

Impact of Pupil Premium 2019-20 and strategy for use of the grant 2020-21

In 2020-21 the level of the premium is £1,345 per pupil known to be eligible for FSM, £2,345 for currently or previously in local authority care, and £310 for those children whose parents serve in the armed forces.

Use of Pupil Premium 2019-20

The school received a total of £69,480 Pupil Premium funding. The planned allocation below may well be reviewed as the year progresses due to the Covid 19 restrictions:

To narrow the gap in phonics, spelling, reading and maths

Clubs / tuition subsidy	500	Broaden experiences for targeted pupils
Extra lunchtime supervisor / play worker at lunchtime	3,189	Ensure inclusion of vulnerable pupils at lunchtimes
EMAS adviser	3000	Vocabulary development, spelling strategies
Pompey Pirates programme for 9 pupils	2700	Accelerated progress for identified pupils
Service family visits	250	Portsmouth Military Pupils group visits
TOTAL	£68,120	

Staffing

The Pupil Premium has been used to support our most vulnerable children across the school by funding staff for a number of programmes; reading intervention, emotional support, social groups, play leader focused on pupils' emotional needs and further support in the classroom to ensure vulnerable pupils make progress.

How have we used the Pupil Premium funding?

**No school results, internal or publically available data for 2019-20 as available as the school was closed from March 2020 due to the coronavirus epidemic. The analysis below is from 2018-19.

The school analysed the progress data of children eligible for funding in July 2018 to identify pupils who would benefit from intervention programmes. Much of the support is for reading and writing as literacy skills are vital to good progress and outcomes at school. Therefore the impact measures analyse progress in reading and writing. In 2019, the KS2 test outcomes in reading, writing and mathematics were above the national average.

We know from a number of sources that a significant number of pupils were experiencing emotional difficulties so the role of the Emotional Literacy Support Assistant has developed and grown through the year as more pupils require her support. Some of the funding contributed to her salary. In addition, funding was also directed to improving lunchtimes – TA hours were restructured to cover lunchtime, so vulnerable pupils were known and proactively supported. A play leader / social skills leader was also appointed. The impact of their work has contributed to a number of children making good progress.

Impact

Teaching staff have noted the impact of the additional reading provision. It is imperative that children in receipt of free school meals do as well as their peers and continue to make good progress. Below is a table demonstrating the impact the Pupil Premium funding has had on reading levels:

	All pupils	PP pupils	Gap	
				The test outcome for all pupils in 2019 was unchanged, but the gap between the PP and all pupils narrowed. Many of the pupils eligible for the Premium have made good progress during KS2.
In July 2019	89%	83%	6pp	The table below shows there is still a significant difference in performance in reading between year groups, largely driven by the number of pupils eligible for PP who have SEN. Overall, 31% of the PP cohort have SEN; less than 10% of the non-PP cohort are on the SEN register.
In July 2018	89%	73%	16pp	
In July 2017	92%	82%	10pp	

In the plan for next year, there will be a major focus on years 3 and 4 to narrow the gap as it is greatest in these year groups.

Table showing KS2 reading test results in the last 3 years

Year group	% of pupils at ARE	% of PP pupils at ARE	Gap – ppts	Number of PP pupils
1	78	67	-11	9
2	78	40	-38	10
3	84	65	-19	13
4	66	53	-13	15
5	64	54	-10	13
6	89	83	-4	6
	Average – 77	Average – 60	-17	Total – 68

Teaching staff and teaching assistants have also recognised the impact of the emotional support pupils have received on attitudes to learning. We will look to ensure PP pupils have positive attitudes to reading and the opportunity to read regularly with staff and our volunteers.

Table showing the performance in reading of all pupils and pupils eligible for PP grant

Pupil Premium Strategy Statement – 2020-21

Summary information

Academic Year	2020-21	Total PP budget	£94,500	Date of most recent PP Review	July 2019
Total number of pupils	315	Number of pupils eligible for PP	94 (2020-21)	Date for next internal review of this strategy	July 2021

Attainment 2018-19 – end of KS2..... no data available for 2019-20

	School – PP (6 pupils)	School – non-PP (39 pupils)	National – all pupils
% achieving expected standard or above in reading, writing and maths	83%	88%	
% achieving expected standard or above in reading	83%	88%	73%
% achieving expected standard or above in writing	83%	97%	78%
% achieving expected standard or above in maths	83%	100%	79%

Background and barriers to future attainment and progress

Year on year, it is difficult to confirm clear trends in data as there are small numbers of pupils eligible for the premium in each year group. However, overall, nationally and at St Swithun's pupils eligible for the premium do not do as well as other pupils. There were no data available for 2020, so the comments below refer to the nationally reported tests in July 2019:

- the end of KS2 data suggested there was no significant gap between PP and non-PP pupils. In 2019, the cohort of 6 pupils performed well. Progress data was unavailable at the time of writing, but is not expected to show significant differences between the PP and non-PP cohorts.
- at end of KS1, only 4 of the 10 PP pupils attained ARE in reading and writing, well below the percentage of the non-PP cohort. The progress of the six underachievers in literacy will be a priority in 2019-20. 80% of the PP pupils achieved ARE in maths.
- in the Y1 phonics test there was a difference between PP and all pupils; 67% of the group of 9 PP achieved the standard compared with 89% of all pupils
- at the end of EY, there was an attainment gap between the PP and non-PP cohorts; 87% of the non-PP group attained GLD with just 4 of the 8 pupils eligible for PP achieving GLD.

The 2020-21 Y6 cohort has 18 pupils eligible for the premium, 40% of the year group. Of these 7 are pupils with EAL and one is a LAC. Six pupils were not ARE in reading, writing and / or maths at the end of year 4 (last end of year data available).

There is no simple way to improve outcomes for disadvantaged pupils; each cohort and each pupil is unique in the barriers they present. However, there are a number of typical barriers that pupils may present and can lead to underachievement that need to be considered:

- Lack of routine which can lead to poor attendance and punctuality, incomplete or poor quality homework and limited experiences
- Low ambition, poor resilience and perseverance so children give up easily
- Poor reading skills and/or phonics with a negative attitude towards reading
- Pupil opportunities for writing not sufficient enough to allow pupils to develop and apply writing skills effectively
- Low self-esteem leading to friendship issues, poor behaviour and lack of positive relationships with adults.

Planned expenditure for 2020-21

NB – this plan is written assuming Covid disruption is at a minimum. Should significant time be spent learning at home, some of the plan below will be refocused on ensuring home learning for our children eligible for pupil premium are robustly monitored and supported.

Desired outcome	Actions	Lead	Impact	Resource	Cost
Pupils improve their motivation and attitude towards their learning.	<ul style="list-style-type: none"> • Continue to develop a Growth Mindset culture across the school, improving PPs' ambition, perseverance and resilience – see SIP 	TJ / JV	When interviewed, PP pupils understand the characteristics of GM and can point to features of their work and attitude when these have been demonstrated.	<ul style="list-style-type: none"> • ELSA time to focus on individual pupils • Release of JV to monitor – 6*pm • More stickers 	£12,817
		SH			£200

Pupils at risk of not reaching ARE make accelerated progress and narrow the gap in reading, writing and maths.

- ELSA supports targeted pupils on a weekly basis (or as need demands) AO
- School assemblies, when possible, and the St Swithun's Stars encourage growth mindset.

- Clear identification and support of SEN pupils that is monitored closely AO
- Support from EMAS adviser on creating a RW

Weekly tracking sheets show pupils are learning more effectively

PP pupils have made accelerated progress.

and posters of mindset characteristics

- SENCo time for expert advice £17,412
- Speech and Language support (Sprin) £3,780
- £3,000
- £1,200

- classroom AO
environme
nt that
supports
language
difficulties
– see SIP
- Pupil
progress RW
meetings
each term
identify
pupils at JV
risk of not
reaching
ARE and
identify
strategies
in order to
do so
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Improve
 comprehension of
 PP pupils by
 extending range of
 books for KS1 and
 LKS2 pupils

Purchase books

JV

Pupils understand
 process of RR and can
 apply to reading of
 any book

Purchase
 books

£3,000

Progress of PP /
 vulnerable pupils is
 closely monitored
 on a weekly basis.

- Identified staff discuss progress with specific pupils each half term
- HLTA monitors performance

SH

Pupils are meeting
 class objectives
 regularly with or
 without support and
 those that are not
 have IEPs with
 individual targets.

- HLTA time to monitor impact of whole class and interventi

£7,825

of vulnerable pupils each week.

- on strategies
- HLTA time to support service families, when relevant.

Pupils are able to access home learning so do not fall behind peers when absent from school

Increase number of devices to ensure PP pupils can access home learning and resources at school and dongles for Wi-Fi access

MD

No gap between home learners and those pupils at school

- Purchase 20 tablets and dongles £5,000
- Time to set up to network £300

The attendance of PP pupils improves – it is currently just below overall attendance due to a small number of individual pupils

- HT and SIMS manager to monitor attendance fortnightly
- Parents are contacted when relevant with targets to improve attendance

AO

Attendance of PP pupils is in line with non-PP and above national average.

- HT and SIMS manager time £200

- In-class strategies to support improved attendance and continuity in learning is ensured, including membership of school run clubs.

Pupils eligible for the premium do not miss out on residential visits, educational visits, learning musical instruments or after-school clubs for financial reasons.

- Letters make clear a subsidy may be offered
- Approach individual families as appropriate

LT

- Greater participation of PP pupils in after-school activities
- No PP pupils miss trips and visits for financial reasons

- Admin Assistant time
- Subsidy (25% reduction)

£1,000

£5,000

Pupils from service families (16 pupils) are well supported, particularly when their parent is away from home

- Know when parents are overseas
- Regular lunchtime clubs
- Links with local schools

SH

Pupils from service families make good progress, access school support and local activities and events

HLTA time

£2,000

support group
and the Naval
Federation

- Further support for individual pupils as and when necessary

Improvements in literacy levels

Take part in Pompey Pirates – year long intervention after school focused on motivating children to develop vocabulary, reading and writing skills

AO

All participating pupils make excellent progress

- 36 Programme sessions
- Transport costs

£4,800

TOTAL COST £94,500