# Pupil Premium Strategy Statement

## This statement details our school’s use of pupil premium funding 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

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| Detail | Data |
| School name | Portobello Primary School |
| Number of pupils in school | 189 |
| Proportion (%) of pupil premium eligible pupils | 20% (37 pupils) |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2024-25 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | Mrs J Humphrey |
| Pupil premium lead | Mr C Bone |
| Governor / Trustee lead | Mrs D McGuiness/  Mr S Collins |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £45,370 |
| Recovery premium funding allocation this academic year | £0 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**  If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £45,370 |

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

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| At Portobello Primary School Primary School, our aim is that all pupils achieve the best possible educational and personal outcomes, irrespective of their background or challenges they may face. We want all our children, including disadvantaged pupils, to become positive, responsible and caring members of society.  We recognise that disadvantaged children can face wider barriers which can impact on their educational and personal progress. As part of our strategy, we aim to address these barriers through our curriculum, enrichment activities and targeted intervention.  Our ultimate objectives are to:   * Provide an ambitious curriculum which promotes ambitious goals in all in our pupils * Remove barriers to learning for disadvantaged pupils * Narrow the attainment gaps between disadvantaged and non-disadvantaged pupils * Improve language skills and vocabulary among disadvantaged pupils * Ensure all pupils, including disadvantaged pupils, can read fluently with good understanding * Develop Cultural Capital through a variety of experiences and opportunities * Improve attendance and readiness to learn through increased family engagement * Prepare children for adulthood through a range of experiences focused on education and employability, independence, community participation and health.   An evidence-informed approach:  Teachers and leaders combine findings from research with professional expertise to make decisions. Taking an evidence-informed approach to pupil premium supports us to:   * Compare our own school with other schools to tackle a range of issues. * Understand the strength of evidence behind approaches to address learning barriers. * Consider the likely cost-effectiveness of a range of approaches. * Leaders at Portobello consider research findings, including those of the EEF, and carefully consider practice that will enhance current practices.   How our Pupil Premium Strategy Plan aims to achieve these objectives.  We believe that these objectives can be met and the best possible outcomes can be achieved when the adults have a thorough knowledge and understanding of our pupils and their needs, both personal and academic. High quality teaching, learning and assessment strategies are at the centre of our approach in ensuring good or better outcomes for all pupils. Data analysis, discussions with staff and ongoing monitoring are used to inform the use of Pupil Premium funding to ensure disadvantaged children receive timely, targeted and effective intervention to support their progress, narrow gaps with peers and address any social and emotional needs. We teach and promote growth mindset in learning and life to instil a ‘can do’ approach in our children. Additionally, we ensure that:   * All staff have access to high quality CPD. * Targeted intervention addresses gaps in learning. * All pupils have access to experiences and opportunities to participate in enrichment activities e.g. sports coaching, extra-curricular clubs, music tuition, visits and residential, trips. * Support is given to pupils with social and emotional needs. * Information and activities are provided to support and engage families. * Targeted support is used to engage hard to reach families.     The Key principles of our Pupil Premium Strategy Plan are:   * Quality first teaching * Specific and targeted intervention for personal and academic development * Support for children with greater emotional needs including whole school wellbeing approaches * Access to all educational visits and opportunities to deepen their knowledge and understanding of the world * Use of proven programmes for intervention * Ongoing support and CPD to ensure pupils receive high quality teaching * Support for parents with the costs of educational visits and residentials * School staff support for families with low attendance and engagement   At Portobello Primary School, it is our intention that all pupils, irrespective of their background or the challenges they face, make exceptional progress and achieve personal and academic success through quality provision and support. The targeted and strategic use of Pupil Premium funding will support us in achieving our vision of 'Creating Confidence, Empowering Excellence, Igniting Independence'. |

**Challenges**

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

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| Challenge number | Detail of challenge |
| 1 | * Gap continues to alreaady exist between PP and non PP on entry to Reception particulalry in Communication and Language Development and Personal, Social and Emotional Development * Pupils need early support with speech and vocabulary development, social skills, physical development and understanding the wider world |
| 2 | * The percentage of PP children who are also on the SEN register: 19% of the school population is on the SEN register, whilst 27% of the PP population are on the register |
| 3 | * The majority of our PP pupils have other vulnerabilities (e.g. split families, bereavement, complex family dynamics, current or previous TAF’s) which can result in difficulties with their emotional well-being and resilience |
| 4 | * Continue to increase in the number of PP children not working at ‘Age Related Expectation’ |
| 5 | * Reduced level of ‘Cultural Capital’ experiences due to a range of factors; cost of living, post pandemic economy and school budget financial challenges. |
|  | External Challenges: |
| 6 | * Percentage of persistent absences higher in PP group than the whole school. |
| 7 | * Low parental expectations and complex social needs resulting in lack of parental engagement in learning and school activities |
| 8 | * Low parental engagement with home learning due to home circumstances. |
| 9 | * External data highlighting that writing is ‘lowest performing’ for pupils from disadvantaged backgrounds when compared to reading and mathematics. |

## Intended outcomes

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

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| Intended outcome | Success criteria |
| * Cognition and language skills develop apace. Communication and language is explicitly promoted in all areas of learning. * Adults will be trained to deliver language rich activities. | * Children will make rapid progress from their communication and language starting points in Early Years. |
| * High quality teaching, intervention and monitoring for SEND pupils ensures that the differences in progress and attainment between ‘PP children’ and ‘all children’ are diminished. | * There will be a rise in the % of PP children who are on the SEND register achieving Age Related Expectation (ARE) across the school. * The progress of PP children who are on the SEND register, will be comparable to those not on the register. |
| * Children are emotionally resilient, ready to access learning and demonstrate a growth mindset. | * There are improvements in pupil’s well-being. Children can access learning and make expected progress across the year. |
| * The differences in attainment and progress of ‘PP children’ and ‘non-PP pupils’ are significantly diminished. | * The attainment and progress of PP children will be comparable to those ‘non-PP’ pupils. |
| * Children receiving PP funding are exposed to a rich connected curriculum which enables all aspects of their development to be fulfilled. | * Children have access to a variety of enrichment opportunities within and beyond the curriculum and can therefore move their own learning forward and make expected progress. |
| * Attendance of PP pupils improves by engaging with vulnerable families to specifically address the importance of regular attendance. | * Reduce the number of persistent absentees among pupils eligible for PP. * Overall PP attendance will continue to be in line with non PP attendance. |
| * Parental engagement for those parents in challenging circumstances increases. | * Parents will access family learning opportunities * Parents of PP children will feel more confident in supporting their child’s learning. * Parents will attend learning reviews. |
| * Parental involvement in remote learning increases so that PP pupils can complete home learning. | * Parents of PP children engage in and support home learning. |
| * All PP pupils have the technology available to complete home learning and continue their learning at home. | * All PP pupils have technology available to complete learning at home. |
| * Ensuring socially and emotionally vulnerable pupil premium children are supported to be confident and secure within themselves and ready for learning. | * Sustained high levels of wellbeing will be demonstrated by qualitative data from pupil voice, pupil and parent surveys, teacher observations and external monitoring (SIP and governors). |
| * All SEND pupil premium pupils access a curriculum relevant to their needs and ability.   SEND Pupil Premium pupils are challenged and supported to make accelerated progress from their starting points. | * Pupils will show small but significant steps of progress from their starting points. |

## 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 (for example, CPD, recruitment and retention)

Budgeted cost: £11,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Continue to train new staff and provide continuous professional development for existing staff to develop expertise in the delivery of new phonics scheme ‘Little Wandle’.  Purchase supporting high quality guided reading material with a focus on non-fiction texts to increase interest in reading for our low achieving pupils. | Identification from baseline assessment of PP children in Reception class show weaknesses in their language skills and are therefore at risk of experiencing further difficulties with reading.  “Language and Literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives” (EEF)  Boys with low engagement rates in reading need texts that challenge and sustain their varied interests (Hempel-Jorgensen *et al.,* 2017). | 1,2,4 |
| Provide training for teachers regarding research-based pedagogy so that they can develop their expertise in teaching and learning.  Develop an evidence based CPD approach that supports staff to implement ideas into practice. | Class teachers and SLT have identified gaps in individual's basic skills through tracking data.  Evidence shows that teaching in smaller groups is effective. Pre teaching in intervention will also ensure less able PP children will be able to access daily lessons.  The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. This includes immediate feedback and prompting and clueing techniques. | 1,2,4 |
| Provide further training to develop expertise in supporting SEMH needs including redevelopment of a school sensory room and raising explicit awareness of the benefits of the approach.  Redesign of our personal development offer. | Teaching and support staff need the skills to identify and support pupils SEMH needs in order for them to feel safe and able to learn.  CPD should always have pupil outcomes in mind (EEF, 2021). | 1,3 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost: £26000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Employ additional Teaching Assistant to support additional needs in Reception class | Evidence indicates that one-to-one tuition can be effective in accelerating learning and that small group tuition is effective in targeting children’s developmental needs | 1, 2, 3, 4 |
| Provide additional focussed intervention in Year 5 and Year 6 through deployment of Teaching Assistant | Evidence indicates that one-to-one tuition can be effective in accelerating learning and that small group tuition is effective in targeting children’s developmental needs | 1, 2, 3, 4 |
| Close monitoring of identified group of children with lower academic attainment | Evidence indicates that one-to-one tuition can be effective in accelerating learning and that small group tuition is effective in targeting children’s developmental needs | 1, 2, 3, 4 |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £8370

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Provide further support and incentives to families to promote good attendance | Building relationships with vulnerable families will help bridge gaps between them and school. This will encourage good attendance and promote healthy relationships and lifestyles. | 6, 7 |
| Access Gateshead’s Family Learning team to provide opportunities for families to come into school and work alongside their child to build a love of learning and encourage reading at home.  Access Gateshead’s 123 MAGIC program to support parents with managing the behaviour of their children. | Encourage good attendance and promote healthy relationships and lifestyles.  EEF Research shows that there is a positive association between parental engagement in children’s learning and learning outcomes.  Parents/carers play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. The 1-2-3 Magic Program is the simplest, most effective parenting program for helping parents/grandparents raise disciplined, happy children. The program’s positive parenting approach continues to offer parents and grandparents a simple and gentle-but-firm approach to managing behaviour of children from 2 to 12-years old. | 1, 6, 7, 8 |
| Enable all children to access additional experiences both as part of our curriculum and after school and provide appropriate equipment and clothing where necessary | There is increasing evidence that physical activity not only supports a healthy body and mind but also supports academic development.  *(Active Education: Growing Evidence on Physical Activity and Academic Performance)*  Costs of children attending schools are rising for families with increases in school uniform prices/outdoor wear to balance against the cost of living crisis. In addition to our PP families we have a growing number of families struggling to provide food and energy in their homes making other cultural activities more difficult to access  “At the EEF, we think enriching education has intrinsic benefits. We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.” | 5, 6 |
| Redesign and purchase additional outdoor resources for Reception.  Further development of sensory room to support learners across school. | Play supports language development, cognitive growth, fine and gross motor skills, social interaction and problem solving.  Sensory experiences play a significant part in children connecting with their learning and accelerating progress. It builds nerve connections in the brain’s pathways which lead to the ability to complete more complex learning tasks. | 1, 2, 4, 5 |
| Cultural Capital expenditure to broaden horizons with a focus on industry specific engagement and partnerships.  This will include development of industry and business partnerships. | It is important for children to gain the ‘essential knowledge’ and wide experiences. This allows them to succeed in their own individual journeys. Through taking part in different experiences and interacting with a wide range of people, children can gain a wider knowledge of the world they live in. This, therefore, builds on children’s existing cultural capital and extends it. | 1,5 |
| Prioritise the teaching and learning of reading across school by implementing programmes such as Accelerated Reader, Boosting Reading @ Primary (BR@P) and Nessy Breakfast Club.  Ensure the retrieval of key mathematics skills are embedded in learning. Focused intervention for pupils will support this. | Accelerated Reader is highly effective at raising reading achievement for students of all ability levels.  Boosting Reading @ Primary (formerly Better Reading Partners or BRP) is a highly successful intervention programme that provides one-to-one additional support for reading for the reader who is under achieving in KS1 or KS2. The programme is delivered by a trained teaching assistant who will work with targeted children who need to develop more effective independent reading strategies and text comprehension. It is a 10-week programme – 15 mins a day, 3 times a week following a common lesson structure. Pupils in the programme make on average twice the rate of usual progress.  Nessy Reading and Spelling is a structured Literacy programme based upon the Science of Reading. The program begins with systematic synthetic phonics which has been proven to be the best way to instruct early readers. As literacy skills develop, students advance to instruction in spelling, morphology, vocabulary and comprehension. Independent research has shown the program to be effective even for those learning English as an additional language.  Structured and systematic learning development uses a combination of whole-to-part processing, linking quantities to shapes and numbers, and multisensory lessons, activities, and games. This is beneficial for all students learning maths, and students who have language-based learning difficulties such as dyslexia, dyscalculia, and dysgraphia. Number Sense helps shape the building blocks necessary for understanding early maths skills, building your student’s confidence, fluency, and accuracy with basic maths facts. | 1, 2, 3, 4 |
| Use the Seesaw app to promote parental engagement in learning within EYFS and Year 1 | Seesaw offers collaboration between all of the adults in a child’s life, from classroom teachers to family members. This network of support helps to drive academic, social, and personal growth. | 1-3 5-9 |

**Total budgeted cost: £45,370**

Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

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| This has continued to be a challenging year in all schools with pupil absence and the negative impacts still felt from the COVID pandemic. Our actions to support disadvantaged families continues to be a focus for our school and we are aware that the tenacity shown to make improvements must continue  EYFS  65.58% of children reached a Good Level of Development  50% of Pupil Premium children reached a Good Level of Development  This reflects only two children with the child not reaching GLD having an EHCP and significant SEN.  Year 1 Phonics  80% of children met the expected standard  50% of Pupil Premium children met the expected standard  We recruited an additional Teaching Assistant to support in Reception and Year 1 which had significant impact on phonic development and improving children’s readiness to learn.  Year 6  Reading: 79% of children met the expected standard  71% of Pupil Premium children met the expected standard  Writing: 82% of children met the expected standard  71% of Pupil Premium children met the expected standard  Grammar, Punctuation & Spelling:  86% of children met the expected standard  85 of Pupil Premium children met the expected standard  Maths: 86% of children met the expected standard  86% of Pupil Premium children met the expected standard | | |
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