

# Pupil premium strategy statement 2019 - 2022

## School overview

Metric	Data
School name	Portland Spencer Academy
Pupils in school	413 (inc. nursery)
Proportion of disadvantaged pupils	182 (44%)
Pupil premium allocation this academic year	£251,130
Academic year or years covered by statement	2019 - 2020
Publish date	October 2019
Review date	October 2020
Statement authorised by	Kate Green
Pupil premium lead	Laura Wright
Governor lead	David Kirkham

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	1.3 (compared to 1.5 all pupils)
Writing	1.4 (compared to 3.7 all pupils)
Maths	1.8 (compared to 2.9 all pupils)

## Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at Y1 - Phonics	61%
Meting expected standard at KS1 - Reading	77%
Meting expected standard at KS1 - Writing	68%
Meting expected standard at KS1 - Maths	81%
Meeting expected standard at KS2 - Reading	70%
Meeting expected standard at KS2 - Writing	74%
Meeting expected standard at Ks2 - Maths	85%
Meeting expected standard at KS2 - Combined	63% combined
Achieving high standard at KS2	4%

## Strategy aims for disadvantaged pupils

3 Year Strategic Plan: Foundations for an Effective Pupil Premium Strategy		
Quality First Teaching	Effective CPD	Recruitment and Retention
<p>Research tells us that the quality of teaching and learning is the most important factor in influencing the achievement of all pupils. This is particularly true for pupils from areas with a high deprivation indicator. Ensuring outstanding Quality First Teaching for all pupils is at the core of our offer at Glenbrook through consistency and clear continuity and progression.</p>	<p>CPD is an entitlement of all staff at all levels and happens at various points throughout the school week, term and year so that staff are well-equipped to deliver QFT teaching. In addition, leadership at all levels is being developed to further develop senior and middle leadership and ensure a collaborative approach throughout school.</p>	<p>We have a rigorous recruitment process to ensure that we recruit teachers who are collaborative, motivated, inspiring and driven to make a difference. We strive to ensure that our staff not only stay, but are supported fully throughout their career, not just as NQTs. As well as this, we have taken various measures to reduce any unnecessary workload so that our teachers can focus on delivering the very best teaching and learning in their classroom</p>
<p>Research Evidence</p> <ul style="list-style-type: none"> <li>- The Sutton Trust, Improving the impact of teachers on pupil achievement in the UK – interim findings,p.2, <a href="https://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf">https://www.suttontrust.com/wp-content/uploads/2011/09/2teachers-impact-report-final.pdf</a></li> </ul>		<p>Research Evidence</p> <ul style="list-style-type: none"> <li>- DfE, Teacher Recruitment and Retention Strategy, p. 8 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786856/DFE_Teacher_Retention_Strategy_Report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/786856/DFE_Teacher_Retention_Strategy_Report.pdf</a></li> </ul>

Measure	Activity
Priority 1 : Cultural capital and orcaacy	Improve the cultural capital of PP children through exposure to text, vocabulary and a knowledge engaged curriculum to develop their understanding to achieve well across the curriculum
Priority 2 : Basic skills, personal development, mental health and wellbeing.	Equip PP pupils with a skill set which sets them up for secondary school and later life.
Barriers to learning these priorities address	<p>Pupil’s access to enrichment activities and broader life experiences is limited.</p> <p>Pupils limited range of vocabulary on entry to the school – significantly below national expectations on entry into Nursery and Foundation especially in Language and Communication.</p> <p>Pupils have a lower attendance rate and a higher percentage are persistently absent. .</p> <p>Pupils life-long skill set especially readiness for secondary school.</p> <p>Poor familial mental health.</p> <p>Pupils have low aspirations, self-belief, self-image.</p> <p>Pupils emotional and mental well-being.</p>
Projected spending	£257,000

## Desired outcomes for current academic year 2019 - 2020

Aim	Target	Target date
Attainment in Reading SDP Priority 2 – High quality of education.	To be in line with non-PP children nationally - 78% of PP children achieving expected standard in Reading at KS2 and 31% greater depth at Reading to be above national.	July 2020
Attainment in Writing SDP Priority 2 – High quality of education.	To be in line with non-PP children nationally (83%) of PP children achieving expected standard in Writing at KS2 and 24% greater depth at Writing to be above national.	July 2020
Attainment in Mathematics SDP Priority 2 – High quality of education.	To be in line with non-PP children nationally (84%) of PP children achieving expected standard in Maths at KS2 and 31% greater depth at Maths to be above national.	July 2020
Phonics SDP Priority 2 – High quality of education.	85% of PP children pass phonics screening in Year 1 with 100% passing in Year 2.	July 2020
Attendance SDP Priority 4 – Improving attendance, punctuality and behaviour.	Improve attendance of PP children (currently 93.6%) and reduce the number of PA PP children to be in line with national.	July 2020
Nurture provision SDP Priority 1 – Personal development SDP Priority 4 – Improving attendance, punctuality and behaviour.	Reduce the number of fixed term exclusions to below national (1.4%)	July 2020

## Teaching priorities for academic year : 2019 - 2020

Measure	Activity	Project spending
<p>Priority 1 : Cultural capital and oracy</p> <p>SDP Priority 2 – High quality of education. SDP Priority 3 – Developing leadership capacity and capability.</p>	<p>Ensure the subject knowledge of staff for foundation subjects is excellent through effective Curriculum Director leadership.</p> <p>Ensure staff have a good understanding of assessment across the curriculum and training are given to Curriculum directors to measure the achievement within their subject.</p> <p>Ensure children have access to the experience and resources required to achieve well across the curriculum.</p>	<p>Curriculum leadership £52 000</p> <p>Subject leadership £3100</p> <p>PP TLR £2500</p> <p>CPD £2500</p> <p>Residential £4000</p> <p>Subsidising school visits £6 000</p> <p>Quality texts x2 per term £8600</p>
<p>Priority 2 : Basic skills, personal development, mental health and wellbeing.</p> <p>SDP Priority 1 – Personal development SDP Priority 2 – High quality of education. SDP Priority 3 – Developing leadership capacity and capability.</p>	<p>Deliver a quality CPD package ranging from EYFS to Year 6 which embeds pedagogical approaches to teaching for memory.</p> <p>Ensure quality of teaching is excellent, developing children’s sense of subject and the connections within their learning (metacognition).</p>	<p>CPD £1500</p> <p>Resources £4000</p>
<p>Barriers to learning these priorities address</p>	<p>Pupils typically enter school with limited vocabulary.</p> <p>Pupils have limited access to quality texts at home.</p> <p>Pupils have limited life experiences and low levels of cultural capital.</p> <p>Pupils have significant emotional needs which need to be met.</p> <p>Staff subject knowledge is underdeveloped.</p> <p>55% of SEND pupils are PP with 39% of these children being on the register for cognition and learning.</p>	

Projected spending		£84,200

## Targeted academic support for current academic year

Measure	Activity	Projected spending
<p>Priority 1 : Cultural capital and oracy</p> <p>SDP Priority 1 – Personal development</p>	<p>Ensure Speech and Language needs are met across the school.</p> <p>Enable a third teacher model in Year 6 where PP needs are highest (60%)</p> <p>Enable Pre/ post teaching by SLT members</p> <p>Ensure booster sessions are available and PP attendance is high.</p> <p>Ensure Lexia provision is utilised to effectively narrow the gap in reading and spelling.</p> <p>Ensure interventions are tracked and monitored with rigour for impact.</p> <p>Ensure books are well matched to children's phonics phase across the school.</p>	<p>SALT therapist £10 000</p> <p>Three-teacher model £27 000</p> <p>Boosters £1000</p> <p>Lexia £2750</p> <p>Intervention packages £4000</p> <p>Phonics books £8500</p> <p>Pre- and Post-teaching from SLT £15000</p>
<p>Priority 2 : basic skills, personal development, mental health and wellbeing.</p> <p>SDP Priority 1 – Personal development</p> <p>SDP Priority 4 – Improving attendance, punctuality and behaviour.</p>	<p>Provide children with opportunities to access counselling.</p> <p>Ensure emotional needs are met through nurture provision e.g. Forest Schools, anger management programmes, emotional understanding programmes, ELSA, food technology.</p>	<p>The REACH £30 000</p> <p>Nurture provision £39 050</p>
<p>Barriers to learning these priorities address</p>	<p>Pupils enter Nursery and F2 significantly below language expectations.</p> <p>19% of PP SEND pupils are on register for Language and Communication or Speech needs.</p> <p>25% of PP SEND pupils are on the register for Social, Emotional or Mental Health needs.</p>	

	<p>Pupils have low aspirations, self-belief, self-image.  Pupils emotional and mental well-being.  Pupils life-long skills set, preparation for secondary school.  Effectively resourcing and utilising specific programmes.  Effectively resourcing reading to ensure every child's needs are met.</p>	
Projected spending		£137,300

## Wider strategies for current academic year

Measure	Activity	Projected spending
<p>Priority 1 : Cultural capital and oracy.</p> <p>SDP Priority 4 – Improving attendance, punctuality and behaviour.</p>	<p>Support families with children with low attendance using our full time attendance officer.</p>	<p>Attendance officer £13 500</p> <p>Attendance rewards £6500</p>
<p>Priority 2 : basic skills, personal development, mental health and wellbeing.</p> <p>SDP Priority 1 – Personal development</p> <p>SDP Priority 4 – Improving attendance, punctuality and behaviour.</p>	<p>Implement family holiday club for most disadvantaged to ensure that the children’s and families’ needs are being met at all times.</p>	<p>Holiday club £1200</p> <p>Breakfast of Champions £1100</p>
<p>Barriers to learning these priorities address</p>	<p>Pupils have lower attendance and higher persistent absence.</p> <p>Pupils’ parents may experience poor physical and mental health.</p> <p>Working with external agencies to provide the support required for the whole family</p>	
<p>Projected spending</p>		<p>£35,600</p>

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring that retrieval is used throughout <b>all</b> lessons to re-activate previously learnt knowledge.</p> <p>Teachers' understanding of pedagogy and subject knowledge in their area.</p>	<p>CPD delivered by AHT on retrieval and memory which is revisited throughout the year.</p> <p>CPD throughout year to develop the teaching of a knowledge-based curriculum.</p> <p>Development of curriculum leaders to drive subject knowledge in their subject.</p> <p>Disadvantaged Achievement Lead to identify and ensure swift intervention for children who are falling behind.</p>
Targeted support	<p>Monitoring the impact of individual support programmes across the school with PP children and using the information to swiftly respond where needed.</p>	<p>CPD to enable staff to use support programmes (academic and nurture based) are delivered at a high level.</p> <p>Disadvantaged Achievement Lead to monitor and collect data regularly and share these findings with all staff.</p>
Wider strategies	<p>Engaging and developing relationships with families facing the most challenges.</p>	<p>Implement Breakfast for Champions for all families in school to make connections with targeted families.</p> <p>Attendance officer to continue building positive relationships with most vulnerable families.</p>