

# Pupil premium strategy review of 2017-18 statement:

September 2018



## QUEENSMEAD PRIMARY ACADEMY

1. Summary information					
School	Queensmead Primary Academy				
Academic Year	2017/18	Total PP budget	£219,527	Date of most recent PP Review	May 2017
Total number of pupils	450	Number of pupils eligible for PP	198	Date for next internal review of this strategy	Dec 2017

2. Current attainment (2017 out-turn results)		
Year 6	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (national average)</i>
% achieving in reading, writing and maths	28%	61%
% achieving age related standards in reading	46.8%	71%
% achieving age related standards in writing	56.3%	76%
% achieving age related standards in maths	34%	75%
progress in reading	-3.7	
progress in writing	-3.8	
progress in maths	-3.9	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Oral language skills in EYFS are low. This slows phonics development and then reading progress in subsequent years.
B.	Richness of language is often limited due to lack of first hand experiences. This results in reading and writing comprehension at a higher order being challenging.
C.	Poor comprehension skills / reasoning impact on mathematical understanding and attainment

Sept 2018

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>D.</b>	Pupils dietary, health and social + emotional welfare needs are not always met	
<b>E.</b>	Attendance is low for certain pupils	
<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	1.Improve oral language skills for pupils eligible for PP in Reception class.	Pupils eligible for PP in Reception class make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.
	2.Phonological awareness improves Reading / Writing attainment and progress in KS1	Yr 1 Phonics results are in line with National Yr 2 Phonics results are in line with National KS 1 results in RW are in line with National
	3.Attainment in RW across KS2 improves Progress across the KS is good or better than good.	% of pupils achieving ARS increases. Pupil make expected or better than expected progress
<b>B.</b>	Pupils develop a wide vocabulary and language skills which are reflected in their RW	End of Year KS results for reading /writing in KS1 and 2 improve. Internal tracking data for RW shows good or better than good progress.
<b>C.</b>	Improved comprehension skills and reasoning in maths.	End of Year KS results for maths in KS1 and 2 improve. Internal tracking data for M shows good or better than good progress.
<b>D.</b>	Pupils' health, dietary and social+ emotional needs are addressed.	Families access provision offered through school to support their needs.(school nurse/ Inclusion and Family Support worker / Attendance + Behaviour mentor/ EWO etc) Pupils are more emotionally prepared for learning- progress is made and needs met
<b>E.</b>	Pupils attendance improves to maximise progress and attainment	Improvement in attendance overall. Specific pupils targeted to attend in line with National expectations.

5. Review of expenditure						
Previous Academic year		2017-18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
i. Quality of teaching for all						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead Review	Costing: Totals for 24 Weeks Spring Summer Term	Impact
A:1 Improved oral language skills in Reception	2 additional teaching assistants (1 per class) to focus on additional communication and language support – Fun Time/ Listening Group/ Circle Time/ Talking Tables	Internal tracking identifies communication and language to be poor for PP and other pupils in FS. Children enter with significantly lower than average baselines in C+L. This affects initial progress as well as subsequent attainment.	Data tracking of pupil progress. Drop in observation of groups. QA by SLT.	FS Lead SLT P  Dec 2017	£29,500  £2000	All PP pupils entered FS with a lower than average baseline in C+L. At the end of FS 91.7% of PP pupils had reached age related expectations in C+L and all pupils made better than expected progress over the year.
	1 designated language specialist TA working in FS to support both staff development and understanding as well as pupils progress / targeted provision including SEN	Wide range of specific experience and training with improving outcomes for pupils with specific language issues.	Data tracking of pupil progress. Drop in observation of groups. QA by SLT.	FS Lead SENDCo SLT  Dec 2017	£29,000  £600	As above  Observations by SLT and Ofsted over the year have been positive and highlight the quality teaching and learning. OFSTED observed in FS: <i>'Additional adult support and activities are carefully planned to ensure that they meet children's needs well.'</i>
D /E. early engagement of parents and families in language support	Enrich outdoor learning environment to promote language and parental involvement.	F2 and 1 outdoor play area does not currently reflect the indoor learning environment – opportunity not maximised for parents to engage with pupils to develop language in this setting. Consultation with parents and children to improve outdoor learning environment.	Review/ audit of existing space. Parents/ pupil questionnaire to suggest improvements. Visit other schools to review provision.	RC FS Lead  Dec 2017	£2,500  £300	Improvements to the outside area are on-going. Work so far has proved to be effective and parents have commented positively. This remains an action for next year.

	Range of language activities to raise awareness and support parents in providing quality opportunities for their child- story sacks/ phonics workshops / Stay and Play/ Family Learning	Low baselines in communication and language indicate poverty of oral experience for many families. By offering a range of supportive and engaging activities it will enrich parents' understanding and confidence in supporting their child to progress in language development	Monitoring take-up and engagement of specific families – target. Exit surveys /questionnaires to assess effectiveness. End of FS results.	FS Lead FS staff	<b>£3,000</b>  <b>£1,500</b>	The recent Ofsted report states: ' <i>Parents speak positively about the opportunities they have to talk to early years staff and attend workshops to help them support their children at home.</i> '
<b>Total</b>					<b>£86,561</b>	
<b>budgeted cost</b>						
<b>A:2</b> Phonological awareness improves Reading / Writing attainment and progress	Additional teachers and TAs to carry out a range of phonic interventions across KS1. INSET training for TAs and teacher to refresh. Series of phonic	Number of pupils in Y2 not passed Phonics screen.  Parent questionnaires show further need for developing understanding.	Tracking pupil progress Data Drop in observation of groups SLT monitoring QA by SEA  Exit surveys Informal feedback	NHG SB  Dec 2017	<b>£16,900</b>  <b>£2,500</b>  <b>£750</b>	Phonics screen results Year One: PP – 92% Non PP – 93.4% Gap narrowed from 2017 by – 26% Year Two: PP – 100% Non PP – 97.5% Gap closed.
<b>A3</b> Attainment in RW across KS2 improves  Progress across the KS is good or better than good	Additional teachers carry out intervention groups targeting RW. Additional TAs support pupils with R W interventions in 1:1 and group work.	Significant number of pupils below ARS in R and W . Internal tracking analysis shows number of pupils need to develop skills in writing. Specific needs identified for number of pupils	Tracking pupil progress Data Monitoring intervention groups	PLeads QA by LL  SMART Interventions every 6 weeks	<b>£15,800</b>  <b>£2,500</b>	Intervention evaluations show accelerated progress of individuals in R and W  The recent Ofsted states - <i>Inspectors scrutiny of pupils' work shows that 'disadvantaged pupils across the school are making similar progress to their peers in the school</i>
<b>Total</b>					<b>£38,450</b>	
<b>budgeted cost</b>						

<p><b>B.</b> Pupils develop a wide vocabulary and language skills which are reflected in their RW.</p>	<p>Wide variety of enrichment opportunities and first hand experiences planned throughout the curriculum across all year groups.</p>	<p>Many pupils lack first hand experiences. Many pupils have not travelled beyond the locality or accessed cultural/sporting opportunities. Widen vocabulary and enhance reading and writing through understanding a range of different experiences and contexts</p>	<p>100% of all PP pupils attend trips throughout the year beyond the locality All pupils have the opportunity to attend 2 residential (Yr 4 and 6)</p>	<p>PLeads monitor external opportunities in each Yr. QA by LL</p>	<p><b>£12,000</b></p>	<p>Feedback from trips from pupils, parents and teachers is positive. Uptake of residential in both yr 4 and yr 6 has greatly increased from previous years</p>
	<p>Opportunity to continue with individual tuition. Choir and drama club.</p>	<p>Broaden and enriches pupils' experiences and vocabulary. Wide range of opportunities offered to enjoy music and drama: school choir attends Young Voices concert in Birmingham/ De Montfort Hall and performances to local community groups.</p>	<p>Uptake of opportunities. Exit surveys for performances.</p>	<p>LTP – Yearly projection planning- SB</p>	<p><b>£1,500</b></p>	<p>The recent Ofsted states: <i>The frequent trips to places of interest and visitors to school enhance pupils' learning and broaden their experiences of life.</i></p>
	<p>Subsidising the cost of school trips to widen the experiences and</p>	<p>Enrichment and Employability strand developed throughout KS1 and 2</p>		<p>GP</p>	<p><b>£3,000</b></p>	<p>Parent and pupil feedback from opportunities offered (eg. Young voices, local community groups) has been positive and well attended</p>
<b>Total</b>					<b>£16,500</b>	
<b>budgeted cost</b>						
<b>ii. Targeted support</b>						
<b>Desired outcome</b>	<b>Chosen action/ approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Costs</b>	<b>IMPACT</b>
<p><b>C.</b> Improved comprehension skills and reasoning in maths.</p>	<p>Additional teachers carry out intervention groups targeting M. Additional TAs support pupils with M interventions in 1:1 and group work.</p>	<p>Significant number of pupils below ARS in M. Internal tracking analysis shows number of pupils need to develop language of reasoning and comprehension/ problem solving Specific needs identified for number of pupils. Gap analysis in testing and standardised scores show underperformance of numbers of pupils.</p>	<p>End of Year KS results for maths in KS1 and 2 improve. Internal tracking data for Maths shows good or better than good progress. Intervention groups run by experienced Teacher and TAs-monitored by SLT for impact and effectiveness.</p>	<p>MR PLeads QA by LL</p> <p>SMART Interventions every 6 weeks</p>	<p><b>£21,060</b></p>	<p>End of KS1 PP results have risen from 2017 2017-R -48%, W-28%, M-43% 2018 – R -63%, W – 63%, M -75%</p> <p>End of KS2 PP results have risen from 2017 2017 – R-47%, W-56%, M-34% 2018- R 66%, W -60%, M-71%</p> <p>Intervention groups</p>

						evaluations show pupils have made accelerated progress during this time in both KS1 and KS2
Improved progress for high attaining pupils in maths	Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	Provide extra support to maintain high attainment for groups of pupils.	Extra teaching time and preparation time paid for out of PP budget Impact overseen by maths co-ordinator.	MR PLeads	<b>£4,200</b>	HAP Intervention groups in yr 5 and 6 for HAP were effective.  SATS maths PP -GD 17%
Improved progress for pupils in reading	Daily 1:1 or small group sessions in reading /inference with experienced teacher,/TAs in addition to existing sessions	Internal tracking data shows many pupils are below ARE in reading – opportunities for reading often lacking at home. Plan to provide additional support to ensure gaps filled.	1:1 provision monitored. Small group interventions monitored. Internal tracking data to show accelerated progress in reading with % of pupils at ARE increasing.	NHG PLeads	<b>£2,550</b>	Intervention groups evaluations show pupils have made accelerated progress during this time in both KS1 and KS2
<b>Total budgeted cost</b>					<b>£27,810.00</b>	

<b>iii. Other approaches</b>						
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost</b>	<b>Impact</b>
<b>D.</b> Pupils' health, dietary and social+ emotional needs are addressed.	Full time Family Support worker employed to support individual and groups of pupils, parents and families. Support given to access Early Help/School Nurse/ signposting to other agencies. Timetabled to provide targeted /counselling support for pupils. Provides workshops for families- various themes. Special breakfasts with local agencies. Family learning opportunities developed	High % of pupils who need emotional and social support due to family circumstances and personal issues. Pupils are more emotionally prepared for learning- needs are met Behaviour and learning behaviour improves as well as attendance.	Line managed by SENDco – monitoring of internal tracking data – progress of targeted pupils. Class teacher liaison. Programme of events to involve families – uptake and exit surveys. Numbers of families supported by School Nurse/ referrals to Early Help.	ANT KH Class teachers	<b>£26,000</b>	Ofsted state : 'pupils spiritual , moral, social and cultural and personal education is developed well'
					<b>£1,500</b>	
					<b>£1,500</b>	
<b>Total budgeted cost</b>					<b>£29,000.00</b>	
<b>E.</b> Pupils attendance and behaviour improves to maximise progress and attainment	Full time Behaviour and Attendance Mentor employed to support pupils with behaviour- individual pupils targeted and tracked for behaviour issues. Attendance monitored and targeted – for individuals. Family liaison and EWO link liaison.	Poor attendance impacts on attainment and progress. Pupils/ families supported with attendance issues – raise awareness and consistent approach to challenging absence.  Poor behaviour impacts on attainment and progress. Pupils monitored and supported to modify behaviour in conjunction with families.	SLT to monitor impact of Behaviour and Attendance Mentor on individual pupils. Attendance data monitored. PA s tracked and monitored.  Behaviour of individuals improves. Attendance of individuals improves. Internal data shows improvements in attainment and progress	LL LS SB	<b>£38,000</b>	Ofsted state: ' procedures for monitoring the attendance of pupils are robust... the attendance officer works closely with the family support worker and safeguarding team – they ensure families are supported, pupils are safe and attend school regularly'
					<b>£1000</b>	
					<b>£7,000</b>	
<b>Total budgeted cost</b>					<b>£46,000.00</b>	