

PORTFIELD PRIMARY ACADEMY

PUPIL PREMIUM STRATEGY STATEMENT

SEPTEMBER 2024



This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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

Detail	Data
School name	Portfield Primary Academy
Number of pupils in school	268
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers	2022 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Andrew Strong
Pupil premium lead	Andrew Strong
Governor / Trustee lead	Lisa Gauntlett

FUNDING OVERVIEW

Detail	Amount
Pupil premium funding allocation this academic year	£163,850
Recovery premium funding allocation this academic year	£18,503
National Tutoring Programme Allocation	£6,661
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£163,848
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	(2023/24 = £189,014) (2022/23 = £177,142)

PART A: PUPIL PREMIUM STRATEGY PLAN

STATEMENT OF INTENT

- At Portfield Primary Academy we review and allocate the Pupil Premium funding to support these children using the following criteria:
 - ☐ making expected progress in reading, writing and maths
 - ☐ support the development of social and emotional well-being
 - ☐ be inclusive with enrichment opportunities that support the curriculum
- Pupils will benefit from this funding in a similar way to last year, to meet the criteria outlined above:
 - ☐ ACE Lead & Ambition Tutors
 - ☐ Mental Health Leader in Education
 - ☐ Forest School Leader & Assistant
 - ☐ Wellbeing Leader
 - ☐ Inclusion Leader time and resources
 - ☐ 1:1 / Group Interventions
 - ☐ Financial support for trips and clubs
 - ☐ In-class support
 - ☐ Resources
- A Champion for Every Child Programme:
 - ☐ Every pupil premium pupil (and their families) have regular one-to-one contact to build relationships and overcome barriers.
 - ☐ Our ACE programme is part of the roll out of the TKAT pilot started in September 2020, which has been externally evaluated.
 - ☐ “Overall the evaluation from the ACE programme’s pilot year sees promising evidence of impact, particularly on pupils’ attainment in maths and on levels of goal orientation, self-efficacy and motivation. Qualitative data from teachers and tutors also reflected a positive perception of the overall impact of the programme, alongside a number of recommendations for how the programme implementation could be improved further in future.”
ImpactEd – September 2021

CHALLENGES

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

Challenge number	Detail of challenge
1	ATTENDANCE – keep attendance above 95% for PP group of pupils
2	ENGAGEMENT – including motivation and self-efficacy for PP group of pupils and their parents/carers
3	ATTAINMENT – close the attainment gap – increase attainment of PP group of pupils
4	HOMEWORK – completion of homework – PP group of children complete homework in line with non-pp group
5	COMMUNICATION – home school communication – parents/carers of PP group of children are engaged with school and communicate regularly and support school targets and expectations

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.

Intended outcome	Success criteria
1. Rapidly improving attendance or attendance that is at or above the national average for all non-PP pupils	● PP pupil's attendance is at or above National
2. Rapidly improving or good pupil engagement compared to their peers	● PP pupils are engaged in their learning, attitude to learning is improved
3. Rapidly improving outcomes or outcomes that are at or above the national average for all non-PP pupils	● PP pupils are making progress and achieving closer in line to their non-PP peers and National averages
4. Rapidly improving completion of homework on a daily basis	● PP pupils complete all homework daily
5. Increased communication between school and home with rapid intervention or referral processes, as required	● PP pupils and their parents have a close link with school and are able to reach out for support when required

ACTIVITY IN THIS ACADEMIC YEAR (2024/2025)

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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supervision Training for ACE Lead plus time for supervising other ACE tutors	ACE Lead to offer supervision for other trust Ambition Tutors.	1,2,4,5
ACE Training for teaching assistants - 3 mandatory online training sessions	ACE programme is already having an impact. As the school grows there will be a need for more tutors	1,2,4,5
HLTA Training for 2 experienced Teaching Assistants to increase capacity within growing school	As the school grows we will need more capacity for release and cover for teachers and leaders	1,2,4,5

Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £51,759

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group phonics interventions for Year 1 & Year 2 (4 afternoons per week)	Increased phonics screening results	2,3
Small group phonics interventions for EYFS (3 afternoons per week)	Increased phonics screening results and GLD assessments	2,3
Small group maths interventions for KS2 pupils (3 afternoons per week)	Increased attainment in maths assessments Increased engagement in maths lessons	2,3
Breakfast Club maths interventions for Year 6 pupils in preparation for Year 6 SAT's	Increased confidence for assessment week	1,2,3

(every morning – Spring term)	Opportunities for small group and 1:1 intervention with maths lead and Year 6 teacher	
Homework Club for children struggling to find a space at home or lack support (4 afternoons per week)	Key children will complete homework on a regular basis Impact on learning in class	1,3,3

Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £92,089

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing Leader - support for pupils & parents (37 hours per week) £41,029	Improved emotional resilience of PP pupils Dedicated person to work with pupils and parents	1,2,3,4,5
ACE Lead and Ambition Tutors - supporting PP pupils regularly (25 hours per week) £29,750	Pilot evaluation see “The Kemnal Academies Trust: ACE evaluation summary” 2020-21 (ImpactEd)	1,2,3,4,5
Rock Steady Music - Wellbeing resource of the year 2022 (45 children x 3 hours) £8,600	Increased regular attendance and punctuality	1,2
Employ a Forest School Leader (3 hours per week) £4,291	Improved confidence and independence Improved emotional resilience Opportunities for outdoor learning	1,2,3
Employ an Attendance Officer (5 hours per week) £4,419	Improved attendance and communication with home	1,5
Breakfast Club - daily for any PP child that wants to attend - cereal, toast, fruit (daily) £4000	Improved well being of pupils and ability to think and learn	1,2,3

Total budgeted cost: £163,848

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.

Activity	Intervention or action	Specific intended outcomes	Actual impact
Forest School Provision	Forest School to provide provision for children including most vulnerable in the school	Lower exclusion rates Improved behaviour Better social/pastoral progress for attainment and progress in line with peers in class	✓ Reduced exclusions ✓ Behaviour across the school is excellent ✓ Closing the gap between PP and non-PP pupils
Wellbeing Provision	Wellbeing Lead employed to support SLT and staff/pupils with specific CP and Early Help work to include: - Being Deputy Designated Safeguarding Lead - Link to Holistix and Early Help - Support pupils individually, or in groups, for wellbeing - Support families as a Family Support Worker	Link between home and school is strengthened Leadership capacity is increased as Wellbeing Lead takes on Safeguarding role Wellbeing and achievement of vulnerable children increases to lessen gap between Pupil Premium and non-Pupil Premium	✓ Strong link with parents ✓ Senior DSL (HT) supported with case conferences, core group meetings and early help conversations ✓ Pupils supported to overcome barriers and access learning
Inclusion Leader	% of Inclusion Leader salary paid through PP to enable: - monitoring and line management of Forest School Leader, Wellbeing Leader & Drama Therapist - Small group interventions	Impact of these roles monitored and measured Achievement and wellbeing of PP pupils will be increased and improved	✓ Forest School Leader, Wellbeing Leader and Drama Therapist having positive impact on wellbeing and attainment of PP pupils
Teaching Assistant Support for small guided groups	Small group intervention groups or guided groups during literacy and maths to help close the gap between disadvantaged and non-disadvantaged	Progress of PP children will improve Attainment of this group will be more in line with non-PP	✓ Gap closing between PP and non-PP pupils
Resources for interventions & small group work	Resources for specific interventions completed by Wellbeing Lead Additional funding for trips and residential if needed	Progress of PP children will improve Attainment of this group will be more in line with non-PP	✓ Gap closing between PP and non-PP pupils