

Portswood Primary School - Analysis of Pupil Premium expenditure and impact – 2019- 2020

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 disadvantaged 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

By the end of the academic year of 2019-20 there were 100 disadvantaged pupils at Portswood Primary School. This is approximately 21% of the school population.

	Cost	Intervention/Impact	RAG
<i>Expenditure: Staffing</i>			
Year 6 – teaching assistant led intervention work– 2.5 hours per week	£1676	Y6 disadvantaged Intervention – led to pupils supported achieving well.	Read
	9 pupils supported:	<u>Reading:</u> 3/5 Pupils supported expected standard end spring 2020 (average scaled score of 98.2) 2 pupils working below expected standard SEND barriers	GP&S
	Average spend per pupil = £186	Average scaled score improvement for supported pupils end aut to end spr= +6 <u>GP+S:</u> 1/2 pupils supported expected standard end spring 2020 (average scaled score of 99.5) Average scaled score improvement for supported pupils end aut to end spr= +2.5 <u>Maths:</u> 1 pupil supported expected standard end spring 2020 (107 scaled score) scaled score improvement for supported pupils end aut to end spr= +6 1 additional pupil supported during English lessons to meet EHCP targets.	Maths

	Cost	Intervention/Impact	RAG
Y5 teaching assistant led intervention 5 hours per week	£3352 10 pupils supported Average spend per pupil = £335	<p>Y5 disadvantaged Intervention</p> <p><u>Reading (4 pupils supported)</u> 3/4 Pupils supported teacher assessed as expected standard (average scaled score of 103 – NFER –) 1 pupil not at expected standard significant SEND barrier 2/4 pupils positive progress scores (in comparison to end 2019) Significant improvement in scaled scores (end Y4 to Spr Y5) for 1 pupil +25 Minor regression in scaled scores (end Y4 to Spr Y5) for 1 pupil -4</p> <p><u>Writing (5 pupils supported)</u> 3/5 pupils supported in writing teacher assessed as expected standard. 1 pupil not at expected standard significant SEND barrier</p> <p><u>Maths (1 pupil supported):</u> Pupil teacher assessed as expected standard; scaled score 100+ (spr 2020)</p> <p>Emotional Literacy: Emotional Literacy support is given to children from across all year groups and key stages. Emotional Literacy work with 3 disadvantaged pupils led to emotional needs of these pupils being supported and issues raised being addressed. All pupils involved made academic progress. Y1 pupil supported assessed as above age related expectations in reading, writing and maths Other pupil has been supported through family difficulties and has made significant progress towards EHCP/SEND targets.</p>	Reading
			Writing
			Maths
			ELSA

	Cost	Intervention/Impact	RAG
Lower Key Stage 2 teaching assistant led intervention 5 hours per week	£3352	Y4 disadvantaged Intervention: <u>Autumn Term:</u> NB: 1 SEND pupil support through phonic intervention will be removed from data – This pupil has made progress at pre-key stage standards <u>Reading (4 pupils supported)</u> 3/4 pupils are now attaining age related expectations based on teacher assessment	Reading (aut)
	Year 4 – 12 pupils supported (aut)	6/8 pupils positive progress scores (in comparison to start of academic year 2018)	Maths (aut)
	Year 4 -3 pupils supported (spr)	1 prior low attaining pupil now assessed (teacher assessment) at age related expectations end spring 2020 Average scaled score improvement from start of academic year to spring 2020 = +3.25	Spring term
	Yr 1 – 1 pupil supported (sum II) – Based on need	<u>Maths (2 pupils supported):</u> 1 pupil teacher assessed as expected standard 1 prior low attaining pupils standardised score maintained close to age related expectations	Sum II – 1:1 support (due to cost)
	Average spend per pupil = £223	Negative average scaled score change from start of academic year <u>Spring term:</u> 3 children supported as part of intervention trial to engage pupils with curriculum, and support working towards SEND and EHCP targets. All these pupils have made progress at pre-key stage standards Led to successful supported engagement in curriculum based work and increased levels of independent application when re-integrated into classroom activities. The emotional wellbeing of pupils was significantly enhanced. Parental engagement with pupil learning and school-based activity improved. Questionnaires completed, by parents, after the intervention provided positive responses to the programs intended outcomes and identified positive impact on pupils involved.	

	Cost	Intervention/Impact	RAG
		<u>Summer term: 1:1 SEND support</u> 1 pupil supported – EHCP targets worked upon; emotional and behavioural needs supported. Alternate provision provided. Pupil engagement greatly increased; significantly reduced physical and verbal incidents (5 during supported time – less than 1 incident per week)	
	Cost	Intervention/Impact	RAG
Teacher led small group teaching 2 days per week	£8044 22 Disadvantaged pupils supported £366 per pupil NB: Support only used during spring term; disrupted due to coronavirus crisis and teacher required to teach class during summer term in order	Vulnerable pupil/KS1 intervention Qualified Teacher support for vulnerable pupils and others Lower Key Stage 2 (9 disadvantaged pupils supported) 8/10 pupils supported have teacher assessment as age related expectations in reading (spring 2020) Average scaled score for supported pupils: (expected standard = 100+) Y3 = 94.3 Y4 = 98.3 Average scaled score improvement spring term: Y3 = +5 Y4=+4 Year 2: (3 disadvantaged pupils supported) Reading All supported pupils attaining age-related expectations in reading (end spring 2020) Average disadvantaged scaled score spring 2020 = 95 (expected standard = 100+) Writing all supported pupils were working below age related expectations end spring	

	Cost	Intervention/Impact	RAG
	to support the wider opening of school.	<p>2020 Interruption of intervention due to coronavirus meant that further progress towards age related expectations was stalled.</p> <p>Maths All supported pupils working at age related expectations end spring 2020 Average scaled score = 99.3 (expected standard = 100+)</p> <p>Year 1: Reading 9 disadvantaged pupils supported; 6 assessed as expected standard+ (end spring 2020) NB: 2 SEND pupil support through phonic intervention will be removed from data – These pupils have made significant progress at pre-key stage standards towards SEND/EHCP targets</p>	
Senior teachers leading booster intervention (Y6) 0.5 days per week	<p>£7800</p> <p>12 pupils supported in smaller English group sizes</p> <p>13 pupils supported in smaller Maths group sizes</p> <p>11 pupils supported in both English and maths</p> <p>14 pupils</p>	<p>Y6 Booster teaching The provision of an additional teacher in Year 6 allows for targeted, long term support of pupils in smaller teaching groups.</p> <p>Due to coronavirus enforced closure, all data represents the last completed assessment that was made in March 2020. While this is not statutory assessment information; the pupil progress data collected in Y6 at the end of the spring term is historically an accurate indicator of final outcomes.</p> <p>English: 12 pupils supported Reading: 9/12 pupils on track to meet end KS2 age related expectations; 2/12 pupils scored 110+ at end spring (2019 KS2 Sats) 8/10 pupils supported on track to make expected progress KS1 to KS2 (2 pupils were new arrivals into KS2) 3/10 pupils supported on track to make better than expected progress KS1 to KS2 Average scaled score for disadvantaged pupils = 106.1 (2019 KS2 Sats)</p> <p>9/12 pupils on track to meet end KS2 age related expectations.</p>	

	Cost	Intervention/Impact	RAG
	<p>supported in total</p> <p>Average cost per pupil supported= £557</p>	<p>10/10 pupils supported on track to make expected progress KS1 to KS2 (2 pupils were new arrivals into KS2)</p> <p>2/10 pupils supported on track to make better than expected progress KS1 to KS2</p> <p>(NB: No KS1 data available for two pupils who received support)</p> <p>GP&S</p> <p>8/12 pupils on track to meet end KS2 age related expectations; 4/12 pupils scored 110+ at end spring (2019 KS2 Sats)</p> <p>Average scaled score for disadvantaged pupils = 108.8 (2019 KS2 Sats)</p> <p>Maths: 13 pupils supported</p> <p>11/13 pupils on track to meet end KS2 age related expectations; 2/12 pupils scored 110+ at end spring (2019 KS2 Sats); 1/13 pupils scored 110+ at end spring (2019 KS2 Sats)</p> <p>10/11 pupils supported on track to make expected progress KS1 to KS2 (2 pupils were new arrivals into KS2)</p> <p>2/10 pupils supported on track to make better than expected progress KS1 to KS2</p> <p>Average scaled score for disadvantaged pupils = 106.4 (2019 KS2 Sats)</p> <p>10/14 of pupils supported on track to attain RWM combined at end KS2 (KS1 combined figure = 5/12)</p>	
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 • disadvantaged data routinely monitored • Targeted interventions planned and reviewed • Intervention staff managed and monitored 	

	Cost	Intervention/Impact	RAG
		<p>UKS2 Review September 2019; "By the end of Key Stage 2 attainment is significantly above national average and progress is strong for different groups of learners, including disadvantaged pupils."</p> <p>LKS2 Review October 2019: "Disadvantaged pupils make strong progress and are carefully monitored with interventions that are tailored to the pupils needs."</p> <p>Sample of leader's performance management review: Innovative approaches to supporting disadvantaged learning and curriculum engagement are identified, implemented and reviewed (impact measured and impact statement completed) Effective deployment of adults All key stakeholders are kept informed of initiatives and impacts Pupil premium strategy is complete and planned to impact on key barriers to learning within school</p>	
1:1 Support staff	£10,352	<p>Support staff provided to ensure that children with severe needs are able to access curriculum content with either appropriate emotional support or additional learning provision. This support also covers pupil hours beyond EHCP allowances.</p> <p>Pupils supported are making progress towards individual learning targets. 1 EBD pupil required 1:1 support, during the spring term. Support staff also provided SALT for 3 disadvantaged pupils; Circle of Friends intervention for 1 disadvantaged pupil and launchpad early language acquisition support for 1 disadvantaged pupil.</p>	(due to cost)
Total staffing expenditure	£42376		

Expenditure: Resources

	Cost	Intervention/Impact	RAG			
Spelling Shed – School Subscription	£150	Support programme for teaching and learning of spelling in all year groups; This includes access to lesson plans, resources and on-lines activities for each pupil.	Cost effectiveness compared to outcome is positive. Gap between disadvantaged scores and others in Y4 has closed. Avg standardised scores over 100 for disadvantaged pupils. Y6 outcomes are comparable with national non-disadvantaged figures.			
	76 pupils supported					
	£1.97 per child					
	Average NFER spelling score					
	Disadvantaged pupils			Spring 2019 (before S.Shed Introduced)	Spring 2020 (after S.Shed Introduced)	Change
	Y3			-	97.12	n/a
	Y4			100.9	108.2	+7.3
	Y5			99.9	103.8	+3.9
	Non disadvantaged pupils			Spring 2019 (before S.Shed Introduced)	Spring 2020 (after S.Shed Introduced)	Change
	Y3			-	107.7	n/a
Y4	106.9	107.3	+0.4			
Y5	105.8	109.9	+4.1			
Standardised score gap between disadvantaged and other pupils						
	Spring 2019	Spring 2020				
Y4	- 6.0	+0.9				
Y5	- 6.0	- 6.0				
	Disadvantaged	National Non-disadvantaged (2019)				
GP&S avg scaled score (spring 20)	108.8	107	+1.8			
% attaining 100+	78% (14/18 pupils)	83%	- 1 pupil			

	Cost	Intervention/Impact	RAG
Phonic Books	<p>£156</p> <p>5 pupils supported</p> <p>£31.20 per child</p>	<p>Used to support reading with intervention readers. All have gained confidence, enjoyment, fluency when reading books.</p> <p>Pupils observed are excited to read 'the next one'; investigate the next series. Other non-disadvantaged pupils have also been supported using this resource. The resource will continue to be available for future academic years and therefore the ongoing value for money of this series of resources becomes increasingly more impressive.</p>	
Resources to promote positive reading habits in Key Stage 2	<p>£2104.86</p> <p>25 pupils supported (increasing to 71 by end 20-21)</p> <p>£29.65 per pupil (by end of 2021)</p>	<p>Introduction of in class reading challenge in Y3 and Y4.</p> <p>Aim to promote reading for pleasure across all pupils.</p> <p>Year group set of recommended books; all pupils challenged to read 10 books from list by the end of the academic year.</p> <p>Motivational rewards were also purchased to raise profile of reading at a school level. This was achieved.</p> <p>The scheme began at the beginning of autumn II and was running successfully until enforced closure of schools.</p> <p>Disadvantaged pupils in year 3 and 4 had read 4 books from the reading scheme per pupil on average. (based on a sample of 10 pupils)</p> <p>Teachers were surveyed:</p> <ul style="list-style-type: none"> 100% believe that pupils enjoyed the scheme 100% believe that the scheme improved reading habits 100% believe that the scheme encouraged independent reading 71% believe that the books chosen were correct (others believe they were mostly correct) 100% believe that the scheme was easy to manage 100% agreed that the scheme encouraged pupils to read (43% strongly agreed) 58% agreed that the scheme encouraged positive reading habits amongst disadvantaged pupils. 100% believe that the scheme should be repeated <p>NB: Improvements and suggestions for developing the scheme have been made.</p> <p>This expenditure also includes significant spending for the introduction of a similar scheme to promote reading in UKS2 (Y5 and Y6); The books have been purchased to introduce this however the enforced closure of schools led to the</p>	

	Cost	Intervention/Impact	RAG
		<p>introduction being halted until 2020-21.</p> <p>When this is introduced, and if the scheme is repeated in LKS2, the number of disadvantaged pupils supported will increase significantly and the cost per pupil ratio will reduce dramatically.</p>	
Uniform	£150	All pupils able to present to school in appropriate uniform. Disadvantage is not a barrier to 'belonging' – one of the school's core values.	
Phonics Play subscription	£100	<p>Online phonics program is being used within classroom and beyond to support learning of phonics.</p> <p>Y1:9/12 in position to attain phonic screen expected standard</p> <p>Average phonics assessment score (spring 2020)</p> <p>Disadvantaged = 32.7</p> <p>Non disadvantaged = 28.1</p>	
Bug Club Key Stage 1	<p>£599</p> <p>43 pupils supported</p> <p>£50.17 per pupil</p>	<p>Online reading program is being used within classroom and beyond to support in class and home learning</p> <p>At the end of spring term 2020:</p> <p>EYFS: 13/15 disadvantaged pupils meeting development matters age expectations</p> <p>Y1: 9/12 teacher assessment at expected standard+ – 9/12 in position to attain phonic screen expected standard</p> <p>Y2: 9/12 teacher assessment at expected standard+</p> <p>Avg scaled score 2019 KS1 reading test = 94 (non disadvantaged = 93)</p>	NB: This package will be replaced in 2020-21 with package compatible with new reading scheme.

	Cost	Intervention/Impact	RAG
Intervention room set up including mobile Interactive whiteboard and furniture	£3769	<p>The space has also been used consistently across the school year to provide a space for teacher assessment led interventions in Key Stage 1. Use over second half of the academic year was severely curtailed by the coronavirus pandemic.</p> <p>Additional small group sessions for phonics, core KS1 subjects. This room will over the long term become a dedicated room for interventions. This is in response to a long term difficulty of finding a space within the school for interventions to be housed, the activity of the normal school day does not interfere with focus.</p>	
Times table rock stars subscription	£111.85 54 pupils £2.07 per pupil	<p>Online times table program is being used within classroom and beyond to support in class and home learning.</p> <p>Class vs class battles and Junior School house-based competitions, alongside rewarding of achievement in school assembly have helped to raise the profile of the software.</p> <p>15 Disadvantaged pupils in Y4 average score in Y4 MTC preparation work = 19.7 (spring 2020) Non-disadvantaged pupils in Y4 average score in Y4 MTC pilot = 18.4 (spring 2020)</p> <p>Average number of questions answered by 15 Y4 disadvantaged pupils = 5875 per pupil Average number of soundchecks (equivalent to MTC) completed = 37 per pupil</p>	Additional purchase of stats package (£36 per year) would be beneficial to track impact and usage further.

	Cost	Intervention/Impact	RAG
Numbots Subscription	<p>£133.63</p> <p>21 pupils supported</p> <p>£7.42 per pupil</p>	<p>Online number bonds program is being used within classroom and beyond to support in class and home learning.</p> <p>18 disadvantaged pupils have engaged with this software. 3 disadvantaged pupils have not engaged with this software.</p> <p>11 Year 1 disadvantaged pupils have played 116 mins per pupil on average; answering 1149 questions on average per pupil.</p> <p>7 Year 2 disadvantaged pupils have played 135 mins per pupil on average; answering 1804 questions on average per pupil.</p> <p><u>Spring term 2020 assessment information:</u> Year 1: Disadvantaged teacher assessment expected standard+ Maths = 75% Non- disadvantaged teacher assessment expected standard+ Maths = 80% (-1 pupil)</p> <p>Year 2: Disadvantaged teacher assessment expected standard+ Maths = 80%; average scaled score = 99 Non-disadvantaged teacher assessment expected standard+ Maths=81%;average scaled score = 99.2</p>	
Teaching resources - English	£246	<p>Resources to support small group teaching in English.</p> <p>These are used across KS2 and are leading to increased differentiation to support lower attaining pupils with reading comprehension activity both during guided reading sessions in class and during intervention sessions.</p> <p>The resources will remain available in school.</p>	

	Cost	Intervention/Impact	RAG
Maths on the Move	<p>£1499</p> <p>17 pupils supported</p> <p>£88.18 per pupil</p>	<p>A 6 week trial of Maths on the move was held in the Autumn Term. This is run by an external agency to help support children in learning maths in a more physical way; encouraging family learning and supporting parental engagement with maths. This trail involved 3 disadvantaged pupils.</p> <p>The trial was successful (based on pre and post session assessments and survey results) in helping vulnerable pupils understand maths better at school and in pupils retaining information covered.</p> <p>Parental engagement, although limited, was very positive and all would recommend participating again in the future.</p> <p>Maths on the move was used in the spring term to offer further additional support for maths, away from the classroom, using time normally allocated to Golden Time. All disadvantaged pupils took part.</p> <p><u>Review of assessment outcomes Spring 2020:</u> All Y1 pupils involved maintained current teacher assessment from the autumn term at the end of spring term. All Y2 pupils involved maintained current teacher assessment from the autumn term at the end of spring term; 1 pupil involved moved from WTS to expected standard judgment in the spring term. All Y2 pupils, who are able to access KS1 assessment, involved in the program saw increases in their scaled score in maths when compared to autumn term.</p> <p>The end of this program was disrupted due to the enforced closure of the school during the coronavirus pandemic.</p>	<p>Engagement and enjoyment</p> <p>Mathematic progress – unable to determine the full impact</p>
Books for children subscription	£40	Subscription provides 40 of latest publications of children's fiction. These are distributed across the school and support the school's belief in reading for pleasure.	

	Cost	Intervention/Impact	RAG
Extra-Curricular activity fees	£102	To support 2 pupils in participation in creative arts (dance). Pupil involved has then used dance skills as part of school performance and performing arts presentations.	
Sensory teaching resources (EHCP support)	£901.80	1:1 needs of pupils 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 can be made.	
Visualisers	£793.60 100 pupils supported Cost per pupil = £7.93	<p>Autumn term pupil progress reviews identified that disadvantaged and EAL pupils were finding identification of errors within written work difficult to notice. The direct modelling and assessment of work was not as clear as it could be.</p> <p>In response, 1 visualiser was purchased to trial within class, to identify if through its use this area could be more readily supported. Coaching and observation revealed positive results from the use. The ease and speed of use led to decision to purchase these for all learning areas.</p> <p>Since their introduction at the beginning of the Spring term, we have seen as a school their immediate incorporation into standard teaching practice. In core subjects we have seen an increase in sharing of resources, effective teacher modelling and pupil engagement with the outcomes from their own learning.</p> <p>This resource also played a vital role in uniting the school learning community once the wider re-opening of schools occurred in June 2020, as it allowed for virtual assemblies to occur within school, and for these to be shared with the wider school community engaged in home-learning.</p>	

	Cost	Intervention/Impact	RAG
Supply costs to release staff to develop KS1 reading scheme	£555	<p>Key Stage 1 teaching review in autumn 2019, identified that pupil reading books were not accurately meeting the phonic learning stage of pupils within KS1: “ensure pupils have correctly matched reading books, particularly for lower attaining readers.”</p> <p>To support 26 identified disadvantaged pupils who will be in KS1 in 20-21, priority has been given to investigation and organisation of an appropriate new reading scheme being: investigated, purchased, organised and introduced ready for the start of the 2020-21 academic year.</p> <p>This required providing the reading leader time to meet with marketing reps and KS1 leader to support this endeavour.</p> <p>This is a priority as 13/27 disadvantaged pupils in KS1 (48%) are also EAL learners; strong phonic and reading foundations are key to minimising future attainment gaps.</p>	
Early Years outdoor learning equipment	1521.00	<p>Children required access to appropriate outdoor learning equipment to support the delivery of the EYFS curriculum. Items purchased included: Reading cabin and Maths shed. Both items are freely accessible to pupils to support their learning whilst in discovery time, and form part of the redevelopment programme of the outside space for Reception. The impact of this has, thus far, been limited due to the forced closure due to the covid pandemic. Impact of these new resources will need to be monitored during 2020-21.</p>	
Total resourcing expenditure	£12030.94		
Total Expenditure	£54406.94		
Balance	£18193.06		