# Pupil premium strategy statement

This statement details our school’s use of pupil 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**

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| **Detail** | **Data** |
| School name | Portland School |
| Number of pupils in school | 140 |
| Proportion (%) of pupil premium eligible pupils | 74% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** |  24-25 **25-26** 26-27 |
| Date this statement was published | (Updated) July 25 |
| Date on which it will be reviewed | July 26 |
| Statement authorised by |  Alexis Bull |
| Pupil premium lead | Jonathan Gillie; George Anderson  |
| Governor / Trustee lead | IEB |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | **£101,805.00** |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | 0 |
| **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 thisacademic year | **£101,805.00** |

# Part A: Pupil premium strategy plan

## Statement of intent

Portland School serves a community where the socio-demographic make-up ensures a large majority of our pupils are eligible for pupil premium. (9% LAC). Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our pupils.

Our aim is to provide high-quality teaching which embodies a holistic approach that empowers each pupil to take an active role in shaping their own learning journey, guided by their unique interests. We are committed to providing purposeful, practical, and real-world learning experiences that foster self-confidence and inspire aspirations for future success. As a dedicated staff team, we are fully invested in addressing the individual needs of every student, helping them grow into well-rounded citizens with equal opportunities for further education, training, and employment.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high- quality teaching. Our intention is that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

Our strategy will be driven by the strengths and needs of each pupil, based on formal and informal assessments. This will help us to ensure that we offer them the relevant skills and experience they require for them to be successful in later life.

## Challenges

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

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| **Challenge number** | **Detail of challenge** |
| 1 | Our assessments show that disadvantaged pupils generally make less progress from their starting points when entering school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils. |
| 2 | Disadvantaged students often struggle with social interaction and taking part in activities and opportunities in society and the community in relation to our non-disadvantaged students and can have fewer opportunities to develop cultural capital outside of school.Research shows (Literature Review) Disadvantaged pupils tend to have less access to a broad curriculum compared to their advantaged peers. A range of studies show that educational experiences outside of the classroom benefit attainment, and skills crucial to school performance, including motivation, behaviour and self-esteem – factors that have been linked to the disadvantaged gap. |
| 3 | Our attendance data indicates that attendance among disadvantaged pupils has been between 6-10% lower than for non-disadvantaged pupils. |
| 4 | Our assessments, observations and discussions with pupils show that disadvantaged pupils are generally more likely to have reading difficulties compared to non-disadvantaged pupils in our school. |
| 5 | Our assessments, observations and discussions with pupils and families suggest that our disadvantaged pupils have made less progress towards their EHCP targets |

## 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.

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| **Intended outcome** | **Success criteria** |
| For pupils to show clear progress from their individual starting points | By 2026/27 all pupils will demonstrate clear progress from their individual starting points in all subjects as evidenced by school’s internal assessment data |
| To offer a range of outdoor education and community opportunities to all pupils. | Pupils will demonstrate improved self-esteem and confidence in being a positive and active part of their school community. By 2026-27, all pupils will engage in weekly learning in the community, KS3 pupil will be working toward the John Muir Award and KS4 pupils, will engage in Work experience, College taster courses and Duke of Edinburgh and College courses to additional compliment their offer. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils | Sustained improved attendance demonstrated by:* ensuring that the whole school at- tendance exceeds 75% by 2025-26, with disadvantage pupils remaining above 73%
* aspiring for whole school attendance to exceed 80% by 2026-27
 |
| To reduce the gap between disadvantaged and non-disadvantagedpupils in relation to their individual reading ages | By 2027 there will be a significant reduction in the reading age gap between disadvantaged and non-disadvantaged pupils based on GL assessment data. There will also be increased progress in reading ages based on individual starting points. |
| To ensure that the vast majority of a pupils EHCP outcomes show significant progress. | By 2025/26 90% of EHCP outcomes show significant progress as indicated from:* qualitative data from pupil, parent and teacher feedback

By 2026/27 100% of EHCP outcomes show significant progress. |

## 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: £30,000.00

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Continued use of standardised diagnostic assessments. | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: | 1,4,5 |
| Training for secondary teachers and support staff on phonics and early reading | Ensuring all teachers and support staff at secondary, can support learning within any subject with phonic or early reading skills, will improve access to the curriculum for all. | 1,4,5 |
| Training for teaching staff on use of technology within their lessons | Use of IT has been shown to increase pupil engagement in lessons. It also supports scaffolding and adaptions required to support pupils with low self-esteem. | 1, 4, 5 |

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

Budgeted cost: £40,000.00

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| The use of 1 additional member of staff in school to deliver one-to-one or small group tutoring | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one and in small groups: | 1, 2, 5 |
| To continue with structured interventions to enable our pupils to improve how they self-manage themselves | There is evidence across a range of different interventions with highest impacts for approaches that focus on self-management or role-play and rehearsal | 2, 5 |
| To implement structured interventions to improve individual pupils literacy and numeracy skills | Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from one-to-one tuition. Low attaining pupils are particularly likely to benefit | All |

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

Budgeted cost: £31,805.00

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| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| Continue to fund a family support team | The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels | 3 |
| Continue with the funding of an independent EWO | The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. | 3 |
| **2025-26**: Provide targeted therapeutic intervention including Art, Counselling, Music and Animal EP involvement will increase and provide additional forensic analysis of EHCPs | EHCP’s will be forensically analysed and the appropriate interventions will be allocated to each child - using Section F to ensure pupils are rightly in receipt of offer outlined  | All |

**Total budgeted cost: £101,805.00**

# 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.

Last year the activities funded by Pupil Premium, allowed us to continue to improve our engagement with pupils. We were able to begin delivering a program of interventions to support pupils both academically and with their Social, Emotional and Mental Health needs.

A range of activities were put in place which allowed pupils the opportunity to gain new experiences.

The use of diagnostic testing was streamlined across the whole school and introduced to our transition provision for new pupils. This helped determine where pupils are with their learning and that information helped to inform targeted academic interventions. This allowed us to meet the needs of newer pupils more quickly.

The above has begun to show a reduction in behavior issues within school and an increase in the number of pupils meeting their EHCP targets

Confidence in the school continues to rise amongst parents/care givers.