

Pupil premium strategy statement – reviewed Dec 25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	219
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025 2025-2026 2026-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Cath Thomas
Pupil premium lead	Rebecca Hocking
Governor / Trustee lead	Karen Cribb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108680
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£108680

Part A: Pupil premium strategy plan

Statement of intent

Objectives for your disadvantaged pupils

- Narrow the gap in phonics attainment
- Develop strategies to improve writing outcomes, including increasing vocabulary acquisition in all subject areas
- Promote a love of reading to increase progress, attainment and engagement in curriculum activities
- Guide our children to become global citizens, developing their skills to prepare them for adulthood and the wider world
- Encourage our children to be an active participant in our school community
- Increase parental engagement by providing opportunities to invite parents into our school
- Provide our children with a 'toolkit of strategies' to support their mental health and well-being and empower them to seek support when it is needed
- Develop our children's 'cultural capital', ensuring they have opportunities to access extra-curricular activities and visits that widen their experiences

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

- Read Write Inc. phonics scheme is being taught daily to EYFS, KS1 and identified Y3,4 pupils
- Implement a whole word reading strategy to targeted children who do not learn to read through phonics
- TA time dedicated to 'phonics tutoring' every afternoon for the bottom 20% of pupils in each class (KS1)
- Phonic Lead allocated time to plan groups, assess and track pupils in KS1 every half term and termly visits from the Phonics hub for CPD of staff and guidance (until Easter 2026)
- Subject leaders embed the teaching of vocabulary in every unit of their subject and to monitor the impact
- Visits from FUSION learning support, including training, refresher training and drop-in sessions for staff (half-termly) to support the implementation of Clicker 8, shape coding and mind mapping as strategies to support writing

- Half termly visits from Let's Verbalise speech and language therapy for assessment and the writing of intervention plans/programmes of learning to 'close the gaps' for our high needs pupils
- 1-1 TA targeting high needs pupils (through intervention), working with class teachers to develop reading, writing and communication skills
- Embed our British and school values into our school ethos
- Fortnightly parent workshops/coffee mornings on different themes to support their knowledge, understanding and parenting, e.g. internet safety, supporting reading at home, supporting phonics at home, sleep routines, emotional well-being of their children, understanding of ADHD/Autism etc.
- Provide good mental health care and support in school, through direct teaching of mental health and well-being strategies (6 steps to wellbeing, PSHE curriculum, Healthy Minds Champions), a whole school approach (Mental Health Committee, Trauma Informed approach, restorative practice) and more targeted support/action (1-1 sessions with our learning mentor).
- Monitor the attendance of children at after-school and lunchtime clubs, targeting disadvantaged pupils.
- Target disadvantaged pupils when selecting children for opportunities outside of school, e.g. sports competitions, music performances etc.
- Provide interventions as part of our curriculum offer, targeting specific groups of children e.g. LEGO therapy, Theraplay, Preparation for Adulthood groups

Key principles of your strategy plan:

- Pupils will receive quality first teaching in phonics by following the RWI scheme and receiving same day intervention
- Books are at the heart of our curriculum across all subjects to give all pupils exposure to higher quality texts in all curriculum subjects and whole class guided reading sessions
- Writing strategies will be embedded throughout the year and the impact monitored through the children's work
- Phonics groups are fluid so that pupils can move groups as and when they need to change
- Progress and attainment in reading is tracked through pupil progress meetings, identifying children who may need additional intervention
- Pupils will be exposed to new experiences through school visits, extra-curricular opportunities, visitors coming into schools
- Pupils will have the opportunity to use their voice and contribute to our school community, through the school council, Mental Health Committee,

Eco-warriors, Healthy Minds Champions, becoming a playground buddy and regular pupil voice contributions

- **Parents have the opportunity to become part of our school community through regular coffee mornings, school events, Mental Health committee**
- **Teach pupils how to stay safe (on and off line) and where to go when they do not**

Challenges

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

Challenge number	Detail of challenge
1	Low level of language acquisition on entry in EYFS
2	Parental engagement and understanding in English
3	Outside classroom experiences in the community
4	Limited access to reading books at home
5	Issues outside school that impact on mental health

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
Pupils make greater progress in writing	More pupils are at ARE in writing throughout the year
Pupils are ready for the wider world and have the skills to become independent adults and global citizens	Pupils leave Y6 with the skills to manage themselves independently (socially and emotionally)
Pupils have the strategies to manage their emotions and keep themselves safe.	Pupils have a toolkit of strategies to regulate themselves in a variety of different scenarios and they know who to turn to/what to do in situations that are risky/unsafe (on and offline).

Pupils are active participants of our school community and feel that their voice is heard and they can make a difference.	Pupils feel empowered to express their views/opinions confidently through pupil voice. They have volunteered/being part of a committee.
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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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
NPQ -NPQSL -SENDCo	<i>High-quality CPD, including training courses, mentoring, seminars and peer review, has the potential to have a greater effect on pupil attainment than other measures, such as performance-related pay or longer school days.</i>	1 and 4
English Lead CPD	<i>High-quality CPD, including training courses, mentoring, seminars and peer review, has the potential to have a greater effect on pupil attainment than other measures, such as performance-related pay or longer school days.</i>	1, 2 and 4
Phonics Lead monitoring RWI and developing staff	<i>High-quality CPD, including training courses, mentoring, seminars and peer review, has the potential to have a greater effect on pupil attainment than other measures, such as performance-related pay or longer school days.</i>	1, 2 and 4
Specialist TA (SALT) CPD	<i>High-quality CPD, including training courses, mentoring, seminars and peer review, has the potential to have a greater effect on pupil attainment than other measures, such as performance-related pay or longer school days.</i>	1

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

Budgeted cost: £78,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA 1-1 daily phonics tutoring for bottom 20% of children in each class (KS1)	EEF - Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average.	1, 2 and 4
Learning support assessment – FUSION visits half-termly	Pupils who are not making expected progress will be monitored and individual plans put in place by class teachers	1, 2 and 4
Half termly visits from Let's Verbalise (SALT) to screen targeted children, write intervention programmes and track progress against outcomes.	EEF - On average, individualised instruction approaches have an impact of 4 months' additional progress.	1, 2 and 4
RWI for Y3 and Y4 pupils	Developing high quality teaching, assessment and tailoring RWI to meet the needs of pupils will enhance phonics and reading	2 and 4
TA 1-1 for targeted children working on speech and language intervention plans	EEF - Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.	1 and 2
Targeted children to access 1-1 sessions with our learning mentor (mental health and wellbeing focus)	Department for Education – Schools and colleges contribute to wellbeing by providing early targeted support for pupils and learners who need help.	5
TAs to lead SEMH interventions (sensory circuits, sensory room sessions, LEGO therapy, Preparation for Adulthood, Attention Autism)	EEF - Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.	5
TAs to lead Cognition and Learning Interventions (precision teaching, same day Maths intervention)	EEF - Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average.	1

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Theraplay</i>	<i>EEF - The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</i>	5
<i>Mental Health lead to run 6 steps to well-being strategy, MH Champions, MH committee, write and deliver action plan</i>	<i>DFE - Schools and colleges contribute to wellbeing by providing:</i> <ul style="list-style-type: none"> • <i>a safe, calm and supportive learning environment</i> • <i>early targeted support for pupils and learners who need help</i> <i>Embedding an evidence-based, holistic, whole school or college approach helps achieve this.</i>	5
<i>Sheffield Music Hub/Cathedral singers/Play in a Day visits into school</i>	<i>EEF - Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.</i> <i>Improved outcomes have been identified in English, mathematics and science.</i>	3
<i>Extracurricular activities and trips</i>	<i>This provides pupils with experiences they may not otherwise have outside of school which enhances their understanding and learning experiences</i>	3
<i>Educational Psychologist sessions (bought in for targeted pupils)</i>	<i>A holistic approach to supporting targeted pupils to identify a way forward and strategies to use in the classroom/at home.</i>	2 and 5
<i>Sensory room resourcing</i>	<i>Pupils benefit emotionally from time in the sensory room to distress and calm down from over stimulating environments</i>	5
<i>Staff wellbeing day</i>		5

Total budgeted cost: £130,653

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 2024 to 2025 academic year.

- Pupils have been tracked throughout the year and moved into appropriate phonic groups as and when needed, to create a fluid strategic plan.
- Disadvantaged pupils attaining the Y1 phonics standard was 100% in 2025 (11 pupils)
- Pupils in Y2 who retook the test in 2025 had a 40% pass rate
- Y6 SATs 73.3% achieved ARE in reading, 73.3% achieved ARE in writing
- Reading fluency sessions are embedded weekly in KS2 for pupils to develop this particular reading skill.
- Pupils in EYFS achieving the expected standard in GLD in 2025 was 73%
- Pupils in Y6 achieving the expected standard in grammar, spelling, punctuation increased from 68% in 2024 to 70% in 2025 – a 2% increase

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
ELD	English Hubs
RWI online package	Ruth Miskin
Y2 maths	EEF
Leaders like Us	Church of England