

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	212
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Year 1 of new plan
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
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	£ 104,579
Recovery premium funding allocation this academic year	£ 17,040
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1,692
<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	£123,311

# 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

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

- Staff recently attended CPD on the Read Write Ink phonics scheme to be able to deliver the new phonics program in September 2021
- Resources purchased for the scheme, to ensure sessions are delivered in school and new reading books sent home are linked to phonics sessions
- Literacy Lead allocated time to plan groups, assess and track pupils in KS1 every two weeks
- 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
- Whole class reading books are being purchased so that classes read at least one per half term to reflect a diverse curriculum
- Parent workshops planned to support parents reading at home
- Reading reward scheme to continue so that pupils reading at home is monitored and rewarded in school
- TA support in Year two is in place to provide 1-1 sessions on reading and writing

### 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 the new 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 in the delivery of teaching phonics**

## Challenges

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

Challenge number	Detail of challenge
1	Missed phonic sessions due to COVID lockdowns
2	Accurate assessment to ensure pupils are making progress and a new tracking system in place to monitor this impact
3	Encourage reading at home is supported by parents
4	Lack of engagement in reading sessions due to low reading levels
5	Access to books that support phonics learning in school

## 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

## 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: £30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Read, write Ink daily sessions</i>	Daily phonics sessions reinforce learning through repetition and recaps	1
<i>Tracking system in place for the new phonics program</i>	Tracking pupils ensure targeted support can be put in place where needed and impact in monitored carefully	2
<i>Supported reading at home</i>	This will develop a love of reading and encourage pupils to become independent readers	3
<i>Reading higher level text books in class</i>	Pupils exposed to higher text in whole class reading increases cognition in new vocabulary	4
<i>Reading books linked to phonics</i>	Reading books linked to phonics will allow readers to put their knowledge into practice and develop fluency	5

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

Budgeted cost: £92,317

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	4 5
<i>Learning support assessment</i>	Pupils who are not making expected progress will be monitored and individual plans put in place by class teachers	2 4

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

Budgeted cost: £4,758

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Theraplay</i>	Well -being sessions ensure pupils are ready to learn	1 4
<i>Trauma Diploma</i>	Support pupils and staff well-being and be able to identify support needed to put into place	1

**Total budgeted cost: £125, 075**

## 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.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

#### **Success of Pupil Premium Plan 2018-2021**

- Whole class reading books have been purchased and pupils now read a wide range of text
- More phonically appropriate books have been purchased for KS1 pupils and these are linked to the phonics teaching in school for home reading
- Phonics Y2 in December 2020 tests showed 77% of pupils achieved a pass
- The sensory room is now up and running and is supporting individual pupils throughout the week
- Ipads have been purchased and are now used in Y4 for the times tables tests
- Read Write Ink CPD was attended by all KS1 staff and the resources needed to implement this scheme have been bought for September 2021
- Healthy body, healthy mind week took place in June 2021 for all pupils

### 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
Read Write Ink	Ruth Miskin training online