

Pupil premium strategy statement 2023-2026

This statement details our school's use of pupil premium funding for 2024-2025 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	355
Proportion (%) of pupil premium eligible pupils	51.0% (181 pupils 2.11.24)
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Ash Vaghela
Pupil premium lead	Darran Cowell
Governor lead	Tracey Blades

Funding overview

Detail	Amount
Pupil premium funding allocation (financial year)	£273,580.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£273,580.00

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)	14
Pupil premium funding allocation (financial year)	£5538.60
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£5538.60
Total for nursery and school	£279,118.60

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 vision is for every child to love learning, be compassionate and achieve now and in the future. Working together with our communities, we will give our children roots to grow and wings to fly. As a fundamental part of this vision we aim 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.

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 and their families.
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.
8	Our assessments, observations and discussions with pupils, show that there can be a gap between the number of children eligible for pupil premium who show readiness for school at the start of Year R, including with regards to oracy, compared to their non-pupil premium 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 2024).

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).

Portsdown Primary School's IMD pupil-based score is 37.1 (the LA pupil-based primary average is 29.6 and the average for LSOAs nationally is 21.7).

Comparing national decile bands, where pupils living in LSOAs in the 90%-100% range are from the most deprived 10% nationally, 18.8% of Portsdown Primary School pupils came from the 10% most deprived LSOAs (the 90% to <100% band). This is 2 percentage points more than the overall LA geocoded primary pupil level.

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%.)

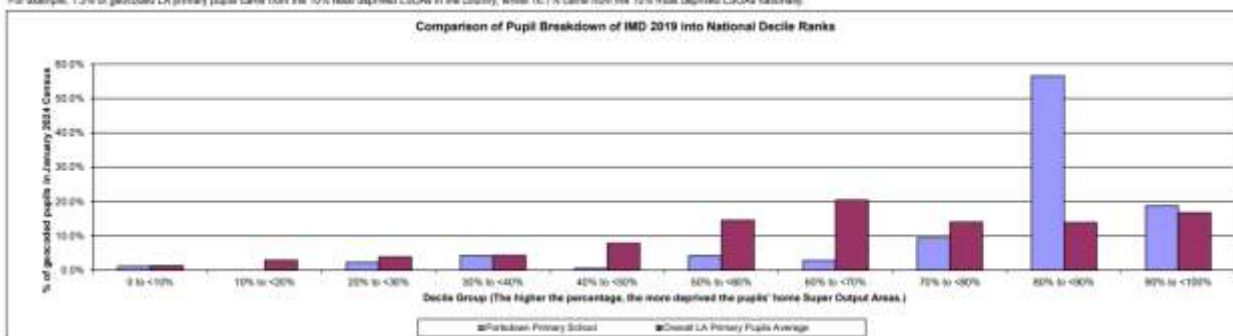
Based upon the LSOAs where Portsdown Primary School's geocoded city pupils live, an average of 14% of the working population are involuntarily excluded from the world of work (city primary pupil LSOA average = 10%, National LSOA average = 10%.)

Using the School Census January 2024, Portsdown Primary School is ranked 5th out of 47 primary schools (with 1 being the most deprived) in Portsmouth City Council based on the percentage of pupils eligible for free school meals.

Proportion of school's NOR living within the worst 25% of Lower Super Output Areas nationally (& primary phase % for city)	77%	(41%)
Proportion of school's NOR living within the worst 25% of Lower Super Output Areas locally (& primary phase % for city)	75%	(33%)
Proportion of school's NOR living within the best 25% of Lower Super Output Areas nationally (& primary phase % for city)	3%	(7%)
Proportion of school's NOR living within the best 25% of Lower Super Output Areas locally (& primary phase % for city)	8%	(20%)

NOR (number on role)

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, 1.3% of geocoded LA primary pupils came from the 10% least deprived LSOAs in the country, whilst 16.7% 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 and Early Years.

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 22 different groups and 64 residential types.

The most common Acorn type for this school is 52. Category 5: Stretched Society Group R: Hard-Up Households: Socially renting families in terraces. The majority of this type are larger families, who typically rent their terraced house from the council or local authority. Their homes usually have two or three bedrooms, which can leave these families squeezed for space. Incomes are well below the average in the UK and the level of benefits claimants is relatively high. This consists of 68 pupils (19.1% of Geocoded pupils from this school that lived within the city). Nationally, this Acorn type makes up 2.4% of the UK.

The second most common Acorn type for this school is 61. Category 6: Low Income Living Group U: Challenging Circumstances: Socially rented flats, singles and pensioners. Single people of all ages are typically found in these small flats, which are usually rented from the council or social housing provider. The properties in this type will tend to be mid-rise and high-rise buildings in towns across the UK. Income levels are amongst the lowest in the UK and the numbers claiming benefits is significantly above the national average. This consists of 56 pupils (15.7% of Geocoded pupils from this school that lived within the city). Nationally, this Acorn type makes up 2.4% of the UK.

The third most common Acorn type for this school is 37. Category 4: Steadfast Communities Group M: Family Renters: Restricted residents, socially renting. These neighbourhoods are typically made up of families living in semi-detached or terraced houses. There is a mix of tenures between those who are homeowners and those who are in social housing, renting from the council or local authority. Income levels are typically in line with the average in the UK. This consists of 51 pupils (14.3% of Geocoded pupils from this school that lived within the city). Nationally, this Acorn type makes up 2.6% 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.

<p>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>	<p>Pupils display a range of taught cognitive strategies relevant to their age and level of understanding. Lesson observations show that pupils think critically to choose the most effective strategies to support their own learning. As a result of most pupils using cognitive and metacognitive strategies effectively, they make accelerated progress.</p>
<p>Maintaining the improvements in 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 or above the National Average.</p>
<p>Continued improvement in the attendance figures for disadvantaged pupils.</p>	<p>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.</p>
<p>Children and families receive high-quality pastoral support.</p>	<p>Children and families who require additional support, report that they have received timely and high-quality pastoral support. 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: £ 150,000

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 Portsmouth City Council, including staff meetings and individual training opportunities online and face-to-face.</p> <p>Maths CPD from Solent Maths Hub;</p> <p>Continuation of 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>Third 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</p> <p>Bespoke assessment of writing in KS2 from Sarah Hilditch (School Improvement Advisor): 2 days focused on targeted support for individual children and year groups.</p> <p>Continuation of grammar teaching professional development via school local network.</p> <p>Supporting pupils with SEN in the classroom participation by one teacher (6 sessions plus follow-up to the rest of the the school)</p> <p>Oracy training e.g. Supporting Early Language for TAS in EYFS/Year 1</p> <p>Fluency in Action training for TAS to support Years 4-6.</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):</p> <p>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.</p> <p>More emphasis on promoting discussion rather than teaching limited objectives – for example ‘we are learning to infer.’ Experienced readers draw on and use a variety of strategies all the time, not just one in isolation.</p>	<p>1, 2 and 3</p>

Activity	Evidence that supports this approach (links to documents where evidence has been taken from are included)	Challenge number(s) addressed
<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]).</p> <p>N:B: KS1 is by the end of Year 2.</p> <p>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.</p> <p>NB: KS2 is from Year 3 to the end of Year 6.</p> <p>The Little Wandle Fluency programme is now in its second year (with its first full year as an intervention programme combined with its use in Year 2 and 3 as part of guided reading.)</p> <p>Additional books have been purchased. The programme 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.</p> <p>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

Activity	Evidence that supports this approach (links to documents where evidence has been taken from are included)	Challenge number(s) addressed
Continuing to embed the Mastering Number approach from Reception (Year R) to Year 2, with additional support for teachers new to the programme provided by the Maths Hub.	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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	1
Number Sense Maths' Times Tables Fluency training and implementation in KS2.	Schools taking part in the two-year pilot increased their average Multiplication Times Tables Check (MTC) scores from 19.9 out of 25 before using the programme, to 22.8 out of 25. (This is the check taken at the end of Year 4 by all pupils nationally to assess their ability to rapidly recall their times tables.) https://numbersensematics.com/ttf	

Targeted Academic Support

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>TAs to continue to deliver high quality interventions, for example, phonics interventions using Little Wandle Rapid Catch Up; Little Wandle Fluency; and Precision Teaching.</p> <p>TAs trained to undertake Little Wandle SEND intervention on a 1:1 basis and Phonics in Action to small groups (priority education investments areas PEIA supported programme)</p> <p>Targeted academic support within class.</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 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>1, 2, 3 and 4</p>

Activity	Evidence that supports this approach (links to documents where evidence has been taken from are included)	Challenge number(s) addressed
Release time for leadership (with specific subjects in focus – science in the Autumn Term and computing in the Spring Term for example), CPD and for termly pupil progress meetings that focus on disadvantaged pupils	<p>Releasing teachers and phase leaders for Pupil Progress meetings allows disadvantaged pupils to be discussed and required support to be put in place. This approach is replicated across nursery (Caterpillars and Butterflies) and from Year R to 6.</p> <p>Leadership release time for subject leaders allows the curriculum to be continued to be developed to meet children's needs.</p> <p>By 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 children.</p>	1 – 5
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 intervention, including the use of Early Talk Booster.	<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>NB: The approach is used for all children who are off track or significantly off track rather than waiting for the funding confirmation.</p>	1

Wider Strategies

Budgeted cost: £150,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>The Unity Research School's research into effective pupil premium provision, states that the Pupil Premium Strategy Lead needs to sit on the Senior Leadership Team meetings.</p> <p>'...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.'</p> <p>https://thirdspacelearning.com/blog/pupil-premium-ofsted/#9-ofsted-amp-pupil-premium-what-to-avoid-</p>	<p>1 to 8</p>
<p>Pastoral team support children's Social Emotional and Mental Health (SEMH) needs, including 1 Learning Mentors, 2 Pastoral Workers and an Emotional Literacy Support Assistant (ELSA) to continue to be employed to support children's SEMH needs.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school can lead to an additional 4 months progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3, 5, 7 and 8</p>
<p>The continued strategic development of a reading strategy in order to support the nurturing of positive reading habits within the school. A focus on the children's ability to independently select appropriate books for their reading abilities to be developed.</p>	<p>Reading Framework 2023 (DfE):</p> <p>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> <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. • 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. 	<p>1, 2 and 4</p>

<p>Attendance Officer to continue 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 fostered and maintained by the school.</p>	<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>	<p>5, 7 and 8</p>
<p>Activity</p>	<p>Evidence that supports this approach (links to documents where evidence has been taken from are included)</p>	<p>Challenge number(s) addressed</p>
<p>Home Family Link Worker to continue to work with more vulnerable families</p>	<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>	<p>3, 5, 7 and 8</p>
<p>Continue to work to tailor the school communications to encourage positive dialogue about learning</p>	<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>	<p>7</p>
<p>Continue to work 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>	<p>Parental engagement for families can add an additional 4 months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>7</p>
<p>Continuing to subsidise Trips and Visitors (and searching for funding to support the visits). This is 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>	<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>	<p>1, 2, 3 and 6</p>

Activity	Evidence that supports this approach (links to documents where evidence has been taken from are included)	Challenge number(s) addressed
<p>To continue to provide children in the Early Years Foundation Stage (EYFS) toothbrushes and toothpaste each term in nursery and supporting to brush teeth in Year R. Dental nurses to attend school to train and support staff with the brushing of teeth.</p>	<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 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>5 and 8</p>
<p>To continue to provide a 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.childrenssociety.org.uk/information/professionals/resources/the-wrong-blazer</p>	<p>1, 3, 5 and 7</p>

Total budgeted cost: £390,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes for 2023-2024

Please also see [Recovery Premium Funding Additional Information Appendix 1](#)

Intended outcome	Success criteria by July 2026	Progress toward Success Criteria in 2023-2024
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.	40% of disadvantaged children achieved the expected standard in reading in 2024. Non-disadvantaged national was 79% in 2024. This is a gap of 39%
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.	43% of disadvantaged children achieved the expected standard in writing in 2024. Non-disadvantaged national was 78% in 2024. This is a gap of 35%
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.	57% of disadvantaged children achieved the expected standard in maths in 2024. Non-disadvantaged national was 79% in 2024. This is a gap of 22%

Intended outcome	Success criteria by July 2026	Progress toward Success Criteria in 2023-2024
<p>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>	<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>	<p>OFSTED review in March confirmed that the support of the 5 a day has led to a developed teaching and learning pedagogy.</p> <p>Ofsted quote: Teachers plan well-structured lessons which enable pupils with special educational needs and/or disabilities (SEND) to achieve well.</p> <p>OFSTED quote: Disadvantaged pupils, including those with SEND gain increasing fluency and independence when reading.</p>
<p>Maintaining the improvements in 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 or above the National Average.</p>	<p>76.9% of children in Year 1 passed the phonics check. This was 3.4% lower than the national average of 80.3%.</p> <p>21.8% of this year group have SEND support compared to 14.1% for all primary pupils nationally.</p> <p>100% of children at the end of Year 2 (in 2023-2024) achieved the expected score for the phonics check. This was in the top 1% of schools nationally.</p>
<p>Continued improvement in the attendance figures for disadvantaged pupils.</p>	<p>Attendance for disadvantaged pupils will be in line with non-disadvantaged pupils, including for persistent absence for years 1-6.</p> <p>For the 2022-2023 academic year, absence for the school was 6.1% compared to 5.9% nationally. Disadvantaged pupils was 7.2% compared to non-disadvantaged</p>	<p>Attendance figures for 2023-2024 for the school show that absence was 5.7%, compared to 5.9% nationally. Disadvantaged pupils had an absence rate of 7% (an improvement of 0.6%). For non-disadvantaged pupils, they had an absence rate of 4.1% (an improvement of 0.5%). This means the gap has reduced by 0.1%.</p> <p>The persistent absence in 2023-2024 was 12.6% as a school compared to 16.2% nationally (19.7% of disadvantaged pupils were persistently absent compared to 4.1% of non-disadvantaged pupils. This was a gap of 15.6%). So while the disadvantaged persistently absent children decreased by 0.9% for non-disadvantaged pupils, it decreased by 8.2%.</p>

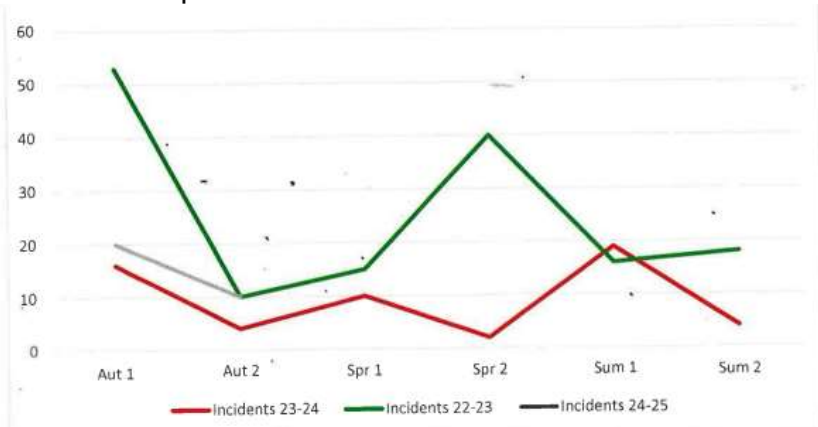
	<p>of 4.7%. This was a gap of 2.5%.</p> <p>The persistent absence in 2022-2023 was 16.7% as a school compared to 16.2% nationally (20.6% of disadvantaged pupils were persistently absent compared to 12.2% of non-disadvantaged pupils. This was a gap of 8.4%).</p>	<p>The school provided greater challenge for persistent poor attendance e.g. asking to see medical proof for non-attendance as well as support e.g. via meetings with the attendance officer and engagement on the school drive. However, as seen above, the impact for this has been less pronounced for pupil premium compared to their peers.</p>
Intended outcome	Success criteria by July 2026	Progress toward Success Criteria in 2023-2024
	<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 	<p>Positive verbal feedback from parents with any concerns being resolved or moved to senior leadership team level. Next steps for the welfare team is to find a suitable format to record this positive feedback.</p> <p>The Learning Mentor keeps records of support and records on safeguarding program (CPOMS).</p> <p>The Safeguarding Co-ordinator works closely with families and offers support as well as signposts families to access appropriate support.</p> <p>Welfare Team have trialled and now adapted the keeping of more detailed case studies for individuals (Pen Pictures) to complement the children's CPOMS and class work.</p> <p>As an example: Case study of a child and ongoing support received who when in Year 2 struggled with different situations which led to a part time table. Child was not accessing the curriculum fully. Child after Christmas began to attend school on a daily basis fully supported by the welfare team. Year 3: child daily meet and greet in welfare room and given choice of going into class or working in welfare room. As year progressed, child became more confident to go into class and participate although heavily supported by the welfare team. Year 4: child meet and greet at class door and allowed to go to welfare space if needed and supported back into</p>

exclusion, the number of incidents recorded reduce over time.

- Targeted external support is accessed and benefiting pupils and their families.

class. Regular brain breaks in welfare room to support child.
 Year 5: Child meet and greet. Has reward time in welfare room. Welfare team on hand but child accesses it as and when needed.

In addition, the mother of the child has also been supported via informal daily meetings alongside official meetings and support with signposting to outside agencies. This has helped the family and the child both in school and outside of school. The graph below shows the number of reported incidents on CPOMs for this child.



Internal data shows that the number of restraints reduced by 33% from 2022-2023 to 2023-2024 with the number of reasonable force incidents also reducing by 73% in the same period. This is due to the combined efforts of the school team to build upon and improve relationships and through restorative practice.

Action to gain pupil voice linked to well-being survey which the local Mental Health Support Team (MHST) have supported the development of.

The number of clubs increased in 2023-2024, with the addition of the boys' football, girls' football, Lego club and 2 chess clubs. 856 participants were involved over the six terms with an average of 142 registered children at a club each half-term (a number of children attended more than one club and the number of participants is the total over the year). 53.5% of the attendees were pupil premium children which is above the school's pupil premium percentage of 51%.

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
n/a	n/a

Service pupil premium funding (optional)

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**

Our service pupil premium funding was spent last year 2023-2024 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.

Recovery Premium Funding Additional Information Appendix 1

Tutoring: use of the recovery premium funding

NB: The use of the Recovery Premium's impact is included in the previous information. However, this appendix and additional information has been provided to detail where the money has been used to support the children and its impact.

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. They started in Autumn 2.

Interventions were needs based, identified and led by the tutor in consultation with the class teachers, SENDCo and key subject leaders (e.g. phonics and English subject leaders). The support of children was delivered with regularity and consistency of timetable for a sustained period of time. Intervention has supported the attainment, or progress towards attainment, for all pupils supported.

Maths Group – Year 5

Name	Spring Paper		Summer Paper		Improvement
	Arithmetic	PS + R	Arithmetic	PS+R	
PUPIL 1	4	3	12	20	YES - both
PUPIL 2	2	3	7	10	YES - both
PUPIL 3	2	4	6	10	YES - both
PUPIL 4	5	3	5	15	YES – reasoning

PUPIL 1 has improved greatly with his attitude towards maths. He struggles to concentrate at times but has grown in confidence when it comes to maths. He has recently started to ask for help when needed and realises that mistakes when working are not a bad thing. This is reflected well in his test scores from the spring and summer term. Despite his best efforts in completing the work, this is not balanced with his behaviour leading to being removed from group.

PUPIL 2 is extremely confident when it comes to maths. However, she struggled to understand what the question is asking or identifying key information within questions. She has been making steady progress throughout the year as reflected in her results.

PUPIL 3 listens well and is always willing to give the work a go (even if he doesn't fully understand). He works a lot better when an adult is nearby to give him emotional support/encouragement. PUPIL 3 also struggles to concentrate for longer periods of time and works best in small, short bursts with small brain breaks to help reduce the working memory demand.

PUPIL 4 has always tried her hardest with maths but sometimes struggles to concentrate and understand due to being SEN and EAL. She works very hard, will always ask for support and uses the resources available to support herself during lessons. However, she is easily distracted which can make retaining information very difficult.

Fluency Groups - Year 6

Name	November			December		
	Words per min	Accuracy	Fluency Level	Words per min	Accuracy	Fluency Level
PUPIL 5	109	100	7	105	100	7
PUPIL 6	107	99	7	113	99	8
PUPIL 7	109	100	7	124	100	Completed
PUPIL 8	110	100	7	101	100	7
PUPIL 9	108	92	7	102	100	7
PUPIL 10	102	97	7	132	99	Completed
PUPIL 11	102	98	7	102	100	7

Name	January			March		
	Words per min	Accuracy	Fluency Level	Words per min	Accuracy	Fluency Level
PUPIL 5	105	100	7	137	100	Completed
PUPIL 8	101	100	7	141	100	Completed
PUPIL 9	102	100	7	111	100	8

PUPIL 5 reads very quietly when asked to read out loud due to confidence issues. However, he has slowly grown in confidence and reads with a louder and clearer voice. He also reads quite fast and is prone to making mistakes but with encouragement will go back and re read sentences.

PUPIL 8 is a quick and highly fluent reader. She needs very little support when reading as she self-corrects when making a mistake. She reads in full sentences and uses her finger to guide herself when reading.

Name	March			June			SAT
	Words per min	Accuracy	Fluency Level	Words per min	Accuracy	Fluency Level	
PUPIL 9	111	100	8	86	100	4	From working below year 3 at end of Year 5 to Working Towards Standard shows good progress.
PUPIL 12	112	100	8	97	98	6	Scaled scores for reading were low to mid 80s at the end of Year 5 and into Year 6 but high 90s at end of Year 6. (Expected standard 100+)
PUPIL 13	110	99	8	113	100	8	

Originally, PUPIL 12 lacked confidence when reading in a small group and preferred to sit and listen to others read. However, over time her confidence has grown slightly to the point where she would offer to read out loud to the group. She reads accurately and with good prosody.

PUPIL 13 reads quickly and makes very little mistakes when reading. He reads with a loud, clear voice and is easy to understand. He enjoys talking about the story and predicting what could happen next.

PUPIL 9 reads extremely well with a loud, clear and expressive voice. She reads in full sentences and will always ask for support when reading an unknown word. She frequently will ask for definitions too to deepen her understanding of the text. She is a confident and accurate reader.

Fluency Groups – Year 5

Name	January			February		
	Words per min	Accuracy	Fluency Level	Words per min	Accuracy	Fluency Level
PUPIL 14	101	99	7	119	100	9
PUPIL 15	101	95	7	89	97	5
PUPIL 16	97	97	6	92	97	3

PUPIL 14 reads well and requires very little support. He reads with a loud and clear voice but will occasionally self-correct when misreading. He also has the ability to remember what happened previously and predict what may happen next.

PUPIL 15 is a fast and fluent reader. She reads quietly and softly but is highly accurate when reading. She does on occasion misread words or phrases but she will go back and re-read the sentence once she realises it does not make sense.

PUPIL 16 is a slow but highly accurate reader. She takes her time when reading to ensure that she knows what is happening, ensuring what she reads is purposeful. She appears to work better in the mornings as her recall ability is vastly better in the morning.

Name	March			May		
	Words per min	Accuracy	Fluency Level	Words per min	Accuracy	Fluency Level
PUPIL 17	84	98	4	100	100	7
PUPIL 18	84	100	4	94	100	5

PUPIL 17 lacked a lot of confidence when reading to begin with. She would stumble over her words a lot when reading aloud in group. However, over time she has gradually grown in confidence. She self corrects when reading and started reading with good expression. She is able to predict what happens in the story and link the story to real life.

PUPIL 18 reads with good expression to suit the text. She has some issues with her confidence as she doesn't like to be corrected. However, she has gotten better at self-correcting or pausing to decode unknown words. She also has started to re-read entire sentences if they do not sound right.

Mixed Fluency

PUPIL 19 is a highly accurate reader but will ask for support when struggling. He is very good at chunking longer words up to decode and will frequently ask for the meaning of unknown words. His confidence has improved as he will now read with a loud and clear voice in group settings.

PUPIL 20 has days where she feels extremely confident, and this is reflected well in her reading. She will make no mistakes and will even support her peers. However, she also has days where she lacks confidence and needs more support than usual. She is an extremely competent reader but her confidence and enthusiasm has a big impact on her ability at times.

PUPIL 21 originally lacked confidence when reading aloud but has since improved. He tends to read quietly and because of this it can be quite difficult to understand what he is reading. However, this has not affected his enthusiasm. He frequently offers to read to the group which is something he would not have done before hand.

PUPIL 22 is an accurate reader but reads slowly. He will chunk longer unknown words aloud and blends well. He rarely needs support when reading as he is good at chunking and problem solving when reading. He has a great memory of what he has read and can even recall small bits of information from the text.

PUPIL 23 will frequently ask for support when reading as she is afraid of misreading words. However, she does not need this support a lot of the time. She lacks confidence especially in group settings, but she reads beautifully when 1 on 1. She also has a good understanding of the storyline and is able to recall key points of the plot regularly.

Daily Supported Reader

PUPIL 2 has grown in confidence when it comes to reading, and this attitude has massively impacted her ability as well. She struggles to identify some of her phonics sounds when prompted to sound out longer words but very rarely needs support when reading smaller/ decodable words.

PUPIL 3 takes extra time to sound out some words, but his phonics skills have grown throughout the year. Really showing a growth with his reading. He started using the DSR programme to help apply his phonic knowledge and improve his fluency. He lacked a lot of confidence when it came to reading out loud but has massively improved and enjoys reading to adults.

PUPIL 4 takes extra time to process information due to being EAL and can take a little while to sound out words when reading. However, this does not affect her confidence when reading. **PUPIL 4** is always willing to give it her best shot and is not affected when misreading/mispronouncing words

PUPIL 24 started with the DSR programme to improve his confidence due to being PKS and behind compared to his peers. Since November he has improved massively when reading out loud and has slowly progressed through the DSR levels (8 to 15).

PUPIL 25 started the DSR programme to help improve his confidence with reading due to being EAL and PKS. His confidence has improved greatly with reading and he has started to self-correct when reading a word or sentence incorrectly. He also has started reading with good expression.

Little Wandle Rapid-Catch up

PUPIL 26 is currently completing the catch up phonics scheme (phase 2). He has recently started learning digraphs and trigraphs as part of the phonics scheme. He struggles to pronounce certain sounds and struggles to blend longer words without support. **PUPIL 26** initially started the DSR programme but struggled a lot as he was unable decode words.

PUPIL 27 is progressing as well as he can with the catch up phonics scheme and is currently on Phase 5. He has completed an entire phase of phonics and is beginning to identify some words by sight. He needs very little support to blend or identify sounds within any given word. He reads shorter words fluently and occasionally blends to support himself.

PUPIL 28 is a fluent reader but struggles to identify sounds and blend accurately. He is reluctant to take part but needs little support when reading. He can read most words by sight but struggles to stop for punctuation.

PUPIL 29 struggles to blend longer words but has begun sounding out in her head before reading aloud. She originally started to read quietly but has grown in confidence and this is reflected in her reading voice well.

PUPIL 30 is a good reader but reads at an incredibly slow pace. She reads well but can be very quiet. However, over time she has improved and started reading in a much louder and clearer voice. She also has a good understanding of the punctuation types and pauses when appropriate.

PUPIL 31 is a very fluent reader but struggles identifying the sounds when separated from the words. He is an eager learner but needs no support when reading. He reads with good expression and prosody to suit the tone.

PUPIL 32 has improved his fluency when reading. He does not need to sound out many words but is good at recognising sounds within any given word. He also reads with good expression.

PUPIL 33 is a quiet child but enjoys to read. She has improved massively over time as she no longer has to sound most words out. She is slowly starting to recognise words by sight. She also reads with good expression.