

Pupil premium strategy statement 2023-2026

This statement details our school's use of pupil premium funding for 2025-2026 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	344 (excluding nursery as at 20.10.25)
Proportion (%) of pupil premium eligible pupils	52.3% (as at 20.10.25)
Academic year/years that our current pupil premium strategy plan covers	2023-2026
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Ash Vaghela
Pupil premium lead	Darran Cowell
Governor lead	Tracey Blades

Funding overview

Detail	Amount
Pupil premium funding allocation (financial year)	£279360.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£279360.00

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)	12 (50 children at nursery as of 20.10.25)
Pupil premium funding allocation (financial year)	£6624.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£6624.00
Total for nursery and school	£285984.00

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 assessment, observations and discussions with pupils show that disadvantaged pupils often have low attainment on entry in Reading, Writing and Maths. Portsdown’s Index of Multiple Deprivation (IMD) (see below for further details about this measure) shows that the school’s population is from households in areas where the Education, Skills & Training rating is A (with A being much more deprived than average).
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. This could be due to the fact that Portsdown's IMD (see below) shows that the school's population is from households in areas where the household income rating is A (with A being much more deprived than average).
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.
9	Our data shows that 77% of the pupils with identified special educational needs are also children who qualify for the pupil premium. This rises slightly to 80% of children with an Education, Health and Care (EHC) Plan.
10	Data from the Inspection Data Summary Report (IDSR) provided by the Department for Education (DfE) shows that the school's stability of 75.72% is 'below average'. It means that 25% of our children joined the school after the normal admission point. 22% of Pupil Premium children joined the school after the normal admission point.

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. The school is identified by the IDSR as having a School pupil base deprivation 'well above average' which is combined with its local area pupil base deprivation and school location deprivation also identified as 'well above average'.

The following information, provided by the Education Information and Performance Team at Portsmouth City Council (December 2025), highlights this 'well above average' deprivation in more detail.

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 36.3 (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, 17.8% of Portsdown Primary School pupils came from

the 10% most deprived LSOAs (the 90% to <100% band). This is 1.2 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 13% of the working population are involuntarily excluded from the world of work (city primary pupil LSOA average = 10%, National LSOA average = 10%.)

76% of Portsdown Primary School's pupils live within LSOAs ranked as within the worst 25% nationally (city primary norm is 41%).

4% of Portsdown Primary School's pupils live within LSOAs ranked as within the best 25% nationally (city primary norm is 7%).

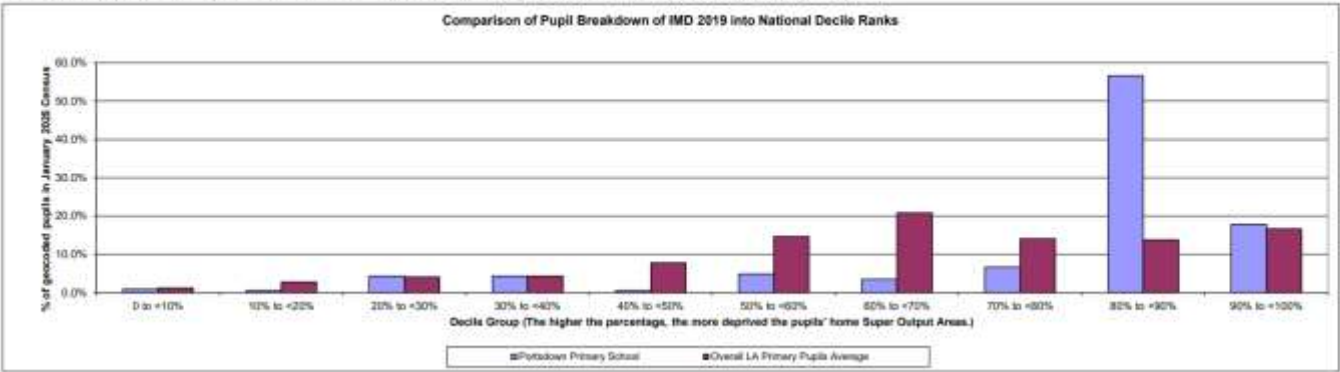
74% of Portsdown Primary School's pupils live within LSOAs ranked as within the worst 25% locally (city primary norm is 33%).

11% of Portsdown Primary School's pupils live within LSOAs ranked as within the best 25% locally (city primary norm is 20%).

Using the School Census January 2025, Portsdown Primary School is ranked 8 out of 46 primary schools in Portsmouth City Council based on the percentage of pupils eligible for free school meals. In the January 2025 Census, 51% of pupils were eligible for FSMs. This compares to the national average of 26.3%. On the IDSR, this is classed as well above average.

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, 1.2% of geocoded LA primary pupils came from the 10% least deprived LSOAs in the country, whilst 16.6% came from the 10% most deprived LSOAs nationally.



The school is ranked 10th out of 46 primary schools on the Child Poverty Index. The national average for this index is 0.16, with the LA's index average of 0.21. Portsdown's is 0.27 (69% higher than the national average). This is ranked as A (

The school is also ranked 4th out of 46 primary schools for Barriers to Housing & Services. The national average for this measure is 21.69, with the LA's index average for this measure of 21.12. Portsdown's is 27.14 (25% higher than the national average).

For all areas identified on the IMD, the school is also ranked A for income, employment rate, health, education skills and training (with A being much more deprived than average). For crime it is rated as C and for living environment (pollution and traffic accidents for examples) as D.

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 73 pupils (21.1% of Geocoded pupils from this school that lived within the city). Nationally, this Acorn type makes up 2.3% 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 52 pupils (15% 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 46 pupils (13.3% 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 Writing and Maths Combined at the End	Attainment will have closed compared to the national averages in Reading, Writing and Maths combined for disadvantaged

of Year 6 (EOY6) i.e the end of Key Stage 2 (KS2)	<p>pupils from a gap of 29% in 2023 to within 5% of non-disadvantaged pupils by July 2026.</p> <p>Attainment will be at least close to average for disadvantaged pupils attainment compared to the national disadvantaged pupils attainment.</p>
Attainment in Reading at the End of Year 6 (EOY6)	<p>Attainment will have closed compared to the national averages in Reading for disadvantaged pupils from a gap of 21.4% in 2023 to within 5% of non-disadvantaged pupils by July 2026.</p> <p>Attainment will be at least close to average for disadvantaged pupils attainment compared to the national disadvantaged pupils attainment.</p>
Attainment in Writing at the EOY6	<p>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.</p> <p>Attainment will be at least close to average for disadvantaged pupils attainment compared to the national disadvantaged pupils attainment.</p>
Attainment in Maths at the EOY6	<p>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> <p>Attainment will be at least close to average for disadvantaged pupils attainment compared to the national disadvantaged pupils attainment.</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>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. 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.	<p>Percentage of children passing the phonics check in Year 1 will be in line or above the National Average, with the aim of reaching the target of 90% reaching the standard.</p> <p>Attainment will be at least close to average for disadvantaged pupils attainment compared to the national disadvantaged pupils attainment.</p>
Improving the attainment of Year 4 pupils in the Multiplication Timetables Check (MTC)	<p>Percentage of children passing the MTC check in Year 4 for disadvantaged pupils will be within 5% of the national average for non-disadvantaged pupils.</p>

	Attainment will be at least close to average for disadvantaged pupils attainment compared to the national disadvantaged pupils attainment.
Improving Year R pupils' attainment in achieving a Good Level of Development (GLD)	<p>Percentage of children attaining a GLD who are PP to be within 5% of the national average for non-disadvantaged pupils.</p> <p>Attainment will be at least close to average for disadvantaged pupils attainment compared to the national disadvantaged pupils attainment.</p>
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: £ 150,000

Activity	Evidence that supports this approach (links to documents where evidence has been taken from are included)	Challenge number(s) addressed
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<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, individual training opportunities online and face-to-face opportunities such as the new to Year 6 course.</p> <p>Maths CPD from Solent Maths Hub, with a focus on the implementation of the White Rose maths scheme across the school, including opportunities for year groups to work with a leader from the hub to plan their units of work and discuss the implementation of the scheme;</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), including accessing Little Wandle Live (where staff members attend lessons and review what they observe with fellow professionals) ;</p> <p>Support networks for individual subject coordinators 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 and KS1 from Sarah Hilditch (School Improvement Advisor): focused support for individual children and year groups.</p> <p>Focused support from Sarah Hilditch with Year 6 attainment and progress.</p> <p>Implementation of scribble club and drawing club in EYFS and into KS1</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 developed with the same teacher using this knowledge and understanding in their completion of the Leading English Course.</p> <p>Oracy training e.g. Supporting Early Language for TAS in EYFS/Year 1 and the continued participation and expansion of the Portsmouth</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 (Department for Education: DfE):</p> <p>Summary of key findings at:</p> <p>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, 3, 9 and 10</p>
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<p>Oracy Project to include subject leaders/coordinators in targeted subjects.</p> <p>Fluency in Action training for TAS to support Year 6, building upon previous training undertaken by TAs to support 4 to 6.</p> <p>Bespoke training to support staff support the children and their needs such as PICA training, bucket club training etc.</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 White Rose scheme for Maths with additional support from the Solent Maths Hub (see above plus additional training for TAs and teachers, the purchasing of additional resources and the program itself in order to support its implementation). Regular release time for the subject leader in order to support the implementation and monitoring of the implementation undertaken.</p>	<p>'The White Rose Maths scheme focuses on units which: outline a clear progression of learning, highlight essential prior knowledge, anticipate common misconceptions, identify key mathematical vocabulary, and suggest practical tasks. Concrete resources, pictorial representations, and visual models are embedded throughout all units.'</p> <p>This is Year 1 of the White Rose scheme being implemented at Portsdown Primary School and Early Years but White Rose Maths is recommended by Solent Maths Hub and is being supported by them</p> <p>The EEF guidance recommends using approaches to mathematics teaching across its guidance documents, for example, https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</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 third year (with its second 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

It has been supplemented with Fluency in Action for targeted interventions. These were completed in Years 4, 5 and 6 in 2024-2025 and are planned for Year 6 in 2025-2026.		
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://numbersensemaths.com/ttf	1

Targeted Academic Support

Budgeted cost: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs to continue to deliver high quality interventions, for example, phonics interventions using Little	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	1, 2, 3 and 4

<p>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</p> <p>Targeted academic support within class.</p>	<p>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):</p> <p>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>	
Activity	Evidence that supports this approach (links to documents where evidence has been taken from are included)	Challenge number(s) addressed
<p>Release time for leadership/coordinator CPD and for termly pupil progress meeting time that focus on disadvantaged pupils, alongside ensuring that children who are PP are part of monitoring activities such as booklooks and pupil discussions.</p>	<p>Releasing teachers 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. Leadership release time for subject leaders and coordinators allows the curriculum to be continued to be developed to meet children's needs.</p> <p>By employing existing staff, such as HLTAs and using existing part-time teachers to provide this cover, allows this cover to be delivered by staff who have strong</p>	<p>1 – 5</p>

	relationships with the children and this helps to support the most vulnerable children.	
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
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	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.	1 to 10

that the strategy remains a high focus in the school.	<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>	
SENCO provided with protected leadership time to support the children and staff across the school with SEND needs. Training for the SENCO supported and facilitated as part of this protected time.	<p>Research from the Education Endowment Foundation (EEF) highlights the importance of skilled and well-supported leaders in driving effective SEND and Pupil Premium provision. The EEF's <i>"Special Educational Needs in Mainstream Schools"</i> guidance report (2020) recommends that schools ensure SENCOs have sufficient leadership capacity and time to lead whole-school SEND approaches, collaborate with teachers, and monitor provision effectively. Providing protected leadership time enables the SENCO to support staff in implementing high-quality teaching, early identification, and targeted interventions — all shown to have a positive impact on disadvantaged pupils' outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	9,10
Pastoral team support children's Social Emotional and Mental Health (SEMH) needs (the team consists of 1 Learning Mentor and 3 Pastoral Workers, alongside the support of the Home Family Link Worker and Safeguarding Coordinator and the SENCo) to continue to be employed to support children's SEMH needs.	<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>	3, 5, 7, 8, 9, and 10
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 continue to be developed and refined.	<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; 	1, 2 and 4

	<p>providing time to read and sociable reading environments.</p> <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 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>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, 7 and 8
Children new to the school (outside of the normal admission point in Year R) to receive focused analysis of their pastoral and academic needs at the start of their time at the school to allow for any identified needs to receive targeted support implemented in a timely manner.	<p>The EEF's research strongly suggests that addressing the underlying challenges associated with a new environment—such as language gaps, social and emotional wellbeing, or academic transition issues—through evidence-based interventions is highly effective for improving attainment</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/3-wider-strategies#:~:text=Transition,dealing%20with%20issues%20around%20bullying.</p>	10
Activity	Evidence that supports this approach (links to documents where evidence has been taken from are included)	Challenge number(s) addressed
Home Family Link Worker to continue to work with more vulnerable families	<p>Parental engagement for families can add an additional 4 months progress.</p> <p>More importantly, working with families needing support supports effective safeguarding of pupils</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	3, 5, 7 and 8
Continue to work to tailor the school communications to	Parental engagement for families can add an additional 4 months progress. There is some evidence that	7

encourage positive dialogue about learning	personalised messages linked to learning can promote positive interactions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	
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	Parental engagement for families can add an additional 4 months progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	7
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).	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.	1, 2, 3 and 6
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.	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%). 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. 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	5 and 8
Activity	Evidence that supports this approach (links to documents where evidence has been taken from are included)	Challenge number(s) addressed
To continue to provide a fund available to help vulnerable families with uniform, school trips, food (including Breakfast Club) and emergency transport	To support vulnerable children with continued access to teaching and learning and any targeted interventions they may be having. Examples could include: free or subsidised access to Breakfast Club; support with uniform purchases; food parcels for children. As examples, The British Nutrition Foundation refer to the negative impact on a child's attendance and behaviour 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-	1, 3, 5 and 7

	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.' https://www.childrenssociety.org.uk/information/professionals/resources/the-wrong-blazer	
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Total budgeted cost: £390,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes for 2024-2025

Intended outcome	Success criteria by July 2026	Progress toward Success Criteria in 2024-2025																																																			
Attainment in Reading Writing and Maths Combined at the End of Year 6 (EOY6) i.e the end of Key Stage 2 (KS2)	Attainment will have closed compared to the national averages in Reading, Writing and Maths combined for disadvantaged pupils from a gap of 29% in 2023 to within 5% of non-disadvantaged pupils by July 2026.	<div>Disadvantaged pupils - Reading, writing and mathematics expected standard</div> <table><tr><th rowspan="2">Year</th><th rowspan="2">Cohort</th><th colspan="3">School disadvantaged compared to national disadvantaged</th><th colspan="3">School disadvantaged compared to national non-disadvantaged</th><th rowspan="2">Year group context</th></tr><tr><th>School</th><th>National</th><th>National distribution banding</th><th>National (non dis)</th><th>Gap</th><th>Gap Trend</th></tr><tr><td>3-year</td><td>94</td><td>36%</td><td>46%</td><td>Below (non-sig)</td><td>68%</td><td>-31</td><td>Not applicable</td><td>Not applicable</td></tr><tr><td>2025</td><td>32</td><td>38%</td><td>47%</td><td>Close to average (non-sig)</td><td>69%</td><td>-32</td><td>Narrowing</td><td>High - FSM</td></tr><tr><td>2024</td><td>30</td><td>33%</td><td>46%</td><td>Close to average (non-sig)</td><td>67%</td><td>-34</td><td>Widening</td><td>High - FSM</td></tr><tr><td>2023</td><td>32</td><td>38%</td><td>44%</td><td>Close to average (non-sig)</td><td>66%</td><td>-29</td><td>Not available</td><td>High - FSM</td></tr></table> <p>Compared to the Local Authority, the school's disadvantaged children's combined for Reading, Writing and Mathematics was 38% compared to 42% which is close to average based upon the government's criteria for national distribution banding.</p>	Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context	School	National	National distribution banding	National (non dis)	Gap	Gap Trend	3-year	94	36%	46%	Below (non-sig)	68%	-31	Not applicable	Not applicable	2025	32	38%	47%	Close to average (non-sig)	69%	-32	Narrowing	High - FSM	2024	30	33%	46%	Close to average (non-sig)	67%	-34	Widening	High - FSM	2023	32	38%	44%	Close to average (non-sig)	66%	-29	Not available	High - FSM
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Attainment in Reading at the EOY6	<p>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.</p> <p>Attainment will be at least close to average for disadvantaged pupils attainment compared to the national disadvantaged pupils attainment.</p>	<p>Disadvantaged pupils - Reading expected standard</p> <table><tr><th rowspan="2">Year</th><th rowspan="2">Cohort</th><th colspan="3">School disadvantaged compared to national disadvantaged</th><th colspan="3">School disadvantaged compared to national non-disadvantaged</th><th rowspan="2">Year group context</th></tr><tr><th>School</th><th>National</th><th>National distribution banding</th><th>National (non dis)</th><th>Gap</th><th>Gap Trend</th></tr><tr><td>3-year</td><td>94</td><td>48%</td><td>62%</td><td>Below (sig-)</td><td>80%</td><td>-32</td><td>Not applicable</td><td>Not applicable</td></tr><tr><td>2025</td><td>32</td><td>47%</td><td>63%</td><td>Below (non-sig)</td><td>81%</td><td>-34</td><td>Narrowing</td><td>High - FSM</td></tr><tr><td>2024</td><td>30</td><td>40%</td><td>62%</td><td>Below (sig-)</td><td>80%</td><td>-40</td><td>Widening</td><td>High - FSM</td></tr><tr><td>2023</td><td>32</td><td>56%</td><td>60%</td><td>Close to average (non-sig)</td><td>78%</td><td>-22</td><td>Not available</td><td>High - FSM</td></tr></table>	Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context	School	National	National distribution banding	National (non dis)	Gap	Gap Trend	3-year	94	48%	62%	Below (sig-)	80%	-32	Not applicable	Not applicable	2025	32	47%	63%	Below (non-sig)	81%	-34	Narrowing	High - FSM	2024	30	40%	62%	Below (sig-)	80%	-40	Widening	High - FSM	2023	32	56%	60%	Close to average (non-sig)	78%	-22	Not available	High - FSM
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Attainment in Writing at the EOY6	<p>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.</p> <p>Attainment will be at least close to average for disadvantaged pupils attainment compared to the national disadvantaged pupils attainment.</p>	<p>Disadvantaged pupils - Writing expected standard</p> <table><tr><th rowspan="2">Year</th><th rowspan="2">Cohort</th><th colspan="3">School disadvantaged compared to national disadvantaged</th><th colspan="3">School disadvantaged compared to national non-disadvantaged</th><th rowspan="2">Year group context</th></tr><tr><th>School</th><th>National</th><th>National distribution banding</th><th>National (non dis)</th><th>Gap</th><th>Gap Trend</th></tr><tr><td>3-year</td><td>94</td><td>53%</td><td>59%</td><td>Close to average (non-sig)</td><td>78%</td><td>-25</td><td>Not applicable</td><td>Not applicable</td></tr><tr><td>2025</td><td>32</td><td>56%</td><td>59%</td><td>Close to average (non-sig)</td><td>78%</td><td>-22</td><td>Narrowing</td><td>High - FSM</td></tr><tr><td>2024</td><td>30</td><td>43%</td><td>58%</td><td>Below (non-sig)</td><td>78%</td><td>-34</td><td>Widening</td><td>High - FSM</td></tr><tr><td>2023</td><td>32</td><td>59%</td><td>58%</td><td>Close to average (non-sig)</td><td>77%</td><td>-18</td><td>Not available</td><td>High - FSM</td></tr></table>	Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context	School	National	National distribution banding	National (non dis)	Gap	Gap Trend	3-year	94	53%	59%	Close to average (non-sig)	78%	-25	Not applicable	Not applicable	2025	32	56%	59%	Close to average (non-sig)	78%	-22	Narrowing	High - FSM	2024	30	43%	58%	Below (non-sig)	78%	-34	Widening	High - FSM	2023	32	59%	58%	Close to average (non-sig)	77%	-18	Not available	High - FSM
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Attainment in Maths at the EOY6	<p>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> <p>Attainment will be at least close to average for disadvantaged pupils attainment compared to the national disadvantaged pupils attainment.</p>	<table><tr><th colspan="9">Disadvantaged pupils - Mathematics expected standard</th></tr><tr><th rowspan="2">Year</th><th rowspan="2">Cohort</th><th colspan="3">School disadvantaged compared to national disadvantaged</th><th colspan="3">School disadvantaged compared to national non-disadvantaged</th><th rowspan="2">Year group context</th></tr><tr><th>School</th><th>National</th><th>National distribution banding</th><th>National (non dis)</th><th>Gap</th><th>Gap Trend</th></tr><tr><td>3-year</td><td>94</td><td>54%</td><td>60%</td><td>Close to average (non-sig)</td><td>80%</td><td>-25</td><td>Not applicable</td><td>Not applicable</td></tr><tr><td>2025</td><td>32</td><td>44%</td><td>61%</td><td>Below (non-sig)</td><td>80%</td><td>-37</td><td>Widening</td><td>High - FSM</td></tr><tr><td>2024</td><td>30</td><td>53%</td><td>59%</td><td>Close to average (non-sig)</td><td>79%</td><td>-26</td><td>Widening</td><td>High - FSM</td></tr><tr><td>2023</td><td>32</td><td>66%</td><td>59%</td><td>Close to average (non-sig)</td><td>79%</td><td>-14</td><td>Not available</td><td>High - FSM</td></tr></table>	Disadvantaged pupils - Mathematics expected standard									Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context	School	National	National distribution banding	National (non dis)	Gap	Gap Trend	3-year	94	54%	60%	Close to average (non-sig)	80%	-25	Not applicable	Not applicable	2025	32	44%	61%	Below (non-sig)	80%	-37	Widening	High - FSM	2024	30	53%	59%	Close to average (non-sig)	79%	-26	Widening	High - FSM	2023	32	66%	59%	Close to average (non-sig)	79%	-14	Not available	High - FSM
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Improving the attainment of Year 4 pupils in the Multiplication Timestables Check (MTC)	Percentage of children passing the MTC check in Year 4 for disadvantaged pupils will be within 5% of the national average for non-disadvantaged pupils.	<table><tr><th colspan="10">Local Authority MTC data</th></tr><tr><th rowspan="2">Estab. Name</th><th rowspan="2">Cohort</th><th rowspan="2">Eligible¹</th><th rowspan="2">No Score²</th><th colspan="6">Score</th><th rowspan="2">Average Score³ (out of 25)</th></tr><tr><th>0-5</th><th>6-10</th><th>11-15</th><th>16-20</th><th>21-25</th></tr><tr><td>Local Authority - Portsmouth</td><td>1,418</td><td>1,395</td><td>1.9%</td><td>2.8%</td><td>6.5%</td><td>11.0%</td><td>16.8%</td><td>60.9%</td><td>20.2</td></tr></table>	Local Authority MTC data										Estab. Name	Cohort	Eligible ¹	No Score ²	Score						Average Score ³ (out of 25)	0-5	6-10	11-15	16-20	21-25	Local Authority - Portsmouth	1,418	1,395	1.9%	2.8%	6.5%	11.0%	16.8%	60.9%	20.2																								
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Attainment will be at least close to average for disadvantaged pupils attainment compared to the national disadvantaged pupils attainment.

Estab. Name	Cohort		No	0-5	6-10	11-15	16-20	21-25	Average Score ³
FSM Eligible	Eligible ¹		Score ²						(out of 25)
Local Authority - Portsmouth	1,418	1,395	1.9%	2.8%	6.5%	11.0%	16.8%	60.9%	20.2
FSM Eligible	491	482	2.9%	4.6%	9.8%	12.2%	18.3%	52.3%	18.9
Not FSM Eligible	915	901	1.4%	1.3%	4.9%	10.2%	16.2%	65.9%	21.0

School data for 2024-2025, following the implementation of a new scheme and approach to the teaching of times tables. (National Data is also indicated)

All pupils - Year 4 MTC

Year	Cohort	School	National	National distribution banding	Trend	Year group context
3-year	165	16.1	20.6	Below (sig-)	Not applicable	Not applicable
2025	49	23.2	21.0	Above (sig+)	Sig increase	High - FSM, Low - Stability
2024	60	12.9	20.6	Below (sig-)	No sig change	High - FSM
2023	56	13.4	20.2	Below (sig-)	Not available	High - FSM

82.1% of the disadvantaged pupils achieved 21 or more in the test (which is the national average for the test in 2025). As a school, the average mark increased by 10.3 compared to 0.4 nationally.

89.3% of the disadvantaged pupils achieved 20-25. This compares to 52.3% of the disadvantaged in Portsmouth and 65.9% for non-disadvantaged achieving 20-25. 3.6% achieved 0-5 marks; 3.6% achieved 6-10 marks; and 3.6% achieved 15-19 marks.

93.8% of the children who are non-disadvantaged achieved 20 plus with the same percentage achieving 21 plus.

<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, with the aim of reaching the target of 90% reaching the standard.</p> <p>Attainment will be at least close to average for disadvantaged pupils attainment compared to the national disadvantaged pupils attainment.</p>	<p>For the 2024/2025 Year 1 Year 1 Phonics Screening Test, 24 out of 28 children who are disadvantaged achieved the pass mark of at least 32 out of 40. 85% of the disadvantaged cohort passed.</p> <p>83.6% of the cohort passed the Year 1 Phonics Screening Test. This is 3.7% above the national average for the test. This is 6.7% above the Local Authority's pass mark for 2024-2025.</p> <p>In the period 2023-2025, the school's disadvantaged pupils have an average of 79.4%. This compares to the Local Authority's average for the disadvantaged pupils of 67.5%. For our non-disadvantage, the gap between Portsdown Primary School and Early Years' children and the Local Authority over the same period is +3.7% (80.1% for the Local Authority compared to 83.8% for the school).</p>
<p>Improving Year R pupils' attainment in achieving a Good Level of Development (GLD)</p>	<p>Percentage of children attaining a GLD who are PP to be within 5% of the national average for non-disadvantaged pupils.</p> <p>Attainment will be at least close to average for disadvantaged pupils attainment compared to the national disadvantaged pupils attainment.</p>	<p>For our children, there were 12 PP children in Year R in 2024-2025. 4 had EHCPs. The GLD for the PP was 33%. With them omitted from the data, it was 50%</p> <p>From Schools Week Report: https://schoolsweek.co.uk/eyfs-rise-in-school-ready-pupils-but-government-way-off-target/: '51.3 per cent of free school meal-eligible pupils achieved a "good level" of development, compared to 72.5 per cent of non-disadvantaged pupils. For the Local Authority, the percentage of disadvantaged children achieving GLD is 48.5% so ours is broadly in line. For our disadvantaged children, our GLD is broadly in line if the children with EHCPs are omitted from the data. They have been omitted because, in England, approximately 3.9% of children in Reception (Year R) have an EHCP, whereas in our Year R it is 9.7%.</p> <p>Compared to national, as our non-disadvantaged children had a GLD of 70.4% of the children, this is broadly in line. The Local authority's non-disadvantaged is 70.2% (again broadly in line).</p> <p>Without the EHCPs, it is 62% combined and so it is broadly in line with Local Authority's GLD of 65.5%:</p>

Intended outcome	Success criteria by July 2026	Progress toward Success Criteria in 2024-2025
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>	<p>OFSTED review in March 2024 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:</p> <p>‘Disadvantaged pupils, including those with SEND gain increasing fluency and independence when reading.’</p>
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 years 1-6.	<p>The school has continued to provide 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.</p> <p>For the 2024-2025 academic year, the DFE published a Similar Schools Comparison Report. This compares Portsdown to 20 schools.</p> <p>These schools have a similar:</p> <ul style="list-style-type: none"> • proportion of pupils eligible for free school meals (FSM) • proportion of pupils with special educational needs (SEN) support and social, emotional and mental health needs as their primary SEN type

- level of deprivation affecting their pupils, measured by the [Income Deprivation Affecting Children Index \(IDACI\)](#)
- geographical region to your school and urban/rural classification
- proportion of pupils with English as an additional language (EAL)
- funding amount per pupil

Attendance figures from 2024-2025 for the school for Years 1 to 6 show that:

Portsmouth's overall attendance is 94% which is 1.4% greater than the median attendance of similar schools. Portsmouth are ranked 4th of 21 schools for attendance

The persistent absence is 14.9% which is 7.5% less than the median attendance of similar schools. Portsmouth is ranked 3rd of 21 schools for persistent absence.

The school's pupil premium children (see the table below attend 2.3% more than the median for similar schools.

Table of attendance for different pupil groups 2024-2025

Pupil group	Your Attendance	Similar schools' median attendance	+/- median
All pupils	94%	92.6%	+1.4%
Pupils with free school meals (FSM)	92.7%	90.4%	+2.3%
Pupils with no FSM	95.7%	95.7%	Equal
Pupils with special educational needs (SEN) support	90.5%	89.1%	+1.4%

		Pupils with no SEN support	95.1%	93.8%	+1.3%
		When compared to the previous year, the school's attendance is as follows:			
		Table of attendance for different pupil groups at Portsdown Primary School and Early Years			
		Pupil group	Attendance 2023/4	Attendance 2024/5	Comparison as %
		All pupils	94%	94%	Same
		Pupils with free school meals (FSM)	92.7%	92.7%	Same
		Pupils with no FSM	95.5%	95.7%	+0.2%
		Pupils with special educational needs (SEN) support	91.5%	90.5%	-1%
		Pupils with no SEN support	94.6%	95.1%	+0.5%
		FSM6 - Attendance (IDSR data)			
		While there has been a relative decline for the attendance for pupil premium children in 2024-2025, this is because nationally it improved by 0.5% while the school's pupil premium children's attendance improved by 0.2%. However this was from a position where the previous year there was a positive gap to national of 0.9%. In the three year period, the school's pupil premium children's attendance has improved by 1.1% compared to 1% by national in the same period. Compared to 2018/19 attendance for the			

		school's pupil premium children in 2024/2025 is 0.9% lower; whereas nationally, it is 1.8% lower.						
		Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
		2024/25	173	93.1%	92.6%	Close to average	Relative decline	High - FSM
		2023/24	169	92.9%	92.0%	Close to average	Relative improvement	High - FSM
		2022/23	180	92.0%	91.6%	Close to average	Relative improvement	High - FSM
2018/19	176	94.0%	94.4%	Close to average	Not available	High - FSM		
<p>Persistently absent (below 90% attendance)</p> <p>For 2024 to 2025, 20.7% of the school's Disadvantaged cohort are persistently absent, 36 pupils out of 174.</p> <p>This is 10.4% higher than the national Non-Disadvantaged cohort at 10.3%.</p> <p>The school's gap to Non-Disadvantaged pupils nationally has decreased by 1.3% from +11.7% in 2023/24, to +10.4% in 2024/25.</p>								

		The Disadvantaged cohort's persistent absence has decreased by 2.5% from 23.2% in 2023/24, to 20.7% in 2024/25.
Intended outcome	Success criteria by July 2026	Progress toward Success Criteria in 2024-2025
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. 	<p>The number of directly after school clubs for 2024-2025 remained as 2023-2024:</p> <p>For dance club, the average percentage of participants who were FSM was 40%</p> <p>For the KS1 clubs, the average was 46% for the year,</p> <p>For Makaton Choir, the average for FSM was 52% this year.</p> <p>For the football clubs (boys and girls) the FSM rate was 40% of the children are FSM children.</p> <p>An additional club ran later in the evening and involved parents and their children attending to play games and activities. This continued for three half-terms. 52% of the children who attended were disadvantaged. The feedback from this club was very positive (from parents and pupils and was recorded for a video to document the Opening Schools Facilities Fund -DfE).</p> <p>Internal data shows that the number of restraints has remained broadly stable from 2022-2023 to 2024-2025 with a decrease of 9% over this time. The number of reasonable force incidents has reduced by 80% 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. This is in the face of an increase in the complexities of the individual needs of the children (as recognised, for example, in the number of children who have been identified as qualifying for specialist provision but for whom there are not currently places available from the Local Authority to provide this provision).</p> <p>The number of racist and faith incidents has decreased in 2024-2025 by 56%. There has been a concerted effort by the school to reduce the number of incidents through whole school work alongside focused individual and small group work by the welfare team.</p>

	<ul style="list-style-type: none"> Targeted external support is accessed and benefiting pupils and their families. 	<p>This reduction coincides with a significant increase in the number of incidents of serious hate crime nationally and the prominence of migration, for example, in the media.</p> <p>Work on addressing other areas of the wider curriculum, such as what is appropriate with regards to language choices, friendship and relationships has continued throughout the year with the welfare team continuing to engage with a range of children and families form across the school. This is in order to help support the children with their welfare and meeting their needs in school to enable them to return to class/ participate in school life more readily. Some children access this support for a few sessions or after a specific trigger, while others will access, and will continue to access, support throughout their time at the school.</p> <p>As examples of the work completed by the Welfare Team and its impact, below are a few examples of the support provided:</p> <p>Child A. Pen picture profile: A child started the school mid-year. Behaviour was reported as very poor and attendance was reported as sporadic by the previous school. Retrospective fair access panel convened and support provided by Local Authority that the school actively engaged with. Learning Mentor support - daily meet and greet- regular daily check ins and a child friendly Individual Behaviour Plan (IBP) to support the child. There were tailored breaks including regular brain breaks and reward time four times a day with the welfare team. The Learning Mentor and child played card games and board games to support and build the child's self-esteem as they were unable to lose. The child is now more able to accept losing which has helped them to develop confidence in being more independent in their work. Relationships with their peers has greatly improved. The child has one reward time in Room 18 at the end of the day if they earn this. The child has not been entered into the class room behaviour log this year (September 2025 up to end of November 2025).</p> <p>Child B. Pen picture profile: A child who has been supported coming into school for 4 academic years. The Welfare Team have built a trusting relationship with mum over this time- to support child and mum. The Learning Mentor and child have worked on their social and emotional needs over this time and the child is able to talk, express their thoughts and feelings now without anger. If they have a bad start to the day, they will use</p>
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		<p>the support in Room 18 and settle with their regulation tools for 10 minutes and then enter the class. Now accessing their learning from the start of the day.</p> <p>Child C: two years of daily checks-ins using trauma resource and Let it Go resource. Daily home communication book used by mum, family link worker, SENDCo and wider welfare team. While the school has no concerns regarding the child's behaviour in school, there was significant impact on the family unit. Behaviour at home is improving as every incident at home reported to the school is discussed at school with the child and a discussion of alternative approaches of communication of their frustration/anger/needs sought with the child. As a result, the violent outbursts, damage to property and antisocial incidents have reduced significantly over the two-year period. Signposting of support agencies and advice have been provided and the welfare team have ensured that this support has been made available to the family, alongside supporting the family to engage with this support. As an example, there has been a referral to early help for support and advice. Regular home visits to support mum with behaviour at home both term time and in the holidays by school staff. Referral for holiday activities. Referral and support to fire service for prevention work following dangerous activities at home. Liaising with social care when the service was involved. Contacted PCSO to come and talk to the child about risk taking behaviour in the home and community. Support for mum to complete various forms linked to their needs.</p> <p>Child D: originally a non-verbal child in Year R, the SENDCO / welfare team's continuous support through daily check ins- 1:1 with learning mentor and ongoing changing of targets in EHCP- shows child has improved their communication skills and ability to communicate their needs to an increasing number of adults and peers. A consistent approach to help the child when dysregulated and restorative conversations are embedding the child's understanding of social and emotional norms.</p> <p>Child E: For the last 2 years, the child has been met each day. Trainee Educational Psychologist has also been arranged. They have progressed from waiting in the reception area, distressed and making their parent equally distressed, to successfully waiting outside their class and going in with their peers (with the welfare team available to support and leading this transition in stages). Child has less relationship difficulties with their peers and is able to check-in with the welfare team 3 times a day, This is</p>
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		<p>helping with their confidence in school and out of school (where they participate in 2 extra-curricular clubs).</p> <p>Child F: Child F was unable to express their feelings about a bereavement. They are now able to use their memory box (created in school) as and when required. When they feel sad, the strategies they have learnt helps them to carry on with the day-to-day life in school. Over a period of 3 years, their resilience has clearly improved and they are regulating their feelings with support and engaging with support when they need it.</p> <p>The Safeguarding Co-ordinator continues to work closely with families and offers support as well as signposts families to accessing appropriate support.</p> <p>The Welfare Team maintain detailed records of support and safeguarding on CPOMS and routinely review the behaviour logs kept in class. Their visible presence around the school ensures that teachers and support staff can seek guidance at an early stage when concerns arise about a child's social, emotional, or behavioural needs. This enables timely formal and informal interventions to be put in place, helping to prevent escalation and reduce distress in many cases.</p> <p>Positive verbal feedback from parents with any concerns being resolved or moved to senior leadership team level have continued to be received.</p>
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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 2024-2025 providing ELSA/welfare team support for key service children where this was required.

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 had been provided.