

Pupil Premium Portswood Primary School

Academic Year September 2016 - July 2017

How much pupil premium funding did our school receive?

	2016 -17
Total number of pupils on roll October 2016	493
Total number of eligible pupils October 2016	52
% of school population eligible October 2016	
Funding received	£68,640
Total amount of funding received for looked after children	0
Total amount of funding received for children of service personnel	0
Early Years Pupil Premium (EYPP)	0
Total amount of pupil premium funding received	£68,640

Nature of Support 2016/2017

Additional support and challenge is provided for all pupil premium pupils to improve progress in their learning for English, Maths and other subjects. First quality teaching, small group interventions, 1:1 interventions and pastoral care are provided in order to raise the attainment of these pupils.

Experiences and creativity are provided throughout the curriculum to ensure that pupils are engaged and inspired in their learning in order to achieve the highest possible standard.

Training is given to staff to ensure they are up to date with the latest knowledge and new initiatives to effectively support pupil premium pupils. Coaching is provided as part of their professional development and therefore raises the quality of the provision they provide both within and outside of the classroom.

2016-2017

Funding was spent on the following to increase pupil confidence, behaviour for learning, attainment and support them to make sustained progress.

Pupil Premium Expenditure Totals	
Staffing including ELSA, support teachers, teaching assistants, Pupil Premium lead, EAL support, inclusion support	£55,200
Uniform	£317
Educational visits	£1,524
PP lead training	£450
Clubs (including homework club)	£3,930
Curriculum resources	£972
EYFS language development	£600
Reading engagement/online reading software	£765
Encouraging home/school learning	£307
Total expenditure for September 2016 - July 2017	£64,065.00

Why did we choose this support and what was the impact?

When making decisions about using pupil premium funding it is important to consider the context of the school and any challenges ahead. Our key objective in using the Pupil Premium Grant is to diminish the difference in achievement between pupil premium children and their peers and ensure all children are supported and challenged. Through targeted interventions we are working to eliminate barriers to learning and progress.

Interventions and strategies used are regularly reviewed with the Senior Leadership Team, Executive Board and Governors.

Impact of Pupil Premium Strategies 2016-17

Intervention/Item	Objective	Impact
PP lead	Monitor and evaluate impact of interventions and pupil premium provision. Analyse data and identify key priorities. Provide support and training for all staff.	Interventions impacted on learning. Data analysed and gaps identified. Key priorities identified which moved progress and attainment forward. All staff fully supported in providing appropriate provision raising attainment.
PP support teachers and PP support teaching assistants	Personalised support and small group intervention to address misconceptions and gaps in learning, provide support and extend pupils' learning in and out of class.	Increased confidence and attainment displayed by pupils. Sustained progress made. All disadvantaged pupils supported and challenged to reach their potential.
Uniform	Provide pupils with school uniform as set out in our school prospectus.	Uniform provided and therefore pupils feel a sense of belonging – one of our school's core values.
Educational visits	Engaging pupils and increasing the real life experiences which support their learning.	Children received rich experiences which developed spoken language and increased attainment, particularly in writing.
Clubs including homework clubs	<p>The school's pupil premium review completed in Autumn 2015 stated that pupils enrichment desires were identified and that extended learning opportunities were provided. Pupils were surveyed and extra curricular activity were laid on based on pupil responses.</p> <p>Pupils are provided with an opportunity to participate in an extra curricular activity that they have expressed an interest in and self-esteem is raised.</p> <p>A homework club was set up to offer children supported opportunities to complete homework with required resources. Pupil Premium pupils were given targeted invites and encouraged to attend.</p>	<p>Confidence and self-esteem are raised enabling further engagement in whole school life.</p> <p>Pupils confidently completing homework on a regular basis, Children supported in refining learning techniques.</p>

Early Years language development	To support pupils within the school's new nursery setting to develop appropriate early language acquisition. To encourage engagement between adults, pupils and peers.	EYPP children able to participate in story activities both with others; specific needs of EYPP pupils were met to engage with language at appropriate level. All pupils were able to engage in enriched, play based language activity.
Curriculum resources	Ensure a range of resources support pupils' learning through visual, practical and stimulating resources.	Increased outcomes, attainment and progress made by pupils. Resources enriched the curriculum and interventions provided. PP support teachers were equipped for interventions.
Reading engagement	Encourage children to develop positive and regular reading habits. Provide children with the opportunity to select books that they wish to read on a regular basis.	Pupils actively seeking the opportunity to read for pleasure away from and within school. Pupils accessing and selecting books from those they have been involved in purchasing.
Encouraging home/school learning	Parental engagement with school. Pupils continuing to engage with learning during the school holiday periods. Pupils return to school with something to share and celebrate; building positive relationships. Pupils provided with access to all resources that they may need to successfully work at home.	Parents of Pupil Premium children attended school meeting. All children provided with learning materials which are now available for home use. Work returned and celebrated with class teachers and PP lead – positive relations developed and self esteem enhanced.

**Pupil Premium – Attainment and Progress – Portswood Primary School:
End of Academic Year 2016-2017**

2017: Early Years Foundation Stage Profile

% of children showing 'good level of development'
(Pupil numbers in brackets)

	Year 1
All Pupils (58)	81%
Disadvantaged Pupils	TBD
National Non Disadvantaged	TBD
Difference between disadvantaged and National Non Disadvantaged	TBD

2017: Phonic Screening

% of children meeting expected standard
(Pupil numbers in brackets)

	Year 1

All Pupils	84% (89)
Disadvantaged Pupils	67% (6)
National Non Disadvantaged	84%
Difference between disadvantaged and National Non Disadvantaged	-17%

2017: End of Key Stage 1 – Attainment
(Pupil numbers in brackets)

	Reading	Writing	Maths
All Pupils (60)	83%	78%	85%
Disadvantaged Pupils (9)	78%	78%	78%
National Non Disadvantaged	79%	72%	79%
Difference between disadvantaged and National Non Disadvantaged	-1%	+6%	-1%

2017: End of Key Stage 2 – Attainment
(Pupil numbers in brackets)

	Reading	Writing	Maths	Combined	Grammar, Spelling and Punctuation
All Pupils (57)	95%	90%	91%	88%	95%
Disadvantaged Pupils (8)	88%	63%	63%	63%	75%
National Non Disadvantaged	77%	81%	80%	67%	82%
Difference between disadvantaged and National Non Disadvantaged	+11%	-18%	-17%	-4%	-7%

2017: End of Key Stage 2 – Attainment – Average Scaled Score
(Pupil numbers in brackets)

	Reading	Maths	Grammar, Spelling and Punctuation
All Pupils (57)	111.1	110.5	112.4
Disadvantaged Pupils (8)	107.7	106.1	109.0

National Non Disadvantaged	105.4	105.3	107
Difference between disadvantaged and National Non Disadvantaged	+2.3	+0.8	+2.0

2017: 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 (51)	+4.91	+1.53	+4.38
Disadvantaged Pupils (8)	+3.82	-0.05	+1.97
National Non Disadvantaged	+0.33	+0.12	+0.28
Difference between disadvantaged and National Non Disadvantaged	(+3.49)	(-0.17)	(+1.69)

Historic Data:

EYFS % Good Level of Development

	2015	2016	2017
All Pupils	78% (59)	80% (90)	81% (58)
Disadvantaged Pupils	67% (6)	50% (4)	
National Non Disadvantaged	69%		
Difference between disadvantaged and National Non Disadvantaged	-2%		

Year 1 Phonic Screening

%working at expected standard

	2015	2016	2017
All Pupils	83% (60)	88% (58)	84% (89)
Disadvantaged Pupils	67% (9)	75% (8)	67% (6)
National Non Disadvantaged	80%	83%	84%
Difference between disadvantaged and National Non Disadvantaged	-13%	-8%	-17%

Attainment: End Key Stage1:
%working at expected standard

READING	2015	2016	2017
All Pupils	95% (60)	86%	83%
Disadvantaged Pupils	75% (8)	78%	78%
National Non Disadvantaged	93%	78%	79%
Difference between disadvantaged and National Non Disadvantaged	-18%	0%	-1%
	OLD NATIONAL CURRICULUM ASSESSMENT	NEW NATIONAL CURRICULUM ASSESSMENT	

WRITING	2015	2016	2017
All Pupils	93% (60)	81%	78%
Disadvantaged Pupils	75% (8)	56%	78%
National Non Disadvantaged	91%	70%	72%
Difference between disadvantaged and National Non Disadvantaged	-16%	-14%	+6%
	OLD NATIONAL CURRICULUM ASSESSMENT	NEW NATIONAL CURRICULUM ASSESSMENT	

MATHS	2015	2016	2017
All Pupils	95% (60)	83%	85%
Disadvantaged Pupils	75% (8)	56%	78%
National Non Disadvantaged	95%	77%	79%
Difference between disadvantaged and National Non Disadvantaged	-20%	-21%	-1%
	OLD NATIONAL	NEW NATIONAL CURRICULUM	

	CURRICULUM ASSESSMENT	ASSESSMENT	
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Attainment: End Key Stage2:
%working at expected standard

READING	2015	2016	2017
All Pupils	93% (59)	86%	95%
Disadvantaged Pupils	89% (9)	78%	88%
National Non Disadvantaged	92%	78%	77%
Difference between disadvantaged and National Non Disadvantaged	-3%	0%	+11%
	OLD NATIONAL CURRICULUM ASSESSMENT	NEW NATIONAL CURRICULUM ASSESSMENT	

WRITING	2015	2016	2017
All Pupils	93% (59)	81%	90%
Disadvantaged Pupils	89% (9)	56%	63%
National Non Disadvantaged	90%	70%	81%
Difference between disadvantaged and National Non Disadvantaged	-1%	-14%	-18%
	OLD NATIONAL CURRICULUM ASSESSMENT	NEW NATIONAL CURRICULUM ASSESSMENT	

MATHS	2015	2016	2017
All Pupils	97% (59)	85%	91%
Disadvantaged Pupils	89% (9)	57%	63%
National Non Disadvantaged	90%	75%	80%
Difference between disadvantaged and National Non Disadvantaged	-1%	-18%	-17%

	OLD NATIONAL CURRICULUM ASSESSMENT	NEW NATIONAL CURRICULUM ASSESSMENT
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End Key Stage 2 Progress

Reading	2016	2017
All Pupils	4.11(56)	+4.91(51)
Disadvantaged Pupils	3.79(7)	+3.82(8)
National Non Disadvantaged	0.33	+0.33
Difference between disadvantaged and National Non Disadvantaged	(+3.45)	(+3.49)

Writing	2016	2017
All Pupils	4.28(56)	+1.53(51)
Disadvantaged Pupils	4.24(7)	-0.05(8)
National Non Disadvantaged	0.12	+0.12
Difference between disadvantaged and National Non Disadvantaged	(+4.12)	(-0.17)

Maths	2016	2017
All Pupils	3.79(56)	+4.38(51)
Disadvantaged Pupils	3.04(7)	+1.97(8)
National Non Disadvantaged	0.24	+0.28
Difference between disadvantaged and National Non Disadvantaged	(+2.79)	(+1.69)