Pupil premium strategy statement – reviewed Dec 26

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 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	202
Proportion (%) of pupil premium eligible pupils	33%
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 2026
Date on which it will be reviewed	December 2027
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	£137540
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	£137540

Part A: Pupil premium strategy plan

Statement of intent

Our vision

At Porter Croft Primary Academy, we are committed to ensuring that every child, regardless of their background or circumstance, has the opportunity to achieve highly, develop their individual talents and flourish as a confident, compassionate and active member of the school community.

Our Pupil Premium strategy is rooted in our belief that **disadvantage should not be a barrier to achievement, aspiration, participation or wellbeing**. We will use Pupil Premium funding strategically to remove barriers to learning and participation, while providing high-quality teaching and targeted support that enables disadvantaged pupils to thrive.

Our strategy focuses on six interconnected priorities:

1. **Narrowing the attainment gap in reading, writing and maths**
2. **Developing strong foundational speaking, listening and understanding skills**
3. **Encouraging active participation in school life and the wider community**
4. **Developing children as responsible and confident global citizens**
5. **Building cultural capital and broadening pupils' experiences**
6. **Promoting positive mental health, wellbeing and resilience**

Key principles of your strategy plan ***(Intent):***

1. Narrowing the attainment gap in reading, writing and maths

- Maintain consistently high expectations for disadvantaged pupils in every classroom.
- Use regular assessment (summative and formative) and pupil progress meeting information to identify gaps in maths, reading, phonics, spelling, vocabulary, comprehension and writing.
- Provide targeted intervention for pupils who require additional support, ensuring that intervention is evidence-informed and closely monitored.
- Prioritise early reading and phonics (through our Read, Write, Inc scheme), ensuring pupils who fall behind are identified quickly and receive additional support.
- Work with parents and carers to support reading at home, including access to books and guidance about how to support reading effectively.
- Ensure that disadvantaged pupils have equitable access to books, reading materials and appropriate learning resources.
- Develop reading fluency, comprehension, vocabulary and reading stamina.

2. Developing strong foundational speaking, listening and understanding skills in EYFS

- All children can communicate confidently, express their ideas, follow instructions and access the wider curriculum successfully.
- Develop a EYFS language rich environment that increases language acquisition.
- Plan a EYFS curriculum that emphasizes children's communication and language development
- Strengthen Reading and Phonics Foundations
- Enhance Parent Involvement in Children's Communication and Language Development

3. Encouraging active participation in school life and the wider community

- Provide opportunities for all pupils to take on leadership responsibilities, such as school council, eco warriors and healthy minds champions.
- Ensure that clubs, trips, enrichment activities and special events are accessible to all.
- Strengthen pupil voice through surveys and regular opportunities for pupils to influence school life.
- Develop meaningful links between pupils, families and the wider school community.

4. Developing children as responsible and confident global citizens

- Teach pupils about diversity, equality, human rights, sustainability and responsibility.
- Develop pupils' understanding of different cultures, traditions, languages and ways of life.
- Provide opportunities for pupils to consider environmental issues and their responsibilities towards the planet.
- Use assemblies, themed weeks and enrichment opportunities to explore global issues.
- Encourage pupils to challenge stereotypes and develop respect for different viewpoints.

5. Building cultural capital and broadening pupils' experiences

- Provide pupils with access to a broad, ambitious and knowledge-rich curriculum.
- Provide opportunities to visit museums, galleries, theatres, libraries, places of historical significance and other cultural venues.
- Develop pupils' knowledge of local history, Sheffield and the wider region.
- Provide opportunities for pupils to learn about different careers and pathways through careers week and enterprise events.
- Support pupils to participate in residentials, educational visits and enrichment activities.

6. Promoting positive mental health, wellbeing and resilience

- Identify pupils who may require additional emotional or pastoral support at an early stage.

- Prioritise strong relationships between pupils and trusted adults and keep this at the heart of our practice.
- Teach children explicitly about emotions, relationships, resilience and strategies for managing difficulties through our PSHE curriculum, restorative practice and zones of regulation approach.
- Develop pupils' ability to recognise and communicate their feelings.
- Provide opportunities for children to develop mindfulness, reflection and emotional regulation strategies, through our '6 steps to wellbeing' strategy.
- Continue to strengthen transition arrangements between year groups and key stages.
- Work closely with parents and carers where additional support is required.
- Signpost and, where appropriate, work with external agencies and specialist services.

<u>The current pupil premium strategy plan work towards achieving these objectives</u> ***<u>(Implementation):</u>***

1. **Narrowing the attainment gap in reading and writing**

- Read Write Inc. phonics scheme is being taught daily to EYFS, KS1 and identified Y3,4 pupils.
- Embed a whole word reading strategy to targeted children who do not learn to read through phonics.
- TA time dedicated to '1:1 phonics tutoring' every day for the bottom 20% of pupils in each class (KS1).
- Direct support from the English Hub to develop reading across the school.
- Termly pupil progress meetings to analyse data, track progress and identify any children/groups of children who require additional support.
- Maths 'booster groups' for Y6 pupils/same day intervention for pupils.
- Weekly arithmetic tests to monitor progress/acquisition of number knowledge.
- Host fortnightly parent coffee mornings around different themes, e.g. phonics, emotional regulation, Autism/ADHD awareness etc.

2. **Developing strong foundational speaking, listening and understanding skills in EYFS**

- Prioritise high-quality classroom interactions
- Run LEAP intervention groups for the children who did not pass the speech and language screening
- Incorporate conversation/speaking and listening activities into a structured snack time
- Create opportunities for discussion (put an emphasis on oracy in all lessons)
- Screen all children on the progression tool as soon as possible to identify gaps

3. Encouraging active participation in school life and the wider community

- Offer a variety of lunchtime and afterschool clubs each half term. Keep track of the number of disadvantaged children attending these clubs.
- Children to lead assemblies/deliver class prayers and take part in collective worship assemblies.
- Run eco-warrior, school council and healthy minds champions meetings regularly to promote pupil voice and active participation in the running of the school.

4. Developing children as responsible and confident global citizens

- Deliver our comprehensive PSHE curriculum, including our anti-racist and No Outsiders units teaching about protected characteristics
- Celebrate 'Good to be Me' day during our 'Acceptance and Belonging' and 'Passport to Porter Croft' half term, learning about others' cultures.
- Embed our whole school work on sustainability led by the Eco-Warriors
- Embed British Values into our whole school ethos
- Run a worship committee to lead school worship
- Develop children's spirituality through Godly Play, reflection times, weekly class prayers in assembly, visits to places of worship and Family, Faith and Fun events

5. Building cultural capital and broadening pupils' experiences

- Deliver our yearly Local History and Local Geography weeks, with emphasis on our immediate local community
- Each year group to visit a different place of worship throughout the year
- Run a themed careers week annually, inviting parents to share information about their profession
- Offer a Y6 residential
- Class teachers to plan regular school visits linking to their topic
- Run the annual pantomime theatre trip
- Take up opportunities for visits to different venues, e.g. cinema trips, orchestra at the Cathedral, sports competitions/events

6. Promoting positive mental health, wellbeing and resilience

- Meet with the Mental Health Committee termly to create an action plan for the term ahead.
- Half termly assemblies based around the '6 steps to wellbeing approach.'

- Fortnightly Healthy Minds Champions meetings, leading initiatives, fundraising and promoting celebration days, e.g. Hello Yellow day.
- Run interventions to promote positive wellbeing, e.g. Jewellery Therapy, Gardening Club, Good to be Me, Theraplay
- Signpost children to our Learning Mentor for 1:1 sessions/or check-ins
- Deliver our comprehensive PSHE curriculum

Challenges

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

Challenge number	Detail of challenge
1	Parental engagement with home learning and understanding in English
2	Low level of language acquisition on entry in EYFS
3	Low aspirations of children/self-esteem and self-worth
4	Children seeing themselves as an important part of the wider world
5	Limited experiences/opportunities outside of the school environment
6	Impact of home life on the children and staff's 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
Pupils are fluent readers and read regularly for pleasure.	Pupils move up the appropriate reading bands and become independent readers Disadvantaged pupils have progressed onto whole class guided reading by Spring term Y3.
All disadvantaged pupils achieve the phonics standard in Y1.	Attainment levels in phonics is at the national standard in year one. Half termly phonics assessments track disadvantaged pupils progress.
Disadvantaged pupils' attainment in writing 'closes the gap' from the previous year.	Tracker + data shows that 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.
Early language development is a key priority in EYFS and all learning experiences and environments facilitate this outcome	FS2 pupils make good progress in the key prime area of **Communication and Language:** Developing listening skills, attention, understanding, and spoken language

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
NPQSL	*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.*	1
Reading Ambition for All	*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.*	2 and 3
Phonics Lead monitoring RWI and developing staff	*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.*	1, 2 and 4
Specialist TA (SALT) CPD	*High-quality CPD, including training courses, mentoring, seminars and peer review, has the potential to have a greater effect on pupil attainment than*	1, 2

	other measures, such as performance-related pay or longer school days.	
Early Language Development	*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.*	1, 2 and 3
Staff wellbeing – PPA at home/wellbeing days	*Retention of staff, flexible working opportunities, positively impacting wellbeing*	6

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

Budgeted cost: £106860

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*	1 and 2

	benefit of between four and six additional months on average.	
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, Good to be Me, 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
'The Snug' to support nurture/delivery of a sensory curriculum for high needs children.	*Increase in number of high needs children requiring intervention outside of the mainstream classroom.*	2, 3 and 4

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Theraplay	*EEF - The average impact of successful SEL interventions is an additional four months' progress over the course of a year.*	6
Mental Health lead to run 6 steps to well-being strategy, MH Champions, MH committee, write and deliver action plan	*DFE - Schools and colleges contribute to wellbeing by providing:* • *a safe, calm and supportive learning environment* • *early targeted support for pupils and learners who need help* *Embedding an evidence-based, holistic, whole school or college approach helps achieve this.*	6
Sheffield Music Hub/Cathedral singers	*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.* *Improved outcomes have been identified in English, mathematics and science.*	3, 5
Extracurricular activities and trips	*This provides pupils with experiences they may not otherwise have outside of school which enhances their understanding and learning experiences*	3, 4 and 5

Educational Psychologist sessions (bought in for targeted pupils)	*A holistic approach to supporting targeted pupils to identify a way forward and strategies to use in the classroom/at home.*	2 and 4
The Snug	*Pupils benefit emotionally from time in the sensory room to distress and calm down from over stimulating environments*	5
Staff wellbeing day	*Retention of staff, flexible working opportunities, positively impacting wellbeing*	6
Attendance awards termly/Attendance tracking	*Promoting a culture of belonging/importance of attendance*	3

Total budgeted cost: £1368860

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 2025 to 2026 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 2026 (9 pupils)
- Overall phonics Y1 standard 85%.
- Pupils in Y2 who retook the test in 2026 had a 38% pass rate (8 pupils)
- Y6 overall SATs 67% achieved ARE in reading, 77% achieved ARE in writing
- Y6 disadvantaged SATS 82% reading (63% national), 82% writing (60% national), 64% SPAG (61% national)
- Pupils overall in EYFS achieving the expected standard in GLD in 2026 was 81%
- Disadvantaged pupils achieving expected standard 83% (68% national)
- Pupils in Y6 achieving the expected standard in grammar, spelling, punctuation increased from 68% in 2024 to 70% in 2025 and maintained at 70% 2026

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
RWI online package	Ruth Miskin