

Pupil premium strategy statement - Portal House School.

This statement details our school's use of pupil premium and recovery premium funding to help improve the attainment of our disadvantaged and vulnerable pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged and vulnerable pupils last academic year.

School overview

Detail	Data
Number of pupils in school	72
Proportion (%) of pupil premium eligible pupils	63% - (45 students)
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2024/2025
Date this statement was updated	March 2024
Date on which it will be reviewed	December 2025
Statement authorised by	R.Bradley, Headteacher
Pupil premium lead	D.Long, SENCo
Governors	P.Rankin,T.Miller,

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 49,544
Covid Recovery premium funding allocation this academic year	£ 41,308
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£ 90,851

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils (whether educated on or off-site), irrespective of their background or the challenges they face, make good progress and achieve the best possible outcomes commensurate to their needs. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We have identified the following as barriers for some or the pupils currently in receipt of Pupil Premium. This builds upon our previous strategy, often refining and developing key areas further:

Behaviour and attendance.

Accessing learning opportunities once at school

Low self-esteem and poor mental health.

Weak literacy and numeracy skills.

Limited childhood life experiences.

Hungry and unsettled in the mornings.

Poverty and the cost of living crisis

At the heart of our approach is quality teaching and support plus providing additional learning and social opportunities accessible to all.

Our strategy is integral to wider school plans for education recovery following the COVID-19 pandemic, and objectives detailed in School Development Plan (2.1,2.2 and 3.2)

Our approach will be responsive to common challenges and individual needs, based on formal and informed assessments, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged
- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Behaviour records, suspensions from school and attendance data shows some disadvantaged and vulnerable pupils are struggling to access our main curriculum offer/attend school on a regular basis.
2	Monitoring of SIMS Behaviour entries, School Points, progress data, observations and discussions suggest some disadvantaged pupils have greater difficulty accessing their learning in class without close support from familiar staff.
3	Discussions with parents/cares and from reports from other professionals and first-hand observations, indicates that some disadvantaged pupils suffer from low mood and little to no confidence in their own ability.
4	Assessments, observations and discussions with pupils and families tells us that our disadvantaged pupils generally have greater challenges around acquiring age appropriate literacy and numeracy skills.
5	Through assessments, observations and discussions with pupils and families, we find that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside school nor age appropriate enrichment activities.
6	Disadvantaged pupils may arrive at school hungry and unsettled after a long journey to school. Most pupils rely on a substantial, cooked meal provided by school at lunchtime and also have access to a breakfast every morning.
7	School uniform is subsidised to support disadvantaged pupils and there is no cost for any curriculum materials (for instance all ingredients used in cooking lessons are paid for).

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>Pupils access a curriculum offer tailored to their current needs.</p> <p>School attendance increases, suspensions and behaviour incidents decrease.</p>	<p>Every student is accessing a curriculum that is suitable to their individual needs.</p> <p>Whole school attendance will be in line with National Averages of comparable schools.</p> <p>Decreased suspensions over time</p> <p>‘Extreme’ behavioural incidents will decrease over time</p>
<p>Students feel well supported and are able to access their learning</p>	<p>Students have access to an Emotionally Available Adult and receive the appropriate amount of support to access their curriculum</p>
<p>To achieve and sustain improved wellbeing and high self-esteem for all our pupils.</p>	<p>Students with issues around wellbeing and self-esteem are identified swiftly</p> <p>Appropriate support is offered and monitored by SENCO/DSL</p> <p>Support is also offered to the whole family (where appropriate)</p>
<p>Improved literacy and numeracy skills amongst our disadvantaged pupils.</p>	<p>Baseline test data is analysed and identified students receive interventions by qualified teaching staff</p> <p>Pupils have access to appropriate resources to support their identified needs</p> <p>Interventions are tracked and monitored by teaching staff and overseen by SENCO/Assistant Head for Pupil Progress.</p>

<p>All pupils develop cultural capital and engage in a range of enrichment activities.</p>	<p>Every pupil on our main learning pathway has access to a weekly enrichment session</p> <p>Every pupil on our main learning pathway has the opportunity to attend day trips and residential trips</p> <p>Every pupil has access to a curriculum in which cultural capital has been woven into</p> <p>Pupils on some of our alternative pathways receive 1:1 enrichment sessions which are tailored to their individual needs</p>
<p>Disadvantaged pupils have access to financial support for uniform, food and curriculum materials</p>	<p>30% of all on-site pupils will take advantage of a breakfast in the morning</p> <p>All on-site pupils to access a cooked lunch and choice of dessert on a daily basis</p> <p>All pupils have access to a full school uniform</p> <p>All pupils have access to all resources needed to access their curriculum</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: **£36,000**

Activity	Rationale	Challenge number(s) addressed	Link to SDP
<p>Purchase of NGRT reading age diagnostic software.</p> <p>Training for staff to ensure assessments are</p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p>	<p>1, 2, 3, 4</p>	<p>1.2, 1.3, 1.4, 1.5</p>

interpreted and administered correctly.			
Teaching staff timetabled to deliver literacy and numeracy interventions.	Literacy and numeracy skills are generally required to access a full curriculum	1,2,4,5	1.2, 1.3, 1.4, 1.5
Teachers timetable to deliver online alternative curriculum 5 days a week for 3 hours a day.	Pupils with SEMH issues are not always able to attend on-site lessons and engage with learning in a way that suits their needs.	1,2,3,4,5	1.2, 1.3, 1.4, 1.5

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

Budgeted cost: **£50,000**

Activity	Rationale	Challenge number(s) addressed	Link to SDP
1:1 in class support to support pupil's mental well-being so they can access a curriculum	Pupils with complex SEMH needs will require tailored 1:1 support from an experienced and knowledgeable member of the school team	1, 2, 3, 4	1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4
Identified pupils receive access to on-site counselling sessions	Pupils with complex mental health needs may require specific support from a qualified counsellor	1, 2, 3, 4	2.1, 2.3, 3.2

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

Budgeted cost: **£45,000**

Activity	Rationale	Challenge number(s) addressed	Link to SDP
All pupils have access to both a breakfast and lunch regardless of their socio-economical background	Not one pupil will go hungry which takes away a huge barrier to learning. Pupils also get to engage with the social element of dining together.	2, 5, 6	1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4
All pupils have access to subsidised uniform	All pupils to wear a uniform and show pride in their appearance. This also	7	2.1, 2.2

	promotes equity and equality.		
All learning materials are provided by the school.	Barriers to learning are removed. Pupils will not have to worry about consequences for forgetting equipment.	7	1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4
Pupils have access to either free or heavily subsidised day/residential trips (including enrichment sessions)	Pupils can develop their cultural capital and experience activities that they would not normally be able to	5	2.1, 2.2
Member of the Leadership Team has been appointed to oversee behaviour and attendance	One member of staff (non-teaching) would be able to give the time and dedication required to fulfil the role fully.	1, 2, 3, 4, 5	1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4

Total budgeted cost: £131,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

A new Assistant Head was employed and has been working with families to increase attendance – this work has included involving the attendance and behaviour support service to support.

Engagement with the school's curriculum increased across the academic year. GCSE results exceeded expectations and all year 11 leavers went on to study at College or Sixth Form.

14% of the school's cohort engaged with the breakfast club which contributed to greater engagement with learning.

The Enrichment Sessions contributed to greater attendance on a Wednesday afternoon and also a reduction in behavioural incidents during this time.

The updated library contributed to a steady improvement in reading ages.

The School Counsellor worked with students on a regular basis which contributed to a reduction in physical interventions. Students were also showing a greater awareness of their emotions and feelings.