

Portway – Pupil Premium Review: whole school

For the year ended summer 2017



**Leading
Learning Trust**

Portway Primary School is part of the Leading Learning Trust

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Total Pupils on roll	652
Total amount received 2016-2017	£ 323,240

Financial year	Amount of Pupil Premium Funding
2014/2015	£365,900.
2015/2016	£355,500
2016/2017	£323,240

	2013 - 2014	2014-2015	2015-2016	2016-2017
Percentage of FSM pupils eligible for pupil premium	RoL data 42.3%	RoL data 39.5%	RoL data 38.8%	19.5%
Number of FSM pupils eligible for pupil premium	151	32	54	140
On roll	706	712	654	650
Number of looked after children eligible for pupil premium	1	1	1	2

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Deprivation Index			
2014	2015	2016	
0.41 (national 0.22)	0.50 (national 0.24)	0.31	
The school has a deprivation indicator of 0.31 (national 0.21) which is in the highest quintile (RoL p60). Although our pupil premium funding is allocated from our free school meal numbers, it is also targeted to close achievement gaps that may be associated with high levels of social deprivation			

Context
<p>Ofsted ` Special Measures` grading in 2015 Academisation in May 2016 September 2016 – New Leadership and teaching staff. Changes to assessment systems – nationally and within school</p>

Main barriers to educational achievement
<p>High levels of mobility-lowest quintile for stability 39% FSM 61% EAL 51 languages spoken across the school Social deprivation: school deprivation indicator 0.31 versus national of 0.21 Significant numbers of supported families Promotion of wider opportunities/aspirations Attendance – leave in term time, persistent absence Inclusion of children with significant additional learning needs Our on-entry assessment shows that attainment on entry to the Nursery classes is well below that expected nationally in all areas</p>

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Action Plan

<u>Pupil premium used for and Target group</u>	<u>Rationale</u>	<u>Amount allocated to the intervention action (£)</u>	<u>New or continued activity or cost centre</u>	<u>Intended outcomes How this intervention will improve achievement for pupil eligible for pupil premium</u>	<u>Monitored by who and when</u>	<u>Results and impact</u>
Brilliant Club Targeted Y5/Y6	12x Y5/Y6 children Autumn 16/Spring 17 PHD students delivering university style teaching STEM subjects (focus on development of knowledge, skills and ambition).	5760 (1920 per term)	Continued	-To raise the aspirations of most able disadvantaged children -Widening access to highly selective universities. -Develop independent study, critical thinking and communication skills.	-Feedback from Brilliant club tutor -Written report at end of project -Pupil conference -Data analysis	5 pupils eligible for PP. 3 pupils achieved a 1 or 2:1 in their assignment.
Debate Mate Targeted Y5/Y6 -	12 12x Y5/Y6 children. Supports pupils in confidence and practise at public speaking.	2000	Continued	-To raise the aspirations of most able disadvantaged children -Widening access to highly selective universities. -Develop independent study, critical thinking and communication skills.	-Feedback -Written report at end of project -Competition participation	-99% of students said that they enjoyed taking part in the Debate Mate sessions; 98% of our students said that they liked their mentors; 87% said they are more confident giving their opinion on current events and political issues; 88% of students said that they were considerate of other people's opinions and feelings. -Pupils attended Debate Mate competition -Pupils are organising an assembly to encourage Year 4 pupils to take part.

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After school clubs All children	To provide opportunities to experience range of activities they may not otherwise have access to.	2000 per term £6000 total	Continued	To raise levels of engagement. To increase confidence and independent/self-care away from home. Widen experiences/aspirations Develop social and emotional skills beyond their familiar environment.	-Pupil conference -Parent feedback	-Take up of free extra-curricular activities was good. Vulnerable families were well supported with reduced/no fees where appropriate. place at school. These included The Music Hub (violin) sewing, cooking, cheerleading, dance, drama, choir, arts and crafts and sports. This also included support for parents of children receiving pupil premium to attend breakfast club/after school club. -After school clubs leader now collects information to identify take up of club activities. -Next steps to analyse for PP take up; to target PP for variety of activities.
Additional teacher Catch up teaching Targeted – Inclusion Offer	Additional English and Maths teaching sessions to target KS2 children (under attaining or insufficient progress)	31,000	New	To diminish the difference between underperforming children against national expectations. Children are making increased levels of progress as a result of the intervention. Increased confidence and	-Data analysis -Intervention impact -Lesson observations -Learning walks	-Focused teaching in small targeted groups ensured children receiving PP are making good progress. - Awaiting data from end of Key Stage SATs.

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				stronger behaviour for learning.		
Additional support Catch up teaching Targeted – Inclusion Offer	Additional English and Maths teaching sessions to target KS2 children (under attaining or insufficient progress)	14160 15775	New	To diminish the difference between underperforming children against national expectations. Children are making increased levels of progress as a result of the intervention. Increased confidence and stronger behaviour for learning.	-Data analysis -Intervention impact -Lesson observations -Learning walks	-Focused teaching in small targeted groups ensured children receiving PP are making good progress. - Awaiting data from end of Key Stage SATs.
Attendance Whole school practice Targeted Intervention	Rigorous and transparent procedures (monitoring attendance, first day calls weekly meetings with attendance leader, regular meetings with borough attendance officer, targeting key families, timely and targeted intervention)	8000	Continued	-School attendance and punctuality figures increase -Persistent absences decrease.	Attendance data analysis	-Attendance is monitored robustly, targeted interventions take place to reduce the attainment gap between our persistent absentees and the pupils who attend regularly. -Weekly newsletters are started Action-to track our key vulnerable groups attendance Our attendance for 2016-2017 is 95.6%; 2015-16 was 93.4%
Place 2 Be Counselling,	To meet the needs of children experiencing	37,071	Continued	Increased resilience of pupils and raised attainment levels.	Regular feedback	-The safeguarding, leadership and inclusion teams have been able to

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<p>place to talk, Place to Be</p> <p>Targeted</p>	<p>behavioural, social and/or emotional difficulties. Place 2 Be – counsellor. 3.5 days per week counselling service (Place to Talk) for pupils. Parent partnerships as required. Providing 1:1 and Group sessions with children</p>				<p>meetings with the Inclusion Leader Feedback from class teachers Pupil conference</p>	<p>ask Place2Be to target vulnerable families. -After using the counselling service 75% of young people have improved their mental health according to their teachers. -For the year-Place2Be supported: -24 children over 421 counselling sessions. It held 464 sessions of Place2Talk which supported 282 children to have the opportunity to discuss issues that were of concern to them. These sessions originated from pupil, teacher or leadership referrals. -As a consequence of Place2Be there were 128 safeguarding disclosures passed onto the school of which 49 were of a high level.</p>
<p>Enabling Enterprise – Gardener</p> <p>Targeted and Whole school</p>	<p>To enrich the wider curriculum for the whole school. To experience the world of work/widen experience. To apply and extend</p>	<p>Grow your own Playground 9000</p>	<p>New</p>	<p>To raise levels of engagement in school. Rates of pupil progress increases.</p>	<p>Pupil conference Data analysis</p>	<p>-Spending in this area led to very good outcomes for pupils and had a positive impact on self-esteem and wider educational achievement. -All year groups have access to gardening workshops that support curriculum knowledge and skills.</p>

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	practical skills with real life context Gardener to work with targeted groups of children across the school to develop social skills, increase independence and confidence.					-Children also have access to experience of enterprise, food production growth and environmental matters.
PE Leader Targeted	To increase engagement, health and wellbeing. Provides sports clubs after school and holidays. Coach to work with targeted groups of children across the school (including: lunchtimes, playtimes, focus groups and after school clubs). Identification and training for sports leaders to act as role models for their peers. Structured games at playtime and lunchtime.	2613 2400	Continued	Develop children's understanding of healthier lifestyles Increased activity levels To raise the aspirations of children through sport. Develop positive play for children with. behaviour/engagement issues. Targeted children have higher self-esteem and engage positively with their peers. To provide enrichment opportunities. Less conflict and fairer play.	Data analysis Pupil conference Lesson observation School nurse information	-PE lead is outstanding model of practice (lesson obs) -Regular variety of lunch and play time activities support social skills; positive play; healthy activity. -Next steps-behaviour analysis; healthy food education.

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Music Teacher – 2 days per week ECAM Whole school Targeted	Musical enrichment. Widen opportunities. Increase engagement.	22040	Continued	To raise levels of engagement in school. Rate of progress increases.	-Lesson observation Data analysis	-Spending has had a positive impact on self-esteem and wider educational achievement. -End of EYFS performance was attended by all EYFS parents. -Year 6 performance supports pupils in social, performance, art and design skills. -Our choir has attended events such as singing for elderly residents and been part of Young Voices performing at the O2.
Educational Visits Targeted	Half termly visits/events to support curriculum	10125	New	To raise levels of engagement in school. Raised achievement.	-Number of trips -Feedback from pupils	-All year groups have had half termly opportunities to undertake visits linked to curriculum including events such as: choir, sports events, Enrichment educational visits are timetabled to ensure that the children are able to attend a wealth of sporting, spiritual and cultural trips by the time they are in Y6. Trips last year included; London Transport Museum, Museum of London, The Science Museum, London Central Mosque, Florence Nightingale Museum, National

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						Portrait Gallery, The Jewish museum, the synagogue, The Chocolate museum, London Zoo, the Hindu temple, Hampstead Heath, The Ragged School Museum, The Planetarium and visits to the see the pantomime.
Residential Targeted	60 yr. 5 children – weeks residential at Fairplay House to widen experience and increase independence and confidence.	750	Continued	To raise levels of engagement. To increase confidence.	Pupil conference Parent feedback	-Excellent participation in all school trips and residential activities. 60 year 5 pupils attended the residential which had a good impact on learning and achievement in class. Next steps-pupil survey to evaluate.
Breakfast Club Whole school Targeted	To ensure children have the opportunity to begin the day in a safe and structured way. Targeting key families (e.g. social, financial and punctuality).	3800	Continued	Increased behaviour for learning. Increased punctuality for start of the school day.	-Attendance data -Lesson observation -Pupil tracking	-Breakfast club allows children to have a healthy start to the day. -Year 6 and Year 2 had a free daily breakfast before their SATs to: support attendance, engagement, and levels of stress -Next steps- to track impact on attendance.
Learning Mentors X 2 – behaviour focus	-LM to monitor behaviour for learning and removing barriers to learning.	40488	New New	-Increased behaviour for learning. -Safer decision making within families and the community	-Monitoring of behaviour logs -Pupil conference -Parent	-Learning mentors targeted support for pupils with behaviour plans in all cases these pupils were supported to manage their emotions and to engage in learning in class over time

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Whole school Targeted	-Monitoring pupils well-being and raising families' aspirations.			-Raised achievement.	feedback -Lesson observation	so that they were able to make academic progress. -Whole school sessions to support friendship and restorative justice activities. -Risk of exclusion has diminished.
Family support worker Targeted	Works with vulnerable families.	30861	New	Work with and support vulnerable children and families. -Work pre-emptively to target families highlighted from teachers/LT		Parents received support in a variety of areas, in part through Home-School support and the administration, welfare and attendance team.
Speech and language therapist Targeted	Target PP children with speech and communication needs. Develop Earliest Intervention practice. Ensure consistency from all staff in the teaching and learning of communication skills.	46000	New	Children within early years setting make good and better progress in early communication skills. Deaf children make good and better progress against language goals.	Data tracking and analysis	-Therapist has worked with vulnerable families to teach parents activities for pupils with Speech and Language needs. -Training has taken place for Learning Support Assistants to support class teaching. -Personalised intervention programmes enabled children to make progress in
Occupational Therapist	Occupational Therapist provides assessments of targeted pupils with	8760	New	Children's sensory needs are met. Works closely with staff and	Pupil conference Parent feedback	-Regular access to Occupational therapist allows Inclusion department to target support.

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Targeted	sensory difficulties.			parents to provide recommended programmes to be implemented at home and school which supports the child's individual needs.		-Bespoke support and training for individual staff in lessons to provide general strategies for skills such as handwriting. -Individual therapy programmes for children with EHC plans. -Personalised intervention programmes enabled children to make progress in line with their peers. -Parents were better able to support their children at home.
Booster School half terms Targeted – Y6	Additional teaching sessions available for targeted children who are under attaining or not making sufficient progress in their learning during the Easter holidays.	8200	Continued	Attainment and progress of PP children to increase in Y6.	Data analysis	Awaiting data from end of Key Stage SATs.
Uniform Targeted	All PP children provided with uniform upon signing up	1000	new	To raise levels of engagement in school. Increase confidence.	-Learning walks	All pupils have access to uniform which has a positive impact on self esteem.

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Family liaison officer Targeted	Supports families in accessing/liasing with school, training, signposting.	18324	new	Open lines of communication between school and parents. To raise levels of engagement in school.	-Parental uptake of workshops	-Free Parent Workshops-Triple P, healthy living workshop, parent protect, potty training, school nurse, inspiring families, After School Eid event, job application support.
Educational Psychologist Targeted	Assessment of learning and emotional needs of individual children.	8000	New	Works closely with staff and parents to provide recommended support and programmes to be implemented at home and school which supports the child's individual needs.	-Pupil progress and attainment -Funding from LA.	-Personalised intervention programmes enabled children to make progress in line with their peers. -Parents were better able to support their children at home.