

Analysis of Pupil Premium expenditure and impact – 2017- 2018

Context:

The key to maintaining standards for all pupils at Portswood Primary School is quality first teaching. With the vast majority of teaching being at least good, it is vital that we are precise about PP provision and impact. Direct causality is always difficult to identify but the intention is to become clearer on what interventions/ programmes/ initiatives have the greatest impact. Just as the Sutton Toolkit aims to identify key interventions to inform future decision making, the aim here is to establish what are the key interventions at Trust and school level that need to be consistently used.

Portswood Primary School

In the academic year of 2017-18, there were 59 disadvantaged pupils at Portswood Primary School. This is approximately 8% of the school population.

	Cost	Intervention/Impact	RAG
<i>Expenditure: Staffing</i>			
Year 6 – 1:1 intervention work– 2.5 hours per week	£1532 10 pupils supported: Average spend per pupil = £153	Y6 PP Intervention – led to pupils supported achieving well. <u>Reading:</u> 5/6 Pupils supported reached EXS (average scaled score of 103.7) Average progress scores for supported pupils = +3.14 <u>Writing:</u> 2 pupils supported in writing – both attained EXS <u>Maths:</u> 2 pupils supported: 1 pupil attained EXS (progress: +7.13) 1 pupil with Level 1 Prior attainment did not meet exs – progress score = +7.33	

	Cost	Intervention/Impact	RAG
Small group – early language acquisition group 2.5 hours per week	£1532 Cost per pupil: £766	Launchpad is designed to support pupils arriving from overseas with limited English; it is a program, which develops basic language and communication skills in English and allows pupils in small group activity to develop speaking, language and communication skills. Not all pupils forming Launchpad groups are disadvantaged and numbers can vary based on intake. 2 disadvantaged pupils were supported using Launchpad in 2018 1 pupil in Y2 – Phonics score increased from 0 to 34 – Pupil now working at expected standard; Pupil able to be assessed using NC statements (WTS) gap to peers is narrowing 1 pupil in Y4 – Writing assessment now assessable in line with NC standards (WTS) Maths standardised score End Y4 = 101; unable to access tests in <u>Aut</u> term Reading: standardised score End Y4 = 88; unable to access tests in <u>Aut</u> term	VFM at a PP level would be improved if greater PP children required Launchpad support
Y5 TA led intervention 5 hours per week	£3149 17 pupils supported Average spend per pupil = £185	Y5 PP Intervention <u>Reading (7 pupils supported)</u> 4/7 Pupils supported teacher assessed as EXS (average scaled score of 97 - NFER) 3/7 – pupils NFER score = 100+ 3 pupils positive progress scores (in comparison to end 2017) <u>Writing (3 pupils supported)</u> 2/3 pupils supported in writing teacher assessed as EXS <u>Maths (3 pupils supported):</u> 2/3 pupil teacher assessed as EXS All pupils standardised score >100 – All pupils positive progress scores (in comparison to end 2017) ELSA work with 4 PP pupils led to emotional needs of these pupils being supported and issues raised being addressed. All pupils involved made sound academic progress: Y6 pupils attaining some ARE at end KS2 and making better than average progress in all subjects. Y5 pupils supported are either maintaining ARE or closing the gap towards ARE from position of low prior attainment.	Reading Writing Maths ELSA

	Cost	Intervention/Impact	RAG
Senior teachers leading booster intervention (Y6) 0.5 days per week	<p>£3900</p> <p>9 pupils supported</p> <p>Average cost per pupil = £433</p> <p>3 pupils supported in both English and maths</p>	<p>Y6 Booster teaching</p> <p>Maths: 5 pupils supported 4/5 pupils met end KS2 ARE; 4/5 pupils scored 110+ at end KS2 1 pupil who did not meet KS2 ARE – progress = +7.3 Average progress for 5 pupils = +9.5</p> <p>English: 4 pupils supported Reading: 3/4 pupils EXS end KS Average progress = +8.3 Average Scaled score = 105</p> <p>Writing: 3/4 pupils EXS end KS Average progress = +2.9</p> <p>GP&S 3/4 pupils EXS end KS Average Scaled score = 107</p> <p>4/6 of pupils supported attained RWM combined at end KS2</p>	

	Cost	Intervention/Impact	RAG
Pupil Premium Leadership 1 day per week	£7800	<p>Pupil Premium Lead:</p> <ul style="list-style-type: none"> • Disadvantaged children are routinely audited • School records and markers are kept up to date • Staff aware of disadvantaged pupils • Regular meeting with designated PP governor • PP data routinely monitored • Targeted interventions planned and reviewed • Intervention staff managed and monitored <p>“Provision for Disadvantaged pupils is effective and has led to progress being significantly above other pupils nationally” – Key strength – Whole School review Oct 2017</p> <p>The Vice Principals for Inclusions and Pupil Premium have extremely good knowledge of all pupils and work collaboratively together to ensure that all pupils are able to access the rich and varied curriculum that the academy offer Whole School review Oct 2017</p> <p>“Pupil premium provision is rigorously monitored by the vice principal and has led to pupils attaining above national averages for non-pupil premium pupils, which is rare in schools.” – Whole School Review October 2018</p> <p>“Leaders have used pupil premium funding effectively resulting in disadvantaged pupils attaining above non disadvantaged pupils nationally. Targeted interventions aid this.” – Whole School Review October 2018</p>	

	Cost	Intervention/Impact	RAG
Adult supervision – Homework club – 0.5 days per week	£3900	Homework club Over the year 20 different disadvantaged pupils attended homework club – This represents 37%of the disadvantaged pupils that the club was available to (Y3-6)	
		Autumn:£1300 – 16 PP children supported (30% of PP children club available to) = £6.70 per PP child per week	
		Spring: £1300 – 13 pupil premium children supported(30% of PP children club available to) = £10 per PP child per week	
		Summer: £1300 – 6 PP children supported (26% of PP children club available to) = £21.60 per PP child per week	
Total staffing expenditure	£45,020		
Expenditure: Resources			
Banded reading books + furniture	£1618	Newly instigated intervention: Too early to measure full impact Initial observations appear that this is having a positive impact on pupils' ability to read independently and frequently. "In Year 3 pupils showed high levels of independence in reading on their own and also changing books." – Whole School Review – October 2018	Early indication only

	Cost	Intervention/Impact	RAG
Maths Resources	<p>£2854</p> <p>£48 per disadvantaged pupil</p> <p>Plus impact on other pupils</p>	<p><u>Disadvantaged Pupil outcomes in Maths – end 2018</u></p> <p>EYFS: 2 out of 3 pupils GLD in maths KS1: 5 out of 9 pupils at EXS+ in maths KS2: 85% (11 out of 13 pupils) working EXS+ in maths (Nat other = 80%) 77% (10 out of 13 pupils) attaining higher score in maths (Nat other = 33%) Disadvantaged progress in maths: +5.7 (Nat other: +0.3) Disadvantaged Average scaled score = 111.2 (Nat other: 105.4)</p> <p><u>Other disadvantaged performance indicators end 2018</u></p> <p>Year 1: 7 out of 8 disadvantaged pupils at EXS+ Year 3: 8 out of 9 disadvantaged pupils at EXS+ Year 4: 7 out of 13 disadvantaged pupils at EXS+ Year 5: 8 out of 11 disadvantaged pupils at EXS+</p> <p><u>Maths teaching – Whole School review – October 2018:</u> Key strength: The teaching of mathematics “Pupils are enthusiastic about their maths learning and benefit from hands-on learning”</p>	
Summer reading project	<p>£1222</p> <p>£29.10 per child</p>	<p>Pupil survey results indicated: (based on 33 pupils surveyed)</p> <p>100% of pupils read book given 40% read them to a family member 97% of pupils used the learning resources given Of these: 45% used them for homework; 82% used them for creative play Average rating of project out of 5 = 4.3 97% of pupils recommended repeating the summer project</p>	

	Cost	Intervention/Impact	RAG
Uniform	£31	All pupils able to present to school in appropriate uniform. Disadvantage is not a barrier to 'belonging' – one of the schools core values	
Residential visit – Funded Places x 5	£1325 £265 per pupil	Pupils surveyed: 100% enjoyed visit 88% made better relationships with friends 100% made better relationships with teachers 100% tried new experiences (including: coding, climbing, abseiling, shelter building) 100% would recommend it for another pupil.	
Bug Club – Online reading subscription	£640	Staff survey indicates that this online reading program is not being used with any frequency or success within classroom.	
Rapid Phonics Intervention materials	£570	Newly instigated intervention: All TAs trained in the use and delivery of materials. Small initial pilot trials have seen it used alongside selected pupils. Successful trials into use with these pupil; on screen; in 1:1 sessions Currently we have 2 disadvantaged pupils and 6 non disadvantaged pupils being supported by the program	TBD
Phonics Bug e-books	£449	Staff survey indicates that this online reading program is being used with any frequency or success within classroom to support in class and home learning	
Bug club bridging band	£138	Staff are not aware of the function of this resource; further investigation needed to clarify the nature of this resource, which is purchased as part of larger package. This may be being used without identification of this label for it.	
Bug Club Key Stage 1	£755	Staff survey indicates that this online reading program is being used with any frequency or success within classroom to support in class and home learning	

	Cost	Intervention/Impact	RAG
Intervention room set up including mobile Interactive whiteboard and furniture	£4812	Newly instigated intervention: Too early to measure full impact Currently: 5 out of 11 Y6 pupils receiving small group teaching with experienced teaching on a daily basis 1 EYs pupil also able to use to support alternative provision as required. This room will over the long term	Early indication only
Times table rock stars subscription	£87	Currently being used across 3 year groups: 33 disadvantage pupils have an account Would benefit from profile being raised at whole school level Low cost of program means it remains a cost effective intervention	Bigger drive for use across junior phase
Intervention resources	£538	Resources necessary for adults supporting 1:1 and small group intervention to be effectively delivered Purchased based on needs of intervention after pupil performance data is reviewed and following termly review meetings with adults who support disadvantaged pupils. This is an essential expenditure to ensure that interventions are timely and time efficient.	
Sensory teaching resources (EHCP support)	£520	Newly instigated intervention: Early indications are that 1:1 needs of pupil are being met; curriculum at their level has been accessed EHCP targets are being met Due to early planning, smooth transition into new academic year and setting could be made.	
Total resourcing expenditure	£15866		
Total Expenditure	£60886		
Balance	£16664		

Pupil Premium – Attainment and Progress – Portswood Primary School:

End of Academic Year 2017-2018

2018: Early Years Foundation Stage Profile

% of children showing 'good level of development'

(Pupil numbers in brackets)

	Year 1
All Pupils (59)	83%
Disadvantaged Pupils (4)	75%
Non Disadvantaged (55)	84%
National Non Disadvantaged	84%

2018: Phonic Screening

% of children meeting expected standard

(Pupil numbers in brackets)

	Year 1
All Pupils (60)	90%
Disadvantaged Pupils (5)	100%
Non Disadvantaged (55)	89%
National Non Disadvantaged	84%
Difference between disadvantaged and National Non Disadvantaged	+16%

2018: End of Key Stage 1 – Attainment

(Pupil numbers in brackets)

	Reading	Writing	Maths
All Pupils (86)	78%	72%	84%
Disadvantaged Pupils (6)	50%	50%	50%
Non Disadvantaged (80)	80%	74%	87%
National Non Disadvantaged	78%	73%	79%
Difference between disadvantaged and National Non Disadvantaged	-28%	-23%	-29%

2018: End of Key Stage 2 – Attainment

(Pupil numbers in brackets)

	Reading	Writing	Maths	Combined	Grammar, Spelling and Punctuation
All Pupils (57)	95%	90%	91%	95%	96%
Disadvantaged Pupils (12)	85%	85%	85%	77%	85%
Non Disadvantaged (45)	96%	98%	100%	96%	98%
National Non Disadvantaged	80%	83%	81%	70%	82%
Difference between disadvantaged and National Non Disadvantaged	+5%	+2%	+4%	+7%	+3%

2018: End of Key Stage 2 – Attainment – Average Scaled Score

(Pupil numbers in brackets)

	Reading	Maths
All Pupils (57)	110.7	112.9
Disadvantaged Pupils (12)	109.0	111.2
National Non Disadvantaged	106.1	105.4
Difference between disadvantaged and National Non Disadvantaged	+2.9	+5.8

2018: End of Key Stage 2 – Progress

Progress made between end of Key Stage 1 and end of Key Stage 2

(Pupil numbers in brackets)

	Reading	Writing	Maths
All Pupils (55)	+3.9	+2.2	+6.3
Disadvantaged Pupils (12)	+3.30	+0.85	+5.70
National Non Disadvantaged	+0.31	+0.24	+0.31
Difference between disadvantaged and National Non Disadvantaged	+2.99	+0.61	+5.39

Historic Data:

EYFS % Good Level of Development

	2016	2017	2018
All Pupils	80% (90)	81% (58)	83%
Disadvantaged Pupils	50% (4)	100%	75%
National Non Disadvantaged	72%	73%	TBD
Difference between disadvantaged and National Non Disadvantaged	-22%	+27%	TBD

Year 1 Phonic Screening

%working at expected standard

	2016	2017	2018
All Pupils	88% (58)	84% (89)	90%
Disadvantaged Pupils	75% (8)	67% (6)	100%(5)
National Non Disadvantaged	83%	84%	84%
Difference between disadvantaged and National Non Disadvantaged	-8%	-17%	+16%

Attainment: End Key Stage1:

%working at expected standard

READING	2016	2017	2018
All Pupils	86%	83%	78%
Disadvantaged Pupils	78%	78%	50%
National Non Disadvantaged	78%	79%	78%
Difference between disadvantaged and National Non Disadvantaged	0%	-1%	-28%

WRITING	2016	2017	2018
All Pupils	81%	78%	72%
Disadvantaged Pupils	56%	78%	50%
National Non Disadvantaged	70%	72%	73%
Difference between disadvantaged and National Non Disadvantaged	-14%	+6%	-23%

MATHS	2016	2017	2018
All Pupils	83%	85%	84%
Disadvantaged Pupils	56%	78%	50%
National Non Disadvantaged	77%	79%	79%
Difference between disadvantaged and National Non Disadvantaged	-21%	-1%	-29%

Attainment: End Key Stage2:

%working at expected standard

2018: End of Key Stage 2 – Attainment

(Pupil numbers in brackets)

READING	2016	2017	2018
All Pupils	86%	95%	95%
Disadvantaged Pupils	78%	88%	85%
National Non Disadvantaged	78%	77%	80%
Difference between disadvantaged and National Non Disadvantaged	0%	+11%	+5%

WRITING	2016	2017	2018
All Pupils	81%	90%	90%
Disadvantaged Pupils	56%	63%	85%
National Non Disadvantaged	70%	81%	83%
Difference between disadvantaged and National Non Disadvantaged	-14%	-18%	+2%

MATHS	2016	2017	2018
All Pupils	85%	91%	91%
Disadvantaged Pupils	57%	63%	85%
National Non Disadvantaged	75%	80%	81%
Difference between disadvantaged and National Non Disadvantaged	-18%	-17%	+4%

End Key Stage 2 Progress

Progress made between end of Key Stage 1 and end of Key Stage 2
(Pupil numbers in brackets)

Reading	2016	2017	2018
All Pupils	+4.11 (56)	+4.91 (51)	+3.9 (55)
Disadvantaged Pupils	+3.79 (7)	+3.82 (8)	+3.3 (12)
National Non Disadvantaged	+0.33	+0.33	+0.3
Difference between disadvantaged and National Non Disadvantaged	+3.45	+3.49	+3.0

Writing	2016	2017	2018
All Pupils	+4.28 (56)	+1.53 (51)	+2.2 (55)
Disadvantaged Pupils	+4.24 (7)	-0.05 (8)	+0.8 (12)
National Non Disadvantaged	+0.12	+0.12	+0.2
Difference between disadvantaged and National Non Disadvantaged	+4.12	-0.17	+0.6

Maths	2016	2017	2018
All Pupils	+3.79 (56)	+4.38 (51)	+6.3 (55)
Disadvantaged Pupils	+3.04 (7)	+1.97 (8)	+5.7 (12)
National Non Disadvantaged	+0.24	+0.28	+0.3
Difference between disadvantaged and National Non Disadvantaged	+2.79	+1.69	+5.4