

Pupil premium strategy statement

This statement details our school's use of pupil premium and recovery premium funding for the 2024/2025 academic year 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	Portesbery School
Number of pupils in school	147
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/25 to 2027/28
Date this statement was published	October 2024
Date on which it will be reviewed	September 2027
Statement authorised by	Nathan Aspinall Headteacher
Governor / Trustee lead	Chris Hamilton CoG

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,220
Recovery premium funding allocation this academic year	£11,140
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Recovery premium carried forward from previous year	£10,495
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	£74,855

Part A: Pupil premium strategy plan

Statement of intent

Portesbery is an all age day school (3 -19 years) catering for children and young people with Severe Learning Difficulties (SLD). Pupils may have additional sensory impairments, physical difficulties or challenging behaviour that also impact their learning outcomes.

At Portesbery the national curriculum is delivered in a very student specific way. All children receive an individualised and tailor-made education that provides them with the best possible opportunities to thrive and reach their full potential.

Pupil Premium funding is used in a variety of ways in order to enhance and develop pupil attainment by-

- supporting home learning
- supporting staff development and training
- breaking down barriers to learning
- supporting high quality teaching and learning opportunities
- supporting wellbeing, mental health and safeguarding concerns

Key principles

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data and pupil progress meetings.

Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained therapists such as rebound therapy, reflexology, head massage, music therapy and play therapy.

Challenges

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

Challenge number	Detail of challenge
1	Pupil attention and motivation to access and engage in their learning
2	Pupil ability to self-regulate and manage emotions in a safe and appropriate way

3	Family engagement-communication and co-operation between school and home.
4	Pupil access to appropriate emotional wellbeing and mental health support

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
To provide a highly motivating, personalised learning programme tailored to each individual student's needs.	Increased pupil engagement in learning and a reduction in behaviours that challenge.
Pupils will have access to resources and strategies that will support self-regulation a safe and appropriate way.	Reduction in challenging behaviour and an increase in attainment, evidenced by individual case studies, behaviour data from Sleuth and assessment data from Earwig.
Improved parental engagement and communication between school and home.	Well attended parent evenings, improved uptake of parent workshops and increased attendance at school for identified individuals.
Identified pupils to have access to high quality therapies to support their emotional wellbeing and mental health needs.	Pupils will have improved emotional well-being and mental health which will support their ability to engage and improve attainment. This will be evidenced by individual case studies, Earwig and Sleuth data.

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: **£60,432**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing Behaviour Specialist and Family Support Worker	Teacher and pupils have access to a behaviour lead to help support implementation of strategies to support inclusion, engagement and attainment in learning. Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach parents and carers.	1,2,3,4

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

Budgeted cost: **£2,436**

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPOMS (safeguarding)	To record and manage all safeguarding concerns.	1,2
Earwig (assessment)	To record and monitor pupil progress	1,2

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

Budgeted cost: **£4,903**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing snacks, milk and individual resources to disadvantaged pupils	Supports general health and wellbeing and ensures inclusion for all pupils during snack sessions	1,2,4

Total budgeted cost: £67,771

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 2023 to 2024 academic year.

Our internal assessment system (Earwig Academic Timelines) in 2023/24 indicated that disadvantaged pupils' academic and wider development outcomes remained in line with the development levels across the school. All students in receipt of Pupil Premium funding are making expected or better than expected progress, apart from one student with poor attendance due to significant health and medical concerns.

There is no clear or identifiable difference in the progress of any group of students, e.g. gender, Pupil Premium Grant, ability, age.

Our key assessment data is taken from a combination of different, comprehensive assessment measures. Teachers assess the students using:

- **My Outcomes** (*annual targets taken from EHCP*)
- **Skills for Life Assessment** – including Early Years assessment
- **Focus Group Update** (additional interventions for any students making less than expected progress)
- **ASDAN Personal Progress/Personal and Social Development (Post 16)**

Pupil Progress Meetings are held termly in November, March and June where teachers bring a whole range of holistic evidence to support their judgements on all relevant assessment measures. All aspects of learning are captured and discussed in these meetings. Teachers meet with Assistant Heads and a joint decision is made on whether a student is making outstanding progress, expected progress or whether they need to be placed in the Focus Group. Every individual is discussed in detail.

We are pleased with the small number of students who are making less than expected progress and the students change each term. We place all students who are making less than expected progress in a Focus Group and they receive individualised and targeted intervention. It is unusual for a student to remain in the Focus Group for more than one cycle.

Externally provided programmes

Programme	Provider
Earwig – training on capturing student progress on assessment system	Earwig Academic Timelines

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Individual student specific resources that support well-being and engagement with their learning and peers.
What was the impact of that spending on service pupil premium eligible pupils?	Students use of personal resources enabled them to engage in activities with their peers.