

Portway – Pupil Premium Strategy Statement 2019/2020 and impact review of 2018/2019

As at September 2019



**Leading
Learning Trust**

Portway Primary School is part of the Leading Learning Trust



1. Summary information			
School	Portway Primary School		
Academic Year	2019-2020	Total PP budget	£236,477
Total number of pupils	454	Number of pupils eligible for PP	149

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	51%	67%
Progress points in reading	1.32 Average	3.42 Average 29
Progress points in writing	5.17 Well above average	5.23 Average
Progress points in maths	2.04 Above average	2.20 Average



3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	High levels of mobility-lowest quintile for stability.
B.	39 % FSM; 61 % EAL 51 languages spoken across school.
C.	Our on-entry assessment shows that attainment on entry to the Reception classes is well below that expected nationally in all areas, but especially so in communication, language and literacy development.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Social deprivation: school deprivation indicator 0.31 versus national of 0.21
E.	Significant numbers of supported families-LAC, CP, CIN, Early Help.
F.	Promotion of wider opportunities/aspirations
G.	Attendance – leave in term time, persistent absence
H.	Inclusion of children with significant additional learning needs
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>



A.	To diminish the difference between underperforming children against national expectations.	PP to achieve and exceed age related end of year expectations.
B.	School attendance and punctuality figures increase Persistent absences decrease.	PP children attendance is above 96% PP children are not persistent absentees
C.	To raise the aspirations of disadvantaged children, including most able.	PP children participate in a wide range of clubs/enrichment opportunities.
D.	Children are making accelerated levels of progress as a result of intervention, including most able.	PP make more than six steps progress.

5. Planned expenditure					
Academic year	2019/2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and Cost	When will you review implementation?
To diminish the difference between underperforming children against national	Appraisal target for all teachers. Pupil Progress and Attainment meetings-targeted	Whole school improvement	Data analysis Lesson observations Learning walks Appraisal review	SLT	Half termly - Pupil progress and attainment meetings



expectations. To ensure that targeted children meet age-related expectations by July 2020.	children				
PP children to achieve expected or GD in reading at the end of each key stage.	-Smaller shared sessions for these children lead by a qualified teacher.	-Reducing class size year six/transition; -To enable children to be taught in groups that provides bespoke teaching models. -To provide first quality teaching to smaller class sizes.	- Lessons observations and learning walks by HT & SLT - Half termly tracking/testing of phonics, reading, writing and mathematics.	HT SLT Yr 2 and 6 teachers. Additional AHT: £78,258	Ongoing Assessment until July
All Year 6 Pupil Premium Children to attain expected or greater depth at the end of each Key Stage.	-Targeted early intervention. -Smaller class sizes lead by a qualified teacher.	Targeted intervention and boosters will diminish the difference between the groups.	-Teacher assessment analysis every 6th week. -Termly tracking of standardised scores in English and mathematics.	HT SLT Yr 2 and 6 teachers.	Half Termly
Total budgeted cost					£78, 258
ii.Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and Cost	When will you review implementation?



<p>Access to expert advice and training for staff working with pupils with learning needs or behavioural and emotional needs. As a result of this support, pupils needs will be met and they will be able to make good or better progress.</p>	<p>Educational Psychologist</p>	<p>South East Psychology Ltd. provide the full range of services including consultation, assessment, interventions, staff support, supervision and training.</p>	<p>Data analysis Intervention impact</p>	<p>£6240</p>	<p>Termly review reports to be completed by Educational Psychologist to outline the impact.</p>
<p>To deliver an effective and integrated Early Help offer for children and families in Newham.</p>	<p>Family Support Worker & Family Liaison Officer</p>	<p>School practitioners are committed to ensuring that every child in the borough grows up happy, healthy and safe, and receives an excellent education, which prepares them for the next stage in their life. We want to ensure that children and their families are able to access a coordinated early help offer as soon as a problem emerges, and that this offer is preventative, personalised and embedded within a whole family approach.</p>	<p>Early Help reviews (Team around School) Safeguard analysis Monitoring of behaviour logs Pupil conference Parent feedback</p>	<p>£73,147</p>	<p>Ongoing</p>
<p>To meet the mental health and well-being needs of vulnerable children.</p>	<p>School Counsellor - Place 2 Be</p>	<p>Improve standards through supporting vulnerable children's mental health and well-being.</p>	<p>Feedback from Place 2 Be counsellor Place 2 Be review Pupil conference</p>	<p>£20,000</p>	<p>Ongoing - External Termly review</p>



To raise levels of engagement in physical activity and activity levels. Develop children's understanding of healthier lifestyles.	PE Leader	See historical PP reviews	Data analysis Pupil conference Lesson observation School nurse information	£12,882	Termly review
Differences in achievement are diminished. All pupils achieve their targets. All pupils are exam-ready.	Out-of-hours teaching: Holiday schools After school/before school booster Action Tutoring: Year 6	Additional teaching sessions available for targeted children who are under attaining or not making sufficient progress in their learning before/after school and during the Easter holidays.	Data analysis Pupil conference	Booster Clubs £3,000 Action Tutoring: £2,500	Termly review
Total budgeted cost					£117,769
3					
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead and Cost	When will you review implementation?
Less conflict and fairer play. To increase engagement, health and wellbeing.	Lunchtime wellbeing lead	Regular variety of lunch and break time activities support social skills; positive play; healthy activity; healthy food education.	Behaviour analysis	£5450	Termly review



lunchtime.					
<p>To provide opportunities to experience a range of activities they may not otherwise have access to.</p> <p>Termly rewards for house points etc.</p>	After school clubs	<p>Variety of clubs of different opportunities-take up aimed at specific groups or children. Support for pupils receiving PP to attend breakfast club/after school club.</p> <p>-After school clubs leader now collects information to identify take up of club activities.</p> <p>-Next steps to analyse for PP take up; to target PP for a variety of activities.</p>	<p>-Pupil conference</p> <p>-Parent feedback</p> <p>After school clubs leader identifies take up of club activities.</p> <p>-PP take up analysed;</p>	£1,500	Termly review
<p>-School attendance and punctuality figures continue to increase. 19/20 attendance target 96%</p> <p>-Persistent absences decrease</p>	<p>Attendance Management and Re-engagement Officer</p> <p>Whole school practice</p>	<p>Rigorous and transparent procedures (monitoring attendance, first day calls weekly meetings with attendance leader, regular meetings with attendance officer, targeting key families. Attendance is monitored robustly, targeted interventions take place to reduce the attainment gap between our persistent absentees and the pupils who attend regularly.</p>	<p>-Attendance data analysis</p> <p>-Weekly newsletters</p>	£5,000	Ongoing and regular



<p>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.</p>	<p>Enabling Enterprise – Gardener</p>	<p>-To raise levels of engagement in school. 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. -Pupils with SEND to make good or better progress from their starting points.</p>	<p>Pupil conference Data analysis</p>	<p>Grow your own Playground £10,000</p>	<p>July 2020</p>
<p>To increase confidence and independence and self-care away from home. Widen experiences and aspirations. Develop social and emotional skills beyond their familiar environment.</p>	<p>Residential 26 yr. 5 children – weeks residential at Fairplay House to widen experience and increase independence and confidence.</p>	<p>To provide opportunities for pupils to experience an alternative environment. Pupils develop resilience and self reliance.</p>	<p>Pupil conference Parent feedback</p>	<p>EVC £5000</p>	<p>On completion of the visit.</p>



To raise levels of engagement. To increase confidence.					
To raise levels of engagement in school. Raised achievement.	Educational Visits Half termly visits/events to support curriculum	-All year groups have 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.	-Number of trips -Feedback from pupils	EVC SLT £10,000	Termly review
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).	Breakfast Club	-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.	-Attendance data -Lesson observation -Pupil tracking	£1,500	Termly review
All pupils have access to uniform	School Uniform	All PP children provided with uniform upon signing up to	-Learning walks	£2,000	Ongoing



which has a positive impact on self esteem.		support their self-esteem.			
				£40, 450	

6. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To diminish the difference between underperforming children against national expectations. To ensure that targeted children meet age-related expectations by July 219.	Appraisal target for all teachers. Pupil Progress and Attainment meetings-targeted children	Underperforming pupils are making accelerated progress through the use of targeted support that is assessed and reconsidered every half term. Feedback/observations/monitoring from support staff who have had bespoke training to improve the quality of support for SEND pupils as supported outcomes.	PPAMs will continue to support teachers in knowing their pupils needs; support staff will be part of the process. Feedback/monitoring cycle to develop support staff to embed and support regular practice. Class teachers have targets to support their SEN pupils.	None



ii.Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Access to expert advice and training for staff working with pupils with learning needs or behavioural and emotional needs. As a result of this support, pupils needs will be met and they will be able to make good or better progress.	Educational Psychologist	Applications for High Needs funding were successful with the assessments supporting. EP provided PD for support staff which helped to develop knowledge and strategies for supporting children with social, emotional and behaviour needs. Reports from EP supported teachers and staff to pinpoint next steps specifically for pupil's needs.	The Educational Psychologist will be supporting staff in their PD rather than assessment only. This will support sustainability with a reduced number of days and a cheaper SLA. Staff will be trained in ELSA programme which will provide a more sustainable model of delivery for pupils with social, emotional and behaviour needs. The EP will continue to provide assessments for funding and also training as needed.	£9000
To deliver an effective and integrated Early Help offer for children and families in Newham.	Family Support Worker & Family Liaison Officer	Supported with admissions to ensure clear transition to school with a detailed understanding of the child's needs. Provided bespoke support for families as needed. Provided Early Help support for identified families which has reduced the risks for vulnerable	Continue to work closely with the Inclusion and Safeguarding Teams to ensure high quality support for families.	£51716



		children.		
Children's sensory needs are met.	Occupational Therapist	<p>Clear, supervised and supported programmes have not only allowed pupils to make significant improvements from their baseline assessments but have allowed support staff and parents to develop awareness. Staff have become more capable and confident in running OT sessions.</p> <p>1:1 sessions have also been provided weekly to meet the individual needs.</p>	<p>Although the Inclusion Lead has ensured that pupil's needs will be met with a clear strategic plan for the OT provision.</p> <p>The service provided through the SLA was not as effective as in previous years. Therefore, moving forward, the Inclusion plans to work with the NHS OT to support the ASD pupils in their new withdrawal classroom and also with a focus on supporting in EYFS and providing whole staff training on meeting the needs of all learners in the classroom.</p>	£15456.60
To meet the mental health and well-being needs of vulnerable children.	School Counsellor - Place 2 Be	<p>Place2Be is a fundamental part of Portway's approach in supporting pupils. It utilised a child led and creative therapeutic approach to support children's mental health and well-being at Primary Primary School through one-to-one counselling, Place2Talk, Parent Partnership support and staff support (Place2Think).</p>	<p>Use data from survey to develop next steps for staff and children's well being. - This will feed into children's learning and behaviour in class.</p> <p>Continue to work with Place2Be to develop staff's understanding of children's mental health.</p> <p>A visit from the Department of Health stated that they will take lessons from our practice.</p> <p>Mental Health Champions and link with Place 2 Be is providing long term support for Subject leader and LB to introduce Mental Health and well being throughout the curriculum in 2019/20</p>	£19000



			INSET led by place2be lead to introduce the idea of children's mental health and well being amongst staff. Staff feelings regarding mental health recorded - used to plan focus for new academic year.	
To raise levels of engagement in physical activity and activity levels. Develop children's understanding of healthier lifestyles.	PE Leader Bradley Smith	An awareness of being healthy is addressed in PE lessons. Children have an understanding of why we warm up and what happens to their bodies during exercise. All lessons have a physical activity focus. Children are physically active for the majority of PE lessons and when taking part in after school clubs. Children are physically active at lunch time too.	To focus on children being more physically active at the beginning of the school day and during active lunchtimes. Through the development of the morning mile and pupil's voice in developing targeted activities at break/lunch time.	£12887
Differences in achievement are diminished. All pupils achieve their targets. All pupils are exam-ready.	Out-of-hours teaching: Holiday schools After school/before school booster	Pupil feedback showed how much more confident pupil's felt by being part of Action Tutoring.	The positive impact made on the children's progress has been recognised after analysing the data and we have signed up for the new year to further develop our relationship with Action tutoring.	Booster Clubs £12000
-To raise the aspirations of most able disadvantaged children	Brilliant Club PHD students delivering university style	Tutor provided individual reports focusing on strengths and recommended targets for scholastic study. Pupils able to articulate the need	To provide additional opportunities for all upper key stage children to visit universities. To further develop career and role model week.	£5760



<p>-Widening access to highly selective universities. -Develop independent study, critical thinking and communication skills.</p>	<p>teaching STEM subjects (focus on development of knowledge, skills and ambition). 12x Y5 children Debate Mate</p>	<p>for study and the paths to follow to enable access to selective Higher Education (high scoring A-Levels grades). Essays reveal a deeper engagement with the learning, how to argue and support with scholarly evidence as well as articulate with clarity.</p>	<p>Uptake to these clubs were not sufficient to warrant the cost and therefore the desired outcome was not as successful. Therefore, will not run in 19/20.</p>	<p>£2000</p>
<p>To support pupils with specific behaviour needs. To support staff with understanding pupils' specific needs regarding behaviour and how best to support them.</p>	<p>Behaviour services</p>	<p>Hsa supported 2 pupils with specific needs obtaining specialist provision in SEN school.</p>	<p>Collaboration with Headstart will further support Children's mental health with the aim of impacting children's well being and behaviour. Plans to work in partnership with Headstart, Place2be and CHASMs will provide support in 19/20. Therefore, this service will no longer be required.</p>	<p>£4100</p>
<p>Develop children's understanding of healthier lifestyles Increased activity levels. To raise the aspirations of children through</p>	<p>Sports coaches</p>	<p>Children are taught rules of games so they understand how to play fairly and without conflict. Various broad and balanced activities are on offer both on the curriculum and in after school clubs.</p>	<p>To continue to provide a rich and broad curriculum. To ensure children understand fair play within whatever activity they are undertaking.</p>	<p>£34638</p>



<p>sport. Develop positive play for children with behaviour and engagement issues. Targeted children have higher self-esteem and engage positively with their peers. To provide enrichment opportunities. Less conflict and fairer play. To increase engagement, health and wellbeing. lunchtime.</p>		<p>All children are praised and rewarded for their achievement and effort. Children positively engage in all activities both individually and with peers.</p>		
<p>Less conflict and fairer play. To increase engagement, health and wellbeing. lunchtime.</p>	<p>Lunchtime wellbeing lead</p>	<p>Decreased number of incidents at lunchtime. Improved behaviour at lunchtime (behaviour tracking;safeguarding review)</p>	<p>To support all staff in their professional development in being able to support pupils at flash points eg use of restorative justice, buddy areas.</p>	<p>£6110.40</p>



<p>To provide opportunities to experience range of activities they may not otherwise have access to.</p> <p>Termly rewards for house points etc.</p>	<p>After school clubs</p>	<p>Improved provision with number and variety of clubs/. Specific pupils targeted to attend clubs.</p>	<p>Increase awareness of the impact on other parts of the curriculum.</p>	<p>£20000</p> <p>£3000</p>
<p>Music teacher for performance support.</p>	<p>Extra curricular</p>	<p>Pupils were able to use their skills in end of term productions for the first time ever.</p>	<p>To support pupils who are not engaging.</p>	<p>£6000</p>
<p>-School attendance and punctuality figures continue to increase. 17/18 attendance target 96% -Persistent absences decrease</p>	<p>Attendance Management and Re-engagement Officer</p> <p>Whole school practice</p>	<p>In the school year 2016/17, our overall absence rate was 5.4%. In the school year 2015/16, our overall absence rate was 6.2%. Persistent absences were a key factor.</p>	<p>The impact of rigorous and robust implementation of school policy and procedures has resulted in year on year improvement of school attendance.</p>	<p>£12000</p>
<p>To enrich the wider curriculum for the whole school.</p>	<p>Enabling Enterprise – Gardener</p>	<p>The close links made to the school’s wider curriculum during gardening sessions has successfully broadened the</p>	<p>The impact of the gardening sessions both for whole classes and small targeted groups continues to enrich the curriculum and will be planned into next year’s curriculum.</p>	<p>Grow your own Playground</p> <p>£12000</p>



<p>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.</p>		<p>children's experiences and developed their knowledge. Within the sessions a range of practical skills are introduced and these are built upon year on year When working in small groups the children also have the opportunity to develop social skills</p>		
<p>To increase confidence and independence and self-care away from home. Widen experiences and aspirations. Develop social and emotional skills beyond their familiar environment. To raise levels of engagement.</p>	<p>Residential 60 yr. 5 children – weeks residential at Fairplay House to widen experience and increase independence and confidence.</p>	<p>For the vast majority of the children that attended the residential, the opportunity to experience time away from their family unit had a beneficial impact. (independent decision making; self-care; problem solving) Many children developed their social skills through the interaction with unknown adults.</p>	<p>This approach has proven itself to be successful and will continue to be a tool to develop pupils' social and emotional skills as well as self-care away from home.</p>	<p>Gemma Hall £4000</p>



To increase confidence.				
To raise levels of engagement in school. Raised achievement.	Educational Visits Half termly visits/events to support curriculum	Pupil and parent feedback is very positive about educational visits. Pupil curriculum outcomes support this picture.	To provide a wider range of activities eg Year 3 residential.	£15000
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).	Breakfast Club	Pupil feedback states all pupils enjoy breakfast club. It has been a way to support families in need, especially at crisis points. Feedback from families has stated how they have benefitted from this provision.	To use pupil voice to impact on breakfast club provision.	£1780
All pupils have access to uniform which has a positive impact on self esteem.	School Uniform	Vast majority of pupils have uniform. Pupil feedback (KS2) say they are proud of their school.	To receive feedback from younger pupils.	£1552

7. Additional detail



In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.portway.leadinglearningtrust.org