



## Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Portland Spencer Academy
Number of pupils in school	422
Proportion (%) of pupil premium eligible pupils	49% - 207 pupils
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 years
Date this statement was published	16/11/22
Date on which it will be reviewed	16/11/23
Statement authorised by	Kate Green
Pupil premium lead	Dylan Murphy
Governor / Trustee lead	Claire Sugrue

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 262,695
Recovery premium funding allocation this academic year	£ 25,978
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£ 288,673



## Part A: Pupil premium strategy plan

### Statement of intent

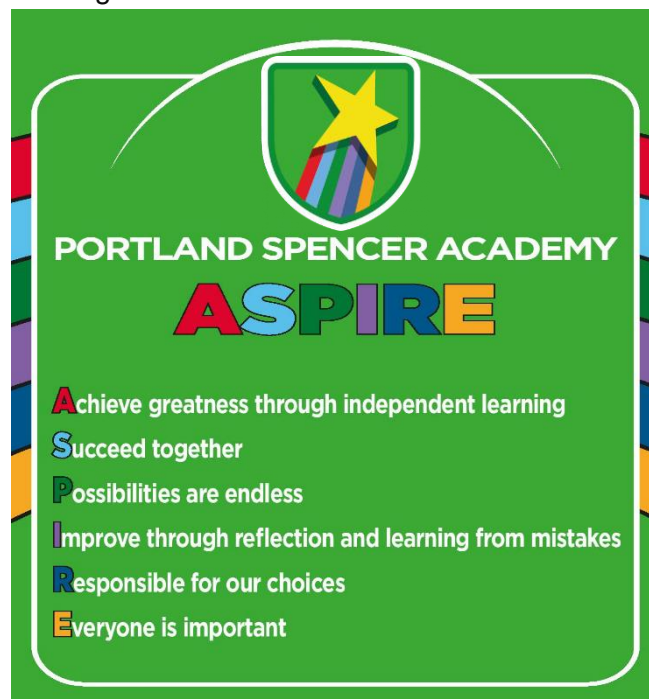
You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

At Portland Spencer Academy we believe that our Pupil Premium funding should only be spent to help us improve and challenge the attainment gap for disadvantaged pupils that is comparable with that of non-disadvantaged pupils nationally.

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well and consider the ever-changing challenges which our children and families face.

We base our decision making on our ASPIRE values



Our practice and this strategy is firmly rooted in evidence based research, particularly the EFF toolkit, DfE and Ofsted reports, the work of Marc Rowlands and the Sutton Trust.

We have previously been commended and continue to apply a three-tier approach to addressing disadvantage:

- 1.) Whole school approaches using quality first teaching to raise attainment;
- 2.) Successful targeted support which addresses gaps in learning.



3.) The holistic whole child view which permeates our culture.

Our guiding principles, over the course of this strategy are tightly linked to our current SDP priorities:

These include a focus on the key ingredients:

- To ensure CPD enables excellent subject knowledge and progressive vocabulary across the curriculum using diagnostic assessment
- To provide more opportunities for children to learn beyond their own world to develop knowledge and skills which build character and resilience.
- To continue to build upon personalised provision that addresses the increasing SEMH need of children and their families so that they can be successful learners.
- To ensure children who receive pupil premium funding are supported through a range of academic interventions, enabling them to be successful in Reading, Writing and Maths.

## Challenges

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

Challenge number	Detail of challenge
1	<p><i>Pupils limited range of vocabulary on entry to the school – this is significantly below national expectations on entry into Nursery and Foundation especially in Language and Communication.</i></p> <p><i>Baseline assessments show that the majority of children entering N2 September 2021 were working at 22-36 while F2 were working at 30-50.</i></p>
2	<p><i>Pupils basic skills require regular re-visiting to retain (interrupt the forgetting) the knowledge and skills needed to build fluent learners who can apply skills in varying contexts.</i></p> <p><i>Observations and diagnostic assessment indicated significantly below attainment in spelling and maths fluency in July 2021. It must be noted that of our disadvantaged children the number of with cognition and learning needs is twice that of our population on non-PP. This has continues to be an area of challenge in 2022.</i></p>
3	<p><i>Pupils across the school do not access quality texts at home or in early life with many parents lacking the skills to support their children at home.</i></p> <p><i>Phonics assessments in June 2021 indicate a below national projection for national testing in 2021-22, with a more significant gap for disadvantaged than over recent years. This has continues to be an area of challenge in 2022.</i></p>



4	<p><i>An increasing number of pupils, especially those who are disadvantaged, display and articulate an identified social and emotional or self-confidence issue, many linked to personal and family trauma.</i></p> <p><i>Within our school, over half of the disadvantaged SEND children identify as SEMH as their primary need.</i></p>
5	<p><i>Disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.</i></p> <p><i>Our observations and analysis show the attendance of pupils has been disproportionately impacted by partial school closures with 385 pupils being affected and a total of 15,100 days of lost learning. These findings are backed up by a number of national studies on partial school closures.</i></p>

## 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
<p><i>1. To improve the vocabulary and spoken word used by all disadvantaged pupils across the full curriculum using early intervention and precise teaching opportunities.</i></p>	<p>A reduction in the attainment gap between disadvantaged pupils and non-PP.</p> <p>Disadvantaged pupils to achieve Age-related expectation in speaking, understanding, listening and attention within the Early Years, in line with National expectations.</p>
<p><i>2. To ensure all children have a secure understanding of basic skills in Maths Fluency and Spelling</i></p>	<p>Disadvantaged pupils to be in line with non-PP children nationally in Maths and Spelling.</p> <p>All staff to structure learning in a memory friendly fashion ensuring regular revisiting of previously taught concepts.</p> <p>All staff offer regular opportunities to address basic skills and interrupt the forgetting in spelling and fluency.</p>
<p><i>3. To ensure all disadvantaged pupils leave Portland Spencer Academy as strong, enthusiastic readers.</i></p>	<p>All children receive regular reading opportunities within the curriculum, at whole class, targeted group and individual level where needed.</p> <p>Bottom 20% readers make accelerated progress through the implementation of the Bottom 20% reading strategy.</p> <p>All children are motivated readers and share a love of reading for pleasure.</p>



<p><i>4. All disadvantaged pupils are confident and their SEMH barrier is managed to support effective learning.</i></p>	<p>The 4 tier PSHE curriculum addresses need at the whole school, class and individual level, this leading to improved learning behaviours.</p> <p>Nurture provision addresses the needs of disadvantaged pupils and is regularly reviewed.</p> <p>Disadvantaged pupils utilise the Reach counselling unit to support their emotional understanding where appropriate.</p> <p>Reduction in fixed term exclusions for all pupils.</p>
<p><i>5. Improved attendance and punctuality for all disadvantaged pupils.</i></p>	<p>Attendance for all disadvantaged pupils is in line with national figures.</p> <p>Rates of persistent absence are less than national.</p> <p>Focus families from Team around the child to be supported by a number of school staff.</p>



## 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: £ £83,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Use of Portland Oracy framework with associated kagan structures and mapped core curriculum vocabulary to promote talk across the school.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/school-themes/literacy/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Language%20and%20Literacy">https://educationendowmentfoundation.org.uk/school-themes/literacy/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Language%20and%20Literacy</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</a> (+5 months)</p>	1
<p><i>CPD entitlement to 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 and targeted interventions in a range of specific programmes.</i></p>	<p>PP first approach to support and interventions</p> <p>'Characteristics of effective teacher professional development ', written by Sam Sims and Harry Fletcher-Wood</p> <p>EEF: - <a href="https://educationendowmentfoundation.org.uk/school-themes/staff-deployment-development/">https://educationendowmentfoundation.org.uk/school-themes/staff-deployment-development/</a></p> <p>Guidance report from September 2021</p> <p>Principles of instruction <a href="https://earlycareer.chartered.college/principles-of-instruction/">https://earlycareer.chartered.college/principles-of-instruction/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a> (+7 months)</p>	1, 2, 3, 4, 5 £45K
<p><i>Provide high quality texts which support the curriculum (take a book home)</i></p> <p><i>Reward a love for learning which extends beyond school</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> (+6 months)</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_frame">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_frame</a></p>	2,3 £25,000



<i>(journalling and vending machine)</i>	<a href="#">work Teaching the foundations of literacy - July-2021.pdf</a>	
<i>Implementation of a robust strategy for bottom 20% of readers, low attainers.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> (+5 months)	2,3, £10K
<i>Regular use of social and emotional diagnostic tools to support curriculum development e.g. well-being compass, additional scarf sessions, assemblies, 'daily check ins'</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> (+4 months)  <a href="https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf</a>  How can we utilise a daily wellbeing check for children to support and inform interventions and teaching practice? 'Dylan Murphy - SLE'	4 £750
<i>Attendance initiatives to incentivise pupils attendance.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> (+4 months)	5 £3000

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

Budgeted cost: £ 176,100 – NTP funding £26,406 (Portland will need to top this up by £44,010)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oracy programmes delivered by Speech and language specialist, performance poet and TA's (NELI)	EEF Language and Literacy: <a href="https://educationendowmentfoundation.org.uk/school-themes/literacy/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Language%20and%20Literacy">https://educationendowmentfoundation.org.uk/school-themes/literacy/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Language%20and%20Literacy</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a> (+6 months)	1 £10K £4500 £5000





Pre / post intervention groups in Literacy and Maths enabling verbal feedback	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a> (+7 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a> (+5 months)	2,3 2 TA level 2 £48K
Reading programmes used across the school such as Nessie, Reading Plus and Star Reader.	<a href="https://www.nessy.com/uk/research-testimonials/research-evidence/">https://www.nessy.com/uk/research-testimonials/research-evidence/</a> <a href="https://www.readingplus.com/efficacies/">https://www.readingplus.com/efficacies/</a> <a href="https://doc.renlearn.com/KMNet/R001480701GCFBB9.pdf">https://doc.renlearn.com/KMNet/R001480701GCFBB9.pdf</a> EEF Language and Literacy: <a href="https://educationendowmentfoundation.org.uk/school-themes/literacy/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Language%20and%20Literacy">https://educationendowmentfoundation.org.uk/school-themes/literacy/?utm_source=site&amp;utm_medium=search&amp;utm_campaign=site_search&amp;search_term=Language%20and%20Literacy</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a> (+6 months)	3 Nessie £1400 Reading Plus £2500 Star reader £2200
Sopiscated nurture model which provides groups and individual high quality provision. This includes: Counselling, forest school, cooking, brain groups, ELSA, lego therapy, musical interaction, circle of friends, creative arts therapy, music therapy	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> (+4 months)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a> (+7 months)	4 £45K £1500K 2x L3 TA £56K

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

Budgeted cost: £ 64,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Full time Attendance Officer to support families with children with low attendance using outreach work,</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> (+4 months)	5 £36K





<i>which includes: Portland Market Place, Job links, Fare Share, housing support, grants for whitegoods.</i>	<a href="https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Tips-for-outreach-before-the-first-day-of-school.pdf">https://www.attendanceworks.org/wp-content/uploads/2017/10/Attendance-Works-Tips-for-outreach-before-the-first-day-of-school.pdf</a>	
<i>Parental engagement strategy in place to support homework and reading.</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a> (+4 months)	2,3 Market place £1K
<i>After school and other extra-curricular clubs address gaps in learning and in children's cultural capital</i>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a> (+3 months)  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</a>	1,2,3,5 Contribution to paid extra-curricular activities - £1K  Staff half day off incentive for running termly extra-curricular activities - £2K
<i>Breakfast club for working and training parents - promoting social mobility.</i>	Breakfast club to support behaviour <a href="https://www.frontiersin.org/articles/10.3389/fnhum.2013.00425/full">https://www.frontiersin.org/articles/10.3389/fnhum.2013.00425/full</a>	4,5 £20K
<i>Uniform subsidy</i>	<a href="https://www.sec-ed.co.uk/news/expensive-branded-compulsory-mps-pass-law-targeting-excessive-school-uniform-costs-poverty-disadvantage/">https://www.sec-ed.co.uk/news/expensive-branded-compulsory-mps-pass-law-targeting-excessive-school-uniform-costs-poverty-disadvantage/</a>	4,5 £5K

**Total budgeted cost: £ 324,710**



## 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.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

Desired outcome	Impact
<p>To be in line with non-PP children nationally - 78% of disadvantaged children achieving expected standard in reading at KS2 and 31% greater depth at reading to be above national.</p>	<p><b><u>EYFS</u></b></p> <ul style="list-style-type: none"> <li>· 65% (In line with national - 67%) of all EYFS pupils were on track to achieve the ELG in Reading.</li> <li>· 56% of EYFS PP were on track to achieve the ELG in Reading.</li> </ul> <p><b><u>Year 2 (End of KS1)</u></b></p> <p>67% of pupils achieved the expected standard at the end of KS1 in reading. 63% of PP pupils achieved the expected standard at the end of KS1 in reading.</p> <ul style="list-style-type: none"> <li>· PP pupil attainment just below national (67%).</li> <li>· PP attainment is above PP National (51%).</li> </ul> <p><b><u>Year 6 (End of KS2)</u></b></p> <p>Context - 59% of PP pupils achieved the expected standard in the KS2 assessments for reading and 14% achieving GDS</p>



	<ul style="list-style-type: none"> <li>The gap between Portland PP pupils (69%) and PP pupils nationally (62%) is inline. The gap between Portland PP pupils (69%) and non-PP pupils nationally (80%) is below.</li> </ul>
<p>To be in line with non-PP children nationally (83%) of disadvantaged children achieving expected standard in writing at KS2 and 24% greater depth at writing to be above national.</p>	<p><b><u>Year 2 (End of KS1)</u></b></p> <ul style="list-style-type: none"> <li>PP (56%) pupil attainment is below non PP attainment (67%)</li> <li>PP attainment is above PP National (41%) and below non-PP pupils nationally (63%)</li> </ul> <p><b><u>Year 6 (End of KS2)</u></b></p> <p>59% of PP pupils achieved the expected standard in the KS2 assessments for writing and 17% achieved GDS.</p> <p>PP attainment is above PP National (55%) and below non-PP pupils nationally (75%)</p> <p>Portland PP pupils are below National non-PP pupils (84%)</p>
<p>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.</p>	<p><b><u>Year 2 (End of KS1)</u></b></p> <ul style="list-style-type: none"> <li>PP (59%) pupil attainment is below non PP attainment (73%)</li> <li>PP attainment is above PP National (52%) but below non-PP pupils nationally (73%)</li> </ul> <p><b><u>Year 6 (End of KS2)</u></b></p> <p>62% of PP pupils achieved the expected standard in the KS2 assessments for maths and 7% achieved GDS</p> <p>Portland PP pupils above PP national (56%) and are below National non-PP pupils (78%)</p>
<p>85% of PP children pass phonics screening in Year 1 with 100% passing in Year 2.</p>	<p><b><u>Year 1 and 2 Phonics Check</u></b></p> <ul style="list-style-type: none"> <li>72% of all Y1 pupils passed the phonics screening check at the end of June, PP pupils in Year 1 were in line with this (72%). This is below National attainment. (75%).</li> </ul>



	<ul style="list-style-type: none"> <li>77% of all Y2 PP pupils passed the phonics screening check, PP pupils in Year 2 were in line with this (77%).</li> </ul>																														
<p>Improve the attendance of PP children (currently 83%) and reduce the number of PA PP children.</p>	<table border="1"> <thead> <tr> <th colspan="5">Attendance</th> </tr> <tr> <th></th> <th>Y1-6 /7-11 absence</th> <th>Y1-6 /7-11 PA</th> <th>Y1-6/7-11 PP absence</th> <th>Y1-6/7-11 PP PA</th> </tr> </thead> <tbody> <tr> <td>Year 09/21 - 7/22</td> <td>5.9</td> <td>17.4</td> <td>6.8</td> <td>23.6 (10% leavers)</td> </tr> <tr> <td>FFT national 2022</td> <td>6.4</td> <td>19</td> <td>8.5</td> <td>-</td> </tr> <tr> <td>Regional</td> <td>7.1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Comparative period: prev. yr. COVID - x codes</td> <td>3.3</td> <td>5.0</td> <td>4.3</td> <td>7.0</td> </tr> </tbody> </table>	Attendance						Y1-6 /7-11 absence	Y1-6 /7-11 PA	Y1-6/7-11 PP absence	Y1-6/7-11 PP PA	Year 09/21 - 7/22	5.9	17.4	6.8	23.6 (10% leavers)	FFT national 2022	6.4	19	8.5	-	Regional	7.1				Comparative period: prev. yr. COVID - x codes	3.3	5.0	4.3	7.0
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<p>Reduce the number of fixed term exclusions to below national (1.4%)</p>	<p>There were 11 children with a combined total of 20 exclusions. 8 of those children with exclusions had PP.</p>																														

## 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
Nessy	Nessy Learning
NELI	Elklan
Reading plus	Reading plus
Times table rockstars	Maths Circle Ltd.
Numbots	Maths Circle Ltd.
TLC maths	TLC
FFT Lightening squad - Reading	FFT