

Pupil premium strategy statement

This statement details our school's use of pupil premium (for the academic year 24-25 to 26-27) funding to help improve the attainment of our disadvantaged children.

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	Portway Infant School
Number of children in school	167
Proportion (%) of pupil premium eligible children	21.5% (36 children)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	24/25 – 26/27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Lisa McSherry – Headteacher and Governing Body
Pupil premium lead	Hayley Anderson – Pupil Premium Lead / Assistant Headteacher
Governor lead	Emma Patterson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,785.00
Recovery premium funding allocation this academic year	£0
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 this academic year	£34,285.00

Part A: Pupil Premium Strategy Plan

Statement of intent

Our intention is that all pupils, particularly those who are disadvantaged or face additional challenges achieve highly and reach their full potential. We aim to diminish attainment gaps and ensure that disadvantaged pupils access the same curriculum, enrichment, and opportunities as their peers.

We maximise the impact of Pupil Premium funding by aligning our strategy with the School Development Plan and the EEF's tiered approach. This enables us to combine high-quality teaching, targeted academic support, and wider strategies to improve attendance, readiness to learn, and wellbeing. As an infant school, we prioritise early intervention, recognising that addressing barriers early has the greatest long-term impact.

Overcoming barriers to learning is at the heart of our Pupil Premium strategy. Because pupils' needs and circumstances vary, we do not allocate fixed amounts of funding to individuals. Instead, we identify the specific barriers to be addressed whether academic, social, emotional, or related to language development and provide the most effective support whether at whole school, group, or individual level.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in phonics and reading attainment Our assessment information shows that pupils eligible for pupil premium funding face some ongoing challenges in phonics and reading compared with their non-disadvantaged peers. In Early Years, fewer disadvantaged pupils reach the expected standard in reading, and this pattern continues into Year 1, where a gap remains between disadvantaged pupils and others. However, pupils make good progress throughout Year 1, with many successfully meeting the expected standard in the phonics screening check and performing broadly in line with national figures. By Year 2, further progress is evident, although disadvantaged pupils are still not yet achieving at the same level as their peers. These trends highlight the need for targeted support to ensure all pupils develop strong early reading skills and are well prepared for the next stage of learning.
2	Gaps in writing Our assessment information shows that some disadvantaged pupils need additional support to develop secure writing skills compared with their non-disadvantaged peers. In Early Years, fewer disadvantaged pupils enter school with the early literacy skills needed to reach the expected standard in writing. This difference continues into Year 1 and Year 2, where disadvantaged pupils are still working towards the same level of confidence and independence in writing as their peers. However, pupils make steady progress as they move through school, and these outcomes highlight the importance of continued, targeted support to help all pupils develop strong writing skills and achieve success across the curriculum.
3	Social, emotional, mental health and well-being A number of our pupils in receipt of the pupil premium funding benefit from additional support to develop their social, emotional, and mental health well-being. This support is provided through class teachers, teaching assistants, the SENCO, and our learning mentor, ensuring that every pupil receives guidance tailored to their needs. Some pupils also access specialist support from external services, including educational psychologists and community-based programs. Several of these pupils are also on our SEND register, allowing us to coordinate targeted interventions and support. This approach helps ensure that all pupils are able to engage positively with their learning, build resilience, and develop the social and emotional skills they need to thrive both in and out of the classroom.
4	Attendance and punctuality Some of our pupil premium pupils experience challenges with attendance and punctuality, which can affect their progress across all areas of the curriculum. We are committed to providing targeted support to ensure these pupils are in school regularly and on time, enabling them to fully access learning opportunities, make consistent progress, and achieve their potential alongside their peers.
5	Access to wider opportunities Parents from disadvantaged families can struggle to pay for workshops, activities, clubs and visits.

	There is a lower uptake of free clubs by our disadvantaged pupils. These wider opportunities help to support them socially and gives them an opportunity to widen their experiences.
6	Parental engagement A number of families experience challenges in engaging with home-learning activities, including reading 4 times per week. We have also identified reduced participation in parent-teacher meetings among some parents. Furthermore, many families require additional support in understanding and responding to their child's emotional and behavioural development.
7	Whole class and group participation Observations indicate that a notable proportion of disadvantaged pupils have reduced engagement during whole-class teaching. They also participate less confidently in group activities when compared with non-disadvantaged pupils. These challenges are impacting their attitudes towards learning and their ability to apply consistent effort.

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
Improved phonics and reading attainment for our disadvantaged pupils.	KS1 reading outcomes in 2026/27 show that the percentage of disadvantaged pupils is close to or in line with non-disadvantaged pupils. The percentage of disadvantaged pupils achieving success in the phonics screening check is close to or in line with the National Standard.
Improved attainment in writing for disadvantaged pupils by the end of KS1.	Writing outcomes in 2026/27 show that the percentage of disadvantaged pupils achieving the National Standard is close to or in line with non-disadvantaged children.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged children.	Pupils participate in activities, clubs and interventions that promote good well-being and address issues around Social, Emotional and Mental Health (SEMH)
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: the overall attendance rate for all children is 97% or above, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced.

	The 'persistently absent' attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced.
To increase parental engagement in home learning and school communication	A higher proportion of disadvantaged pupils read at home at least 4 times per week, as seen through reading records or school monitoring. Attendance of disadvantaged families at parent-teacher meetings, workshops, and curriculum information sessions increases.
To increase disadvantaged pupils' engagement in whole-class teaching and improve the quality of their participation in group activities. Pupils will develop stronger learning behaviours, greater confidence, and improved attitudes toward learning	Disadvantaged pupils remain attentive and on task for longer periods in continuous provision. Pupils demonstrate improved perseverance and independence during learning tasks. Teachers report greater motivation, improved effort, and more positive engagement from disadvantaged pupils.

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: £16,785

Activity	Evidence that supports this approach	Challenge number(s) addressed
To seek advice on the best strategies to improve writing effectiveness, especially amongst disadvantaged pupils. To allow subject leader and teachers time to research and implement strategies for improvement. To train subject leader to deliver a programme for improving writing.	EEF – Ensuring quality teaching in front of the class is a key ingredient. The use of high-quality teaching and learning is at the heart of the school's successful approach to engage and support pupils to become motivated independent writers. Improving Literacy in Key Stage 1 EEF (educationendowmentfoundation.org.uk)	2,3
Staff training around Quality First teaching, effective assessment, SEMH, memory and	The best available evidence indicates that good teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in	1, 2, 3

retention by external providers.	delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching	
Systematic synthetic phonics teaching with targeted phonics intervention groups for disadvantaged pupils.	<u>EEF: Phonics (High Impact +5 months)</u> Strong evidence that systematic phonics strategies have a high impact on early reading skills, particularly for disadvantaged pupils. Well-structured interventions delivered by trained teachers increase progress when linked to classroom teaching.	1, 2, 7
Explicit teaching of writing, including modelling, sentence construction, and structured writing through The Drawing Club and Quests. - Use of high-quality class texts. - Increased opportunities for oral rehearsal and vocabulary development. - Targeted writing interventions.	<u>EEF: Writing – Planning & Monitoring (+7 months)</u> Teaching pupils to plan, monitor, and evaluate their writing. Pupils will have increased language and communication skills, more accurate and fluent reading, writing and maths skills.	1, 2, 7

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

Budgeted cost: £7,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving learning behaviours and classroom engagement. - High-quality first teaching.	<u>EEF: Collaborative Learning (+5 months)</u> Structured group activities significantly improve participation and outcomes. <u>EEF: Feedback (+6 months)</u> Effective	1, 2, 6, 7

- Small group work to build confidence. - Structured routines to boost participation and independence. SLT monitoring and evaluation	feedback improves effort and engagement, especially for disadvantaged pupils.	
Early reading support. - Guided reading groups. - 1:1 reading with adults. - Use of high-quality texts and language rich environments. - Home-school reading incentives.	<u>EEF: Reading Comprehension Strategies (+6 months)</u> High impact on pupil progress, especially when combined with questioning and modelling. <u>EEF: Parental Engagement (+4 months)</u> Supporting parents to develop reading habits significantly improves outcomes for disadvantaged pupils.	1, 6, 7
Teachers/teaching assistants to provide interventions for disadvantaged pupils.	Interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind. Small group tuition EEF (educationendowmentfoundation.org.uk)	1,2,3
Purchase of additional reading books to support the DfE Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils Phonics EEF (educationendowmentfoundation.org.uk)	1,2,3
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered by available teachers or teaching assistants.	Phonics approaches have a strong evidence base indicating a positive impact on children, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks. Phonics EEF (educationendowmentfoundation.org.uk)	1,2,3

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

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support and monitoring.	<u>EEF: Parental Engagement (+4 months)</u> Strong evidence that working with families	4, 6

- Targeted support for families. - Clear attendance expectations. - Attendance officer to monitor and evaluate attendance - Incentive systems to promote good attendance	improves attendance and reduces persistent absence. <u>EEF: Behaviour Interventions (+4 months)</u> Improving routines and expectations supports better attendance and engagement. Working together to improve school attendance (publishing.service.gov.uk)	
SEMH and wellbeing support. - Nurture groups, COMPASS and learning mentor support - Zones of Regulation. - Staff trained in behaviour and self-regulation support. - Increased access to clubs and extracurricular opportunities.	<u>EEF: Social & Emotional Learning (+4 months)</u> SEL programmes have consistently positive impacts on learning and attitudes. <u>EEF: Behaviour Interventions (+4 months)</u> Approaches that focus on routines, relationships, and self-regulation improve engagement.	3, 4, 5, 6
Parental engagement and communication improvements. - Workshops for supporting phonics, reading, and writing. - Parent drop-ins and learning mentor support. - Improved communication systems (dojo, newsletters, meetings).	<u>EEF: Parental Engagement (+4 months)</u> Supporting parents with skills and knowledge leads to meaningful improvements in outcomes, especially in early reading.	1, 2, 6, 7
Attendance and punctuality Attendance Officer to promote, track and analyse attendance with rigour	Good attendance and punctuality are learned behaviours that will be extremely beneficial to pupils all through their lives. Schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum,	1,2,3,4,5

Inclusion lead to work with identified families on the ATTEND framework	behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium. Working together to improve school attendance (publishing.service.gov.uk)	
Identifying and supporting disadvantaged and vulnerable families through regular face to face engagement and working closely with social and health professionals	EEF Parental Engagement . The average impact of the parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading. Parental engagement EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5
Inclusion lead working 1:1 or in provision with groups or delivering whole class sessions.	An Inclusion lead provides guidance and support to young people and pupils who have difficulty learning because of emotional, social or behavioural problems. A good inclusion lead can help pupils overcome the problems that impact their learning. Social and emotional learning EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5
Emotional Literacy support from COMPASS - Changing Lives 1:1 sessions Small group sessions Class sessions Parent Workshops	Pupils with emotional barriers to their learning may not achieve academically to their full potential. Emotional literacy support can provide tools for pupils and their families to overcome these barriers so that each pupil succeeds. Social and emotional learning EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5
Forest School	Children are stimulated by the outdoors and typically experience, over time, an increase in their self-belief, confidence, learning capacity, enthusiasm, communication and problem-solving skills and emotional well-being. The areas of benefit identified by a number of	1,2,3,4,5

	studies reflect the outcomes which time and again are associated with Forest School: increased self-esteem and self-confidence, improved social skills, the development of language and communication skills, improved physical motor skills, improved motivation and concentration, increased knowledge and understanding of the environment Forest School Research, Reports and Case Studies Derbyshire Services for Schools Research on Forest School and Outdoor Learning. - Cambridge Forest Schools	
Structured individual visits and CPD for staff provided by educational psychologist or other providers.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers) Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5
Cost of providing activities through school for clubs, visits, workshops and enrichment activities. Yoga Bugs Ukulele lessons Trips	Visits, activities and workshops provide opportunities for disadvantaged pupils to participate in activities that they might otherwise not be able to access. Through participation in these physical and emotional activities, pupils are supported in developing non-cognitive skills such as resilience, self-confidence and motivation. Arts participation EEF (educationendowmentfoundation.org.uk)	

Total budgeted cost: £34,285

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 children in the 2024 to 2025 academic year.

Children in receipt of pupil premium
Most pupils made at least expected progress in reading and phonics throughout the year.
Most pupils met the expected standard in the Year 1 Phonics Screening Check.
Pupils developed a love of reading and engagement in reading activities throughout school. Pupils made good progress in writing and we are constantly working towards closing the gap with their peers.
Pupils develop confidence in writing for a range of purposes.
Pupils made at least expected progress in mathematics across all year groups. Any gaps in basic skills were identified early and addressed through targeted support.
Pupils developed self-regulation and positive relationships with peers and adults. All pupils access the support they need for SEMH, whether through school staff or external services. Improved confidence and well-being positively impact learning outcomes.
Persistent absence was challenged, ensuring all pupils have access to consistent learning opportunities.
All pupils participated in enrichment activities, trips, and experiences to enhance learning. Pupils developed skills, confidence, and aspirations through extracurricular and cultural activities.

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
Speech Link	Speech Link
Zones of Regulation	Leah Kuypers
Purple Mash	Purple Mash