

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Porter Croft Primary
Number of pupils in school	214
Proportion (%) of pupil premium eligible pupils	43%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Year 2 of new plan
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Cath Thomas
Pupil premium lead	Cath Thomas
Governor / Trustee lead	Karen Cribb

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103565
Recovery premium funding allocation this academic year	£11310
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£225
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£122105

# Part A: Pupil premium strategy plan

## Statement of intent

### Objectives for your disadvantaged pupils

- narrow the gap in phonics
- increase vocabulary acquisition in all subject areas
- promote a love of reading to increase progress and attainment
- ensure books are at the heart of our curriculum
- develop writing strategies to improve writing outcomes
- be able to offer strategies for mental health issues and support children and staff with issues outside of school

### The current pupil premium strategy plan work towards achieving these objectives

- Read Write Ink phonics scheme is being taught daily to EYFS, KS1 and identified Y3,4 pupils
- Literacy Lead allocated time to plan groups, assess and track pupils in KS1 every half term
- Subject leaders plan vocabulary content to be covered in every unit of their subject and to monitor the impact
- Displays to reflect vocabulary of different subjects
- Books bought for every topic in different subjects so that classrooms have their own libraries for pupils to use
- Parent workshops planned to support parents reading at home
- TA support in Year two is in place to provide 1-1 sessions on reading and writing
- Staff CDP in writing to be rolled out throughout the year and the impact on pupils work to be monitored every half term
- Provide good mental health care and support in school

### key principles of your strategy plan

- To ensure that pupils receive quality first teaching in phonics by following the new scheme
- Ensure that books are at the heart of our curriculum across all subjects
- Give all pupils exposure to higher levelled quality texts in class
- Track the impact of phonics and provide groups that are fluid so that pupils can move groups as and when they need to change
- Increase progress and attainment levels in reading
- Ensure pupils can apply their phonics knowledge to new text

- **Upskill staff that are new to teaching phonics in 2022**
- **Upskill staff in writing strategies throughout this year and monitor the impact of this CPD in children's work**
- **Develop writing skills across the school, to enable pupils to become better writers**
- **Develop the role of a mental health lead and put strategies in place to support people's mental health**

## Challenges

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

Challenge number	Detail of challenge
1	Low level of language acquisition on entry in EYFS
2	Parental engagement and understanding in English
3	Outside classroom experiences in the community
4	Limited access to reading books at home
5	Issues outside school that impact on mental health

## 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
Children are at ARE in phonics	Pupils have been tracked accurately and action has been taken to provide ARE in phonics
Pupils are fluent readers	Pupils move up the appropriate reading bands and become independent readers
All pupils achieve the phonics standard in Y1	Attainment levels in phonics is at the national standard in year one
Pupils make greater progress in writing	More pupils are at ARE in writing throughout the year

## 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: £72,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
PALs (EEF peer assisted reading project)	The EEF's Teaching and Learning Toolkit reports that peer tutoring approaches can have high and cost-effective impacts on pupil attainment.	4
Power Up Writing CPD	The triple iteration of the writing process (the initial draft, edit and review), is the most powerful part of this approach. Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease.	24
Literacy Lead monitoring RWI and developing staff	Developing high quality teaching, assessment and tailoring RWI to meet the needs of pupils will enhance phonics and reading	124
2 extra TAs to support reading and writing and life skill sessions	Children access extra support with an adult increases understanding and provides booster sessions	124

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

Budgeted cost: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>TA 1-1 support in Y2</i>	FFT program impacts on pupils progress and attainment in reading	124
<i>Learning support assessment</i>	Pupils who are not making expected progress will be monitored and individual plans put in place by class teachers	124

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

Budgeted cost: £22,105

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Theraplay</i>	Well -being sessions ensure pupils are ready to learn	5
<i>Mental Health lead training with Anna Freud</i>	Support pupils and staff well-being and be able to identify support needed to put into place	5
<i>Extracurricular activities and trips</i>	This provides pupils with experiences they may not otherwise have outside of school which enhances their understanding and learning experiences	3
<i>Sensory room resourcing</i>	Pupils benefit emotionally from time in the sensory room to distress and calm down from over stimulating environments	5

**Total budgeted cost: £122,105**

## 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 2020 to 2021 academic year.

- Pupils have been tracked throughout the year and moved into appropriate phonic groups as and when needed, to create a fluid strategic plan.
- Disadvantaged pupils attaining the Y1 phonics standard increased from 57% 2021 to 70% in 2022.
- Pupils in Y2 who retook the test in 2022 had an 86% pass rate, as 6 out of the 7 pupils passed.
- Y1 phonics levels have dipped along with the national picture, due to the impact of COVID-19, to 63%.
- Of the pupils who took the Y6 SATs 73% achieved ARE in reading and 64% achieved this in the Y2 SATs. This is due to the high profile in reading last year and the curriculum reflecting the importance of books in different subjects.
- Reading fluency sessions are also implemented weekly in KS2 for pupils to develop this particular reading skill.

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
Trauma informed diploma	Trauma Informed UK
Power up Writing	Kelly Ashley English Hub
PALs	EEF Nottingham Trent and Manchester Metropolitan Universities