-year-old-children-2022</p>	
<p>Music lessons provided by Portsmouth Music Service for all children in Year 4</p>	<p>To support children who may not have the resources to allow them to have music lessons.</p> <p>In terms of the value of music education, young people, parents and teachers alike cited a wide range of benefits, including improvements to pupils' wellbeing and confidence and the positive impact it has on wider studies, including improving literacy, language and communication skills. Music education Report on the call for evidence conducted February – March 2020, published by the Department for Education (DfE) August 2021.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1006059/Report_on_the_call_for_evidence_on_music_education.pdf</p>	6
<p>Support fund available to help vulnerable families with uniform, school trips, food (including Breakfast Club) and emergency transport</p>	<p>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. As examples, The British Nutrition Foundation refer to the negative impact on a child's attendance and behaviour</p> <p>https://www.nutrition.org.uk/news/2023/no-child-should-go-hungry-british-nutrition-foundation-and-magic-breakfast-partner-to-investigate-the-link-between-breakfast-and-children-s-health-and-wellbeing/#:~:text=Research%20shows%20that%20breakfast%20can,attendance%20and%20behaviour%20in%20class., while the Children's Society report (The Wrong Blazer 2020) found that, with regards to school uniform, '[their] survey showed that nearly a quarter (23%) of parents said that the cost of school uniform had meant their child had worn ill-fitting, unclean or incorrect uniform. Wearing the wrong uniform can lead to children being bullied, feeling left out or even being excluded from school, through no fault of their own.'</p> <p>https://www.childrensociety.org.uk/information/professionals/resources/the-wrong-blazer</p>	1, 3, 5 and 7

Total budgeted cost: £317,000

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:</p> <p>2022: School Attainment All: 53% School Attainment disadvantaged: 46% National Attainment All: 74% Disadvantaged pupils' progress score -2.7 SEN progress score -5.5</p> <p>2019: 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>2023: 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>
<p>Progress in Writing</p>	<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>2022: 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>2019: School Attainment All: 71% School Attainment disadvantaged: 72% National Attainment All: 78%</p>	<p>2023: 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>2022: 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>2023: 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>2019: 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>2023: 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>2022: 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>2019: 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. 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>2023 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"> 1. Running Fischer Family Trust (FFT) Lightning Squad Interventions FFT Tutoring with the Lightning Squad - FFT 2. Little Wandle Rapid Catch Up Interventions – Daily intervention 3. Precision Teaching Precision Teaching – An Introduction – Cabot Learning Foundation (CLF) Professional Development Platform 4. Little Wandle Phonics Reading with groups – Daily intervention 5. Daily Supported Reader (DSR) Daily Supported Reading Programme (DSR) - Year 1, Hackney Services for Schools 6. In class support <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</p>

		<p>house staff with continue with this intervention for all children who have not completed phase 5.</p> <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.</p> <p>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.</p> <p>The impact of the supporting phonic reading groups and DSR will be seen in the end of year data.</p>
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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	+21.1	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	+1:8

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: How our service pupil premium allocation was spent last academic year</i>
Our service pupil premium funding was spent last year 2022-2023 providing ELSA/welfare team support for key service children.
The impact of that spending on service pupil premium eligible pupils
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.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes for 2023-2024

Intended outcome	Success criteria by July 2024	Progress toward Success Criteria in 2023-2024
Progress in Reading		
Progress in Writing		
Progress in Maths		
Improved attainment for Year 1 pupils in the Phonics Check.		
Improved attendance figures for disadvantaged pupils.		

<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 an unqualified teacher to work as a full-time tutor within school. They have been employed to work alongside children both in the classroom and in small intervention groups.</p> <p>They started in Autumn 2.</p>	<p>Little Wandle Fluency: In Year 6, 4 children have progressed so that they no longer require the intervention (Dec 2023).</p>
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