

Porchester Junior School

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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|--------------------------------------|
| Number of pupils in school | 174 |
| Proportion (%) of pupil premium eligible pupils | 31% (54 pupils) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2023-2026 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | November 2025 |
| Statement authorised by | Vicki Welsby, Headteacher |
| Pupil premium lead | Lauren Mintey, Deputy headteacher |
| Governor / Trustee lead | Julie Barnard |

Funding overview

| Detail | Amount |
|--|---|
| Pupil premium funding allocation this academic year | £72,520 (based on 49 pupils at time of census) |
| Pupil premium (and recovery premium*) funding carried forward from previous years | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £72,520 |

Part A: Pupil premium strategy plan

Statement of intent

Our motto 'Pride of Porchester' underpins everything that we do, alongside our school values: *Respect, Aspiration, Responsibility, Confidence* and *Resilience*. This ethos helps all our children to achieve the best they can in all areas of their learning. Our Porchester curriculum vision is based upon the principles: *knowledge, opportunities, reading, equality/equity* (KORE). As a result, our curriculum is broad and balanced, rich and varied, and ensures our children develop the knowledge, skills, experiences, attitudes and beliefs to become passionate and confident individuals who are the best versions of themselves and proud of who they are. We are committed to making every day count for all children, not only ensuring they are ready for the next stage in their education, but also preparing them for life in what will be their modern Britain.

Through data analysis, close liaison with children and families, as well as professional conversations with teaching staff, our SENCO and dedicated Child and Family Support Worker, we recognise the challenges faced by some of our pupils in receipt of Pupil Premium, including reduced exposure to literacy and vocabulary, attendance, social and emotional needs and lower aspirations in some cases. We are passionate in our determination to ensure the provision at Porchester, through effective utilisation of the Pupil Premium allocated funding, enables us to overcome such challenges, unlock potential and narrow any gaps between these children and their peers.

At Porchester, our priority is to ensure that every pupil, regardless of their background or challenges, has the opportunity to reach their full potential and achieve high standards across all subjects. We are committed to supporting each child's academic, social and pastoral needs in a caring and nurturing environment, with all staff and the governing body taking collective responsibility for their progress. This strategy places high-quality teaching at the heart of our approach, focusing on areas where disadvantaged pupils need the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

All staff strive to ensure the success of every child, despite external factors which may impact on pupil learning. We are passionate about the achievement and development of children eligible for Pupil Premium. The Pupil Premium allocation has therefore been strategically planned, as set out below, with the priority of ensuring that we provide children with the very best education through high-quality teaching, a knowledge rich and experiential curriculum and support for their social and emotional development.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Reading – A range of assessment data shows that reading outcomes for children eligible for Pupil Premium are lower than their peers. Upon entry to year 3, a notable proportion of our disadvantaged pupils have significant gaps in phonic knowledge. Over the last two years, 20% of our disadvantaged pupils arrive having not passed the phonics screening check in Years 1 and 2. This gap narrows but remains significant to the end of KS2. |
| 2 | Vocabulary and oral language – Our assessments, observations and discussions with pupils have shown that many of our disadvantaged pupils have under-developed oral language skills and vocabulary (specifically tier 2 words). This negatively impacts on their development as readers and writers, and their abilities to communicate effectively. |
| 3 | Greater depth – Internal and end of KS2 data shows that significantly fewer children in receipt of Pupil Premium are achieving Greater Depth outcomes in all subjects. |
| 4 | Absence, including persistent absence – Attendance data indicates that absence and persistent absence amongst disadvantaged pupils is significantly higher than non-disadvantaged pupils. In the 23/24 academic year, attendance among disadvantaged pupils was 4.3% lower than for non-disadvantaged pupils. Of all persistent absentees during this period, 61% of these were children eligible for Pupil Premium. Our assessments and observations indicate that absenteeism negatively impacts on disadvantaged pupils' progress. |
| 5 | Social and emotional wellbeing – Pupil voice, observations and discussions with families have identified social and emotional wellbeing to be a challenge for a number of our disadvantaged pupils. Challenges include emotional resilience and strategies for self-regulation, impacting on attitudes towards and stamina for learning for some pupils in receipt of Pupil Premium. |
| 6 | Wider experiences, opportunities and aspirations – Discussions with pupils and families indicate that the range of experiences of some children in receipt of Pupil Premium outside of school is limited. This limits their opportunity to build cultural capital and develop their knowledge of the world. Discussions with pupils also indicate a lack of aspiration in some cases. |

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 |
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| To ensure a high-quality learning experience for all pupils, so that the attainment gap between pupils in receipt of PP and their peers continues to narrow. | <ul style="list-style-type: none"> • The percentage of children in receipt of PP achieving ARE and above will meet or exceed national averages and match that of non-PP children at Porchester. • Pupils will have access to consistent high-quality teaching and learning and a curriculum that is driven by high expectation and appropriate challenge. • Children will demonstrate progress following high quality first teaching and additional interventions. • Pupil interviews will show children in receipt of PP are knowing more and remembering more, in-line with their non-PP peers. • Planning clearly identifies scaffolds/strategies which will meet the needs of all children, particularly those in receipt of PP. • Pupil progress documentation clearly identifies strategies additional to quality first teaching that will be put in place for children in receipt of PP who are not reaching ARE. |
| To improve reading attainment among pupils in receipt of PP. | <ul style="list-style-type: none"> • KS2 reading outcomes show that percentages of pupils in receipt of PP achieving ARE and above will meet or exceed national averages and match that of non-PP children at Porchester. • Pupils will have access to consistent high-quality teaching and learning and a reading curriculum that is driven by high expectation and appropriate challenge. • All children requiring phonics and early reading intervention will make rapid progress to accurately decode and become fluent readers. • Children have the correct reading books (including well-matched decodable books where necessary) and are progressing through the book bands. • A culture of reading is promoted through a refurbished library space with ambitious and diverse texts available here and in all classrooms. High quality texts are mapped across the curriculum. |
| To improve oral language and vocabulary among pupils in receipt of PP. | <ul style="list-style-type: none"> • All pupils in receipt of PP will have widened their vocabulary choices, demonstrating ambitious vocabulary and an understanding of word meaning, which will be evident during class discussions and in their writing across all curriculum areas. • Discussions with children and learning walks will show an increase in development of oral language skills (specifically tier 2 words) and pupils will be able to confidently discuss knowledge and learning across the curriculum. • Aspirational and relevant vocabulary is on display in each classroom, for each area of the curriculum, and is consistently modelled by staff. • Vocabulary development work will be related to the current content of what is being taught, to ensure new vocabulary is contextualised, actively used and understood in pupils' written and oral work. |
| To improve greater depth outcomes in all subjects for pupils in receipt of PP. | <ul style="list-style-type: none"> • The percentage of children in receipt of PP achieving GDS will meet or exceed national averages and match that of non-PP children at Porchester. • Pupils will have access to consistent high-quality teaching and learning and a curriculum that is driven by high expectation and appropriate challenge. • Children in receipt of PP who are already achieving ARE will be targeted in pupil progress meetings and through additional intervention to achieve GDS outcomes. |

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| | <ul style="list-style-type: none"> • Levels of aspiration and children's expectation of themselves will increase. • Children will be independent, resilient learners and able to self-regulate their level of challenge across subjects. |
| To achieve and sustain improved attendance for all pupils, particularly our pupils in receipt of PP. | <ul style="list-style-type: none"> • A Porchester graduated response to attendance will be fully embedded across school leading to an increase in attendance percentages of all children. • Attendance data will show that attendance of children in receipt of PP is at least in line with non-PP children. • Attendance data will show that persistence absence of children in receipt of PP is at least in line with non-PP children. • Persistent absence is rapidly addressed using a graduated response. • Attendance meetings are pivotal in developing shared ownership of the 'make every day count' culture for our children and families. • Each family/child is taken on a case-by-case basis with a solution focussed approach to finding the best outcome for the child. • Children in receipt of PP are to be offered breakfast club spaces and graduated starts into school to ensure good punctuality and attendance. |
| To achieve and sustain improved behavioural, social and emotional support for pupils in receipt of PP. | <ul style="list-style-type: none"> • Family Support Worker will be working effectively with key children and their families and liaising with SLT regarding in school support. • Boxall profiling used to measure both need and then progress and to set individual targets for children. Children in receipt of PP with SEMH challenges will make accelerated progress and achieve end of year targets. • Qualitative data collected pre and post ELSA demonstrates measurable impact on children's wellbeing and SEMH outcomes. • Parental and pupil feedback shows an improvement in positive attitudes towards school and learning. • Learning walks and behaviour analysis show that children in receipt of PP are able to self-regulate their behaviour and are demonstrating positive attitudes and behaviours for learning. • Children are able to manage strong emotions, be resilient to challenges and change, supporting emotional health and positive wellbeing. |
| To ensure pupils in receipt of PP develop strong cultural capital and experience both an experiential curriculum and access extra-curricular and leadership opportunities in school. | <ul style="list-style-type: none"> • Children in receipt of PP will attend all visits and residentials and cost will not be a barrier. • Children in receipt of PP will attend a wide range of extra-curricular clubs and cost will not be a barrier. • Pupil leadership positions will be made up of at least 30% pupils in receipt of PP. • There will be a significant increase in enrichment activities, particularly among children in receipt of PP. • Pupils have access to school uniform (including PE kit) and other educational resources needed to support their learning. |

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: £36,520

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Quality first teaching is a priority and leadership time is given to ensure high quality approaches across school. | <p>"The quality of teaching is arguably the single most important thing that teachers and school leaders can focus on to make a difference in children's learning. The difference between really good teaching and less effective teaching makes more difference to learning than any other factor within school. High-quality teaching narrows the advantage gap. Crucially, it is also something that can be changed." EEF</p> <p>High-quality teaching EEF</p> | 1, 2, 3 |
| The Porchester Lesson Design is in place as a research-informed approach to quality first teaching. | <p>Rosenshine's Principles of Instruction Sweller's Cognitive Load Theory Ebbinghaus' Forgetting Curve</p> <p>All of the above areas of research have heavily influenced both our lesson and curriculum design.</p> | 1, 2, 3 |
| Continued strengthening of an enquiry-based, knowledge-rich curriculum that enables pupils to know and remember more over time with a key focus on enquiry and vocabulary. | <p>Why we need a knowledge based curriculum https://parentsandteachers.org.uk/wp-content/uploads/2019/03/Why_we_need_a_knowledge-based_curriculum.pdf</p> <p>What is a Knowledge Rich Curriculum? https://impact.chartered.college/wp-content/uploads/2018/03/Sherrington-Article.pdf</p> | 1, 2, 3 |
| Coaching and professional learning opportunities for teaching staff, including ECTs, to develop high-quality pedagogy and quality first teaching. Including NPQs. | <p>Supporting high quality teaching is pivotal in improving children's outcomes. Effective professional development plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>Effective Professional Development EEF</p> <p>Evidence review: The effects of high-quality professional development on teachers and students https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p> | 1, 2, 3, 4, 5, 6 |
| Work with FHP lead practitioners to support CPL to ensure the teaching is high-quality and effective. | <p>Supporting high quality teaching is pivotal in improving children's outcomes. Effective professional development plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>Effective Professional Development EEF</p> | 1, 2, 3, 5 |
| Focussed CPL for all staff to develop effective delivery of | <p>In July 2021, the Phonics International programme was re-validated by the DfE as a full SSP programme, and the No Nonsense Phonics programme was also validated as a full SSP programme in its own right.</p> | 1, 2, 3 |

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| phonics within No Nonsense Phonics. | Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics EEF Phonics Intervention (No Nonsense) | |
| Introduction of Complete Comprehension resources to support high quality reading lessons. | Reading comprehension strategies are high impact on average (+6 months). Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. Reading comprehension strategies EEF Complete Comprehension Resources: - Schofield & Sims | 1, 2, 3 |
| Engagement with the Herts for Fluency project. | Fluent reading supports reading comprehension. When pupils read fluently, their cognitive resources can be redirected from focusing on decoding and onto comprehending the text. Fluency EEF EEF blog: Shining a spotlight on reading fluency EEF Herts for Fluency is an evidence-informed reading intervention that supports pupils to make accelerated progress in reading comprehension whilst encouraging them to rediscover a love of reading. HFL Reading Fluency Project HFL Education | 1, 2, 3 |
| High quality texts linked to enquiry learning. | The whole curriculum matters in developing pupils' reading comprehension. Reading across the curriculum supports the knowledge and vocabulary to be learnt in each subject. The reading framework The use of high-quality books within the curriculum is at the heart of a school's successful approach to engage and support children to become motivated and independent readers. Choosing and Using Quality Texts Centre for Literacy in Primary Education | 1, 2, 3 |
| Educational psychologist involvement around principles of communication | On average, oral language approaches have a high impact on pupil outcomes of +6 months additional progress. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. Oral language interventions EEF | 2, 5 |
| MARK assessment procedures used to highlight gaps in learning to inform high-quality first teaching. | Diagnostic assessment can be used to inform professional judgement about the best next steps; it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. Improving Literacy in Key Stage 2 EEF | 1, 2, 3 |
| FFT Aspire used to provide ambitious targets for all pupils. | We are ensuring that our pupils have ambitious targets to help close the gap between PP and non-PP outcomes. Aspire's target setting engine uses MIS data, national tests, teacher assessments and data from the DfE to help every pupil reach their potential. Target setting - FFT | 1, 2, 3 |

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

Budgeted cost: £18,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Targeted phonics interventions (group and 1:1) | <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Phonics EEF</p> <p>One to one tuition is very effective at improving pupil outcomes (5+ months), providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>One to one tuition EEF</p> <p>Research which focuses on teaching assistants who provide 1:1 or small group targeted interventions show a strong positive benefit of between 4-6 additional months on average.</p> <p>Teaching Assistant Interventions EEF</p> | 1, 2 |
| Reading fluency intervention groups (1:6) | <p>Herts for Fluency is an evidence-informed reading intervention that supports pupils to make accelerated progress in reading comprehension whilst encouraging them to rediscover a love of reading.</p> <p>HFL Reading Fluency Project HFL Education</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Small group tuition EEF</p> | 1, 2, 3 |
| Reading interventions (e.g. switch on) and daily reading for spotlight readers | <p>Reading comprehension strategies are high impact on average (+6 months). Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read.</p> <p>Reading comprehension strategies EEF</p> | 1, 2, 3 |
| One to one and small group tuition for pupils in need of additional support | <p>One to one tuition is very effective at improving pupil outcomes (5+ months), providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>One to one tuition EEF</p> <p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Small group tuition EEF</p> | 1, 2, 3 |
| Targeted support and feedback in lessons for pupils | <p>Providing feedback is a well-evidenced and has a high impact on learning outcomes (+6 months). Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Feedback EEF</p> | 1, 2, 3 |
| SATs Companion for Year 6 pupils. | <p>Homework has a positive impact on average (+5 months). Homework linked to classroom work tends to be more effective and homework clubs can help to overcome barriers to resources and support.</p> <p>Homework EEF</p> | 1, 2, 3 |
| SHINE interventions to target gaps in | <p>Research which focuses on teaching assistants who provide 1:1 or small group targeted interventions show a strong positive benefit of between 4-6 additional months on average.</p> | 1, 2, 3 |

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| learning across each year group. | Teaching Assistant Interventions EEF | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Graduated response and attendance management plans in place and managed by the Child and Family Support worker. | EEF recommendations include building a holistic understanding of pupils and families and diagnosing specific need; building a culture of community and belonging; effective communication; improving universal provision supplemented with targeted interventions and monitoring the impact of approaches. Supporting attendance EEF Strategies for managing attendance The Key Leaders Working together to improve school attendance - GOV.UK | 4 |
| Child and Family Support Worker to provide targeted social and emotional support for children and families (including lunchtime nurture provision). | The average impact of successful SEL interventions is an additional 4 months progress over the course of the year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Social and emotional learning EEF Behaviour interventions EEF Individualised instruction EEF | 4, 5 |
| Staff training on behaviour de-escalation approaches (Inclusive Behaviour Approach). | Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Both targeted interventions and universal approaches have positive overall effects (+4 months). Behaviour interventions EEF | 5 |
| Strategies to engage parents, including breakfast with your child in school, parental engagement with the authentic outcome of the enquiry, coffee and cake events. | Parental engagement has a positive impact, on average 4 months additional progress. There are also high impacts for pupils with low prior attainment. Parental engagement EEF | 4, 5, 6 |
| Breakfast Club provision to provide support for punctuality and attendance. | There is some evidence that providing free, universal, before school breakfast clubs can benefit pupils by preparing them for learning or support behaviour and school attendance. Evidence brief: Using research evidence to support your spending decisions Education Endowment Foundation Free school breakfast provision EEF | 4, 5, 6 |

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| Support for extra-curricular activities (e.g. access to after school clubs) | <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p> <p>Arts participation EEF</p> <p>It is crucial to ensure that pupils have access to high quality physical activity for the other benefits and opportunities it provides. There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.</p> <p>Physical activity EEF</p> | 4, 5, 6 |
| School contribution to residential, trips and visits | <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes.</p> <p>Outdoor adventure learning EEF</p> | 4, 5, 6 |
| Year 3 Pupil Premium PE kit offer | <p>"Pupils from lower socioeconomic households are less likely to be able to afford the cost of school uniforms. Schools intending to change their school uniform policy should therefore consider what provision can be made to cover the costs of uniform changes for disadvantaged pupils."</p> <p>School uniform EEF</p> | 4, 5, 6 |

Total budgeted cost: £72,520

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year. The data demonstrated that at the end of KS2 in 23/24, our children in receipt of PP were achieving in-line with national averages for ARE:

- Reading 73% (NA 74%)
- Writing 73% (NA 72%)
- Maths 73% (NA 73%)

Progress was also made towards narrowing the attainment gap with regards to combined data, with a higher proportion of pupils achieving ARE and GDS compared with 22/23:

- ARE combined 55% (compared with 43% in 22/23)
- GDS combined 9% (compared with 0% in 22/23)

A whole-school focus on continued curriculum development and quality first teaching has enabled us to continue to strengthen our pedagogy and teaching and learning approaches across the school. The Porchester KORE approach to the curriculum (**K**nowledge, **O**ppportunity, **R**eadng (inc. vocabulary), **E**quality and Equity) and the Porchester Lesson Design are in place, enabling pupils to know and remember more over time. Using learning walks, pupil voice and book looks, the evidence is showing that the gap between the disadvantaged and their peers is closing.

Whilst attendance of children in receipt of PP remains a challenge, significant progress was made in the 23/24 academic year to narrow the gap and improve attendance for our disadvantaged children:

- Overall attendance for children in receipt of PP has improved from 87.01% in 22/23 to 91.73% in 23/24, an increase of 4.72%.
- Persistent absence amongst children in receipt of PP has decreased by 12%.
- The gap between PP and non-PP attendance has narrowed by approximately 5%.

We have also drawn on our observations and discussions with pupils and parents to review wider issues impacting disadvantaged pupils' performance, including social and emotional well-being and wider opportunities. Pastoral interventions are having a notable positive impact on children's ability to self-regulate and build resilience. Both pupils and parents have commented and spoken positively about the increased focus on wider opportunities offered last academic year, including trips, visitors, community engagement and family events. Positive feedback was evident through parent questionnaires throughout the year:

- *"Having the Nottingham Forest Football links is a great help with keeping my son motivated about belonging to the school."*
- *"Absolutely love the school! The work, the family feel, the want to include parents, the opportunities the children get. It's just a lovely place for a child to have the best memories of junior school."*
- *"Some really good personal development opportunities and wider curriculum trips and experiences."*
- *"The children seem to have a lot of different experiences on trips and visitors in to school."*
- *"I'm really pleased with the extra help XXX has had with reading, which has enabled him to catch up really quickly."*

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 |
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Service pupil premium funding (optional)

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| <i>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</i> |
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| The impact of that spending on service pupil premium eligible pupils |
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Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.