



PORTLAND SCHOOL

Pupil Premium Information

Pupil premium funding is used to enhance the core offer at Portland school to support all its pupils. This enables the school to overcome the barriers to learning experienced by individual pupils in the school. We have identified the barriers to learning for disadvantaged pupils/students at Portland as: Anxiety; Gaps in educational provision (prior to attending Portland); Mental health; Families needing support; Attachment; Crisis.

This short report summarises how the previous year's funding was spent and how we intend to spend this year's funding. Most importantly, it provides information on the outcomes of the spending and the improvements made amongst our pupils.

Pupil Premium 2020-21	
Total number of pupils on roll:	99
Total number of pupils eligible for Pupil Premium:	69
Amount of Pupil Premium received per pupil:	£1018
Total amount of Pupil Premium received	£70,250

Focus Area	Summary of Strategy	Barriers to Progress and Impact	Cost
Literacy	Salford Reading Age Assessments analyst Wrat5 assessments analyst (Secondary)	Pupils arrive at Portland having experiences significant amount of time out of education. Gaps in their learning need to be identified and closed. These assessments allow this to happen. Progress tracked half termly	£2000
Numeracy	Wrat5 Assessments analyst (Secondary)	Pupils arrive at Portland having experiences significant amount of time out of education. Gaps in their learning need to be identified and closed. These assessments allow this to happen. Progress tracked half termly	£2000
Wider Curriculum	Options morning provision (Secondary) Specialist Teaching of Computing (Primary)	Provision of a range of activities which are deemed absent from the standard curriculum. Specialist teaching of computing skills in upper primary to prepare	£1000 £6,000

		pupils with the necessary IT skills for transitioning to secondary school. Monitored and tracked termly	
Emotional Regulation	Range of sensory relaxation items Sensory pods (Primary) Range of sensory rewards (Primary) 1:1 Intensive relaxation sessions for identified pupils (Primary)	Pupils at Portland have been identified as having an area of need of Social, Emotional and Mental Health on their EHC Plan. They require the teaching of emotional regulation and safe places and items to use to do this. Termly evaluation using FAGUS profiles	£1000 £4000 £300 £10,000
School Trips looking at wider community and democracy/ British Values	Transport costs not passed on to the parents to ensure wide participating in educational trips	Some families struggle to fund trips into the community or further afield. By covering the cost of transport within school, we can offer children experiences that they otherwise wouldn't have.	£4000
Bespoke Timetables	Pupils identified in Secondary setting Taxi's provided for those requiring a reduce timetable	Pupil needs are not met by Portland for some pupils. Alternative education is provided. Taxi paid for by school for those pupils requiring a reduced day to allow them to access education.	£10,000 £5000
Preparation for Adulthood	Careers day	Preparation for adulthood, careers based activities to allow students to raise aspiration towards Post 16	£500
Mental Health and Wellbeing	Family Support Officer Breakfast provision School guinea pigs (Primary)	Support is given directly to the pupil and their families to ensure their mental health and emotional needs are met Some pupils arrive in school hungry and breakfast provides a positive start to the day, helping them to feel ready to learn. Animal care is used to support pupils with their mental health needs and to develop life skills	£24,000 £1000 £1000

Measuring the Effect

Progress in Literacy and Numeracy, attendance, significant incidents and exclusions is monitored on a termly basis. Individual data will be collated to make a comparison between pupil premium and non-disadvantaged pupils' achievement. This will be discussed in a meeting with the link governor for pupil premium where strategies will be reviewed with respect to their effectiveness.

The data for pupil premium students will be reported to governors through termly whole governor meetings where governors will have the opportunity to challenge the Headteacher and link governor as to the effectiveness of strategies.

The school's pupil premium strategy will be reviewed at the Standards Committee meeting on a regular basis.

Outcomes of Pupil Premium Spending: 2019-20			
Total number of pupils on roll:		91	
Total number of pupils eligible for Pupil Premium:		69	
Amount of Pupil Premium received per pupil:		£1003	
Total amount of Pupil Premium received		£69,180	
How did we improve the attainment of Disadvantaged Pupils?			
Focus Area	Summary of Strategy	Barriers to Progress and Impact	Cost
Literacy	Salford Reading Age Assessments analyst Wrat5 assessments analyst (Secondary)	Pupils arrive at Portland having experiences significant amount of time out of education. Gaps in their learning need to be identified and closed. These assessments allow this to happen. Progress tracked half termly Due to Coronavirus teaching was stopped in the Spring term. Pupils at Portland made some progress. However, there remain significant gaps in learning to address.	£2000
Numeracy	Wrat5 Assessments analyst (Secondary) Assessment Folders for every pupil (Primary)	Pupils arrive at Portland having experiences significant amount of time out of education. Gaps in their learning need to be identified and closed. These assessments allow this to happen. Progress tracked half termly Due to Coronavirus teaching was stopped in the Spring term. Pupils at Portland made some progress. However, there remain significant gaps in learning to address. Assessment folders in Primary have made the	£2000 £100

		monitoring of pupil progress more robust.	
Broadening the Curriculum	Options morning provision (Secondary) Narrative Immersion Curriculum training with Rebecca Bell (Primary & Y7 staff)	Provision of a range of activities which are deemed absent from the standard curriculum. Designing a bespoke curriculum to meet the needs and interests of the pupils to encourage engagement and success in learning Monitored and tracked termly Narrative Immersion curriculum was introduced in Primary and Y7. Pupils have engaged well, however, Coronavirus has slowed down the implementation of this.	£1000 £4150
Emotional Regulation	Range of sensory relaxation items Sensory pods (Primary) 1:1 Intensive relaxation sessions for identified pupils (Primary) FAGUS assessment tool bought in	Pupils at Portland have been identified as having an area of need of Social, Emotional and Mental Health on their EHC Plan. They require the teaching of emotional regulation and safe places and items to use to do this. Termly evaluation using FAGUS profiles Development of the sensory areas in the primary building had a significant effect on the pupils, we experienced a reduction in violent episodes and need for staff intervention FAGUS tool is being rolled out and allowing staff to identify and target specific SEMH areas of need	£1000 £4000 £10,000 £1752
School Trips looking at wider community and democracy/ British Values	Transport costs not passed on to the parents to ensure wide participating in educational trips	Some families struggle to fund trips into the community or further afield. By covering the cost of transport within school, we can offer children experiences that they otherwise wouldn't have. School vehicles allowed for several	£4000

		school trips before Coronavirus lockdown.	
Bespoke Timetables	<p>Pupils identified in Secondary setting</p> <p>Taxi's provided for those requiring a reduce timetable</p>	<p>Pupil needs are not met by Portland for some pupils. Alternative education is provided.</p> <p>Taxi paid for by school for those pupils requiring a reduced day to allow them to access education.</p> <p>Pupils accessing AP and reduced timetable engaged in positive learning experiences, with a reduction in emotional dysregulation.</p>	<p>£10,000</p> <p>£5000</p>
Mental Health and Wellbeing	<p>CAMHS in school</p> <p>Family Support Officer</p> <p>Breakfast provision</p>	<p>Support is given directly to the pupil and their families to ensure their mental health and emotional needs are met</p> <p>Some pupils arrive in school hungry and breakfast provides a positive start to the day, helping them to feel ready to learn.</p> <p>Pupils are more engaged in learning. Significant amount of support offered over the Coronavirus lockdown, including delivery of food parcels and phone support. FSO worked over their holidays to maintain the support for families.</p>	<p>£3200</p> <p>£24,000</p> <p>£1000</p>