

Pupil premium strategy statement:

2018-19



QUEENSMEAD PRIMARY ACADEMY

1. Summary information					
School	Queensmead Primary Academy				
Academic Year	2018/19	Total PP budget	£194,040	Date of most recent PP Review	Sept 2018
Total number of pupils	450	Number of pupils eligible for PP	147	Date for next internal review of this strategy	Dec 2018

2. Current attainment (2018 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	57%	64%
% achieving age related standards in reading	66%	75%
% achieving age related standards in writing	60%	78%
% achieving age related standards in maths	71%	76%
progress in reading	Awaiting data	
progress in writing	Awaiting data	
progress in maths	Awaiting data	

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 on entry to EYFS are low. This impacts 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

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Pupils dietary, health and social + emotional welfare needs are not always met	
E.	Attendance is low for certain pupils	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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 the gap between PP and non PP baseline to end of year has narrowed.
	2.Phonological awareness improves Reading / Writing attainment and progress in KS1	Yr 1 Phonics PP results at least in line or above National (82%) Yr 2 Phonics PP results at least in line or above National (92%) 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 ARE increases. Pupil make expected or better than expected progress The gap between PP and non PP narrows over KS2 for both attainment and progress
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 to be broadly in line with national. Internal tracking data for RW shows good or better than good progress.
C.	Improved comprehension skills and reasoning in maths.	End of Year KS results for maths in KS1 and 2 improve to be broadly in line with national. Internal tracking data for M shows good or better than good progress.
D.	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
E.	Pupils attendance improves to maximise progress and attainment	Improvement in attendance overall. Specific pupils targeted to attend in line with National expectations.

5. Planned expenditure					
Academic year	2018-19				
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 Autumn Spring Summer Term
A:1 Improved oral language skills in Reception	2 additional teaching assistants (1 per class) to focus on 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 18	£29,500 £2000
	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 2018	£29,000 £600
	Continue to enrich outdoor learning environment to promote language and parental involvement.	F2 and 1 outdoor play area has been much improved and is beginning to reflect the indoor learning environment – opportunity not yet 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 2018	£2,500 £300
D /E. early engagement of parents and families in language support	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	£3,000 £1,500
Total budgeted cost					£68,400

<p>A:2 Phonological awareness improves Reading / Writing attainment and progress</p>	<p>Additional teachers and TAs to carry out a range of phonic interventions across KS1. INSET training for TAs and teacher to refresh.</p>	<p>Ofsted highlighted the teaching of phonics in school as a strength - <i>The teaching of phonics is good. Pupils receive good-quality phonics teaching which provides them with a secure base on which to build their wider reading skills.</i></p> <p>New TAs to KS1 and FS need CPD and PP tracked to ensure this continues to be the case so that PP children's phonics results are in line or above National</p>	<p>Tracking pupil progress Data Drop in observation of groups SLT monitoring QA by SEA</p> <p>Exit surveys Informal feedback</p>	<p>JO SB</p> <p>Dec 2018</p>	<p>£16,900</p> <p>£2,500</p> <p>£750</p>
<p>A3 Attainment in RW across KS2 improves</p> <p>Progress across the KS is good or better than good</p>	<p>Additional teachers carry out intervention groups targeting RW. Additional TAs support pupils with R W interventions in 1:1 and group work.</p>	<p>Significant number of pupils below ARS in R and W in KS2. Ofsted have highlighted this as a priority – <i>ensure that disadvantaged pupils make good progress and attain the expected standards at the end of key stage 2.</i></p> <p>Many different evidence sources, e.g. EEF Toolkit suggest 'Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact.' This is suitable as an approach that we can embed across the school.</p>	<p>Tracking pupil progress Data Monitoring/evaluating intervention groups – ensuring quality, time limited regular interventions are taking place</p> <p>Pupil progress meetings with SLT to discuss any barriers to learning</p>	<p>PLeads QA by LL</p> <p>SMART Interventions every 6 weeks</p>	<p>£15,800</p> <p>£2,500</p>
<p>Total budgeted cost</p>					<p>£38,450</p>

B. Pupils develop a wide vocabulary and language skills which are reflected in their RW.	Wide variety of enrichment opportunities and first hand experiences planned throughout the curriculum across all year groups. Subsidising the cost of school trips to widen the experiences and aspirations of all pupils	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	100% of all PP pupils attend trips throughout the year beyond the locality. Trips in all year groups to take place termly. Trips to be carefully selected and subsidised to ensure all pupils access them. All pupils have the opportunity to attend 2 residentials (Yr 4 and 6). Teachers to review each trip on Evolve to quality assure.	PLeads monitor external opportunities in each Yr. QA by LL	£12,000
	Explore opportunities to provide with individual tuition. Choir	Broaden and enriches pupils' experiences and vocabulary. Wide range of opportunities offered to enjoy music and drama: school choir attends De Montfort Hall and performances to local community groups.	Uptake of opportunities. Exit surveys for performances from parents/pupils	SB	£1,500
		Enrichment and Employability strand developed throughout KS1 and 2 and supported by Careers Week Enterprise Week and Young Money	Pupils have the opportunity to visit Universities and meet visitors from a variety of careers and businesses to inspire and offer ideas for their future. Feedback from pupils/visitors. Pupils to learn about the value of money - achieving the Award for Excellence in Financial Education.	SB	£3,000
Total budgeted cost					£16,500
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Costs
C. Improved comprehension skills and reasoning in maths.	Planning meetings to be supported by SLT to ensure quality maths teaching across year groups. Additional teachers carry out intervention groups targeting M. Additional TAs support pupils with M interventions in 1:1 and group work.	Significant number of pupils in KS2 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.	End of Year KS results for maths in KS1 and 2 improve. Internal tracking data for Maths shows good or better than good progress. Tracking to show gap between PP and non PP pupils has narrowed. PiXL CPD for teachers/TAs - focus on vocabulary in maths – follow up monitoring if lessons. Intervention groups run by experienced Teacher and TAs-monitored by SLT for impact and effectiveness.	MR PLeads SB QA by LL SMART Interventions every 6 weeks –SB to monitor	£21,060

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.	Gap between PP / non PP in KS2 SATs needs to be narrowed. Provide extra support to maintain high attainment and challenge for groups of pupils in Year 6	Staff CPD – challenging the more able – follow up monitoring of lessons Staff PiXL training Extra teaching time and preparation time paid for out of PP budget Impact overseen by maths co-ordinator. TA to accompany group of HAPs to local secondary school for regular extra maths coaching. Follow up intervention group run by TA to consolidate learning KS2 SATs show an increased number of PP pupils achieving GD in maths	MR Pleads TAs – TL&KB SB to monitor	£4,200
Improved progress for pupils in reading	Embed new strategy for the teaching of daily focused guided reading Daily 1:1 or small group sessions in reading /inference with experienced teacher,/TAs in addition to existing sessions	EEf toolkit states: <i>Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</i> With this in mind, teaching of quality daily reading lessons with a focus on comprehension is a priority. Internal tracking data shows many pupils are below ARE in reading –opportunities for reading often lacking at home. Additional support is needed to ensure gaps filled.	Staff CPD for guided reading sessions 1:1 bespoke CPD training for reading Guided reading coaching to ensure quality teaching 1:1 reading provision monitored. Small group interventions monitored. Internal tracking data to show accelerated progress in reading with % of pupils at ARE increasing. Tracking to show gap between PP and non PP pupils has narrowed across KS2	BC PLeads	£2,550
Total budgeted cost					£27,810.00
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
D. 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/	EEf toolkit states: <i>Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</i> A priority for the school is that it continues to provide high quality support for both pupils and parents in this area.	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.	TH KH Class teachers	£26,000 £1,500

	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.	Numbers of families supported by School Nurse/ referrals to Early Help.		£1,500
Total budgeted cost					£29,000.00
E. 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. Weekly meetings with SLT and Behaviour mentor to discuss any issues. Behaviour of individuals improves. Attendance of individuals improves. Internal data shows improvements in attainment and progress	LL LS SB	£38,000 £1000 £7,000
Total budgeted cost					£46,000.00
TOTAL					£226,160