

Portway – Pupil Premium Review: Nursery

For the academic year ended summer 2017



**Leading
Learning Trust**

Portway Primary School is part of the Leading Learning Trust



Total Pupils on roll	52
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Financial year	Amount of Pupil Premium Funding
2016/2017	£625.80

	2015-2016	2016-2017
Percentage of FSM pupils eligible for Pupil Premium	5% (4/78)	5.5% (3/52)
Number of FSM pupils eligible for Pupil Premium	5	3
Number of looked after children eligible for Pupil Premium	0	0

Deprivation Index		
2014	2015	2016
0.41 (national 0.24)	0.50 (national 0.24)	0.31 (national 0.21)
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
<ul style="list-style-type: none"> • 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



Main barriers to educational achievement

- 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

*low attainers = lowest 20% / high attainers = highest 20% (*our internal Inclusion Offer includes the names of targeted children*)

Action Plan

Pupil premium used for	Target group	Rationale	Amount allocated to the intervention/ action (£)	New or continued activity or cost centre	Intended outcomes How this intervention will improve achievement for pupil eligible for pupil premium	Monitored by who and when	Results and impact July 17
Attendance Officer	All pupils Target group - children at risk of Persistent Absence (PA)	Rigorous and transparent procedures (monitoring attendance, first day calls weekly meetings with attendance leader, regular meetings with borough attendance officer, targeting	3618	Continued	School attendance and punctuality figures increase. 16/17 attendance target 96.5% Persistent absences decrease.	Attendance data analysis	Attendance is monitored interventions take place to reduce the attainment gap between our persistent



		key families, timely and targeted intervention)					absentees and the pupils who attend regularly. -Weekly newsletters are started Action-to track our key vulnerable groups attendance.
Enabling Enterprise – Gardener	Whole school Target intervention for Higher Level Needs children	To enrich the wider curriculum for the whole school. To experience the world of work/widen experience. To apply and extend 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.	9000	Continued	To raise levels of engagement in school. Experiences and skills widened. Rates of pupil progress increases. Pupils with SEND make good or better progress from their starting points.	Pupil conference Data analysis	-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. -Children also have access to experience of enterprise, food production growth and



							environmental matters.
Speech and language therapist X2	Target children*	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.	3417	Continued	Children within early years setting make good and better progress in early communication skills.	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 learning of communication skills.



Occupational Therapist	Target children*	Occupational Therapist provides assessments of targeted pupils with sensory difficulties. Works closely with staff and parents to provide recommended programmes to be implemented at home and school which supports the child's individual needs.	3500	Continued	Children's sensory needs are met.	Pupil conference Parent feedback	<ul style="list-style-type: none"> -Regular access to Occupational therapist allows Inclusion department to target support. -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.
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