



QUEENSMEAD PRIMARY ACADEMY

Pupil premium strategy statement: 2020-21

1. Summary information					
School	Queensmead Primary Academy				
Academic Year	2020-21	Total PP budget	£186,955	Date of most recent PP Review	June 2020
Total number of pupils	429	Number of pupils eligible for PP	139	Date for next internal review of this strategy	Dec 2020
2. Current attainment (2020 March teacher assessments - no out-turn results due to lockdown)					
Year 6			<i>Pupils eligible for PP (your school)</i>	<i>All pupils (national average)</i>	
% achieving in reading, writing and maths			40%	No figures available – SATs not taken	
% achieving age related standards in reading			77%		
% achieving age related standards in writing			40%		
% achieving age related standards in maths			70%		
progress in reading % at ARE from baseline 2019 – March 2020			+30%		
progress in writing			+17%		

progress in maths	+50%
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3. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	Oral language skills on entry to EYFS are low. Low % of pupils at age related in C+L on entry and into F2
B.	Richness of language is often limited due to lack of first hand experiences. This results in reading and writing comprehension being challenging in terms of vocabulary
C.	Poor comprehension skills / reasoning impact on mathematical understanding and attainment

External barriers (issues which also require action outside school, such as low attendance rates)

D.	Pupils dietary and health needs are not always met
E.	Pupils social + emotional welfare needs are not always met

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 and nursery classes.	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 for C+L
	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 against baselines and progress is 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 against baselines and progress is to be broadly in line with national. Internal tracking data shows good or better than good progress.
D.	Pupils' health, dietary needs are met.	Bespoke programme to target individuals and groups to support health, resilience and fitness. Families access provision offered through school to support their needs.(school nurse/ Inclusion and Family Support worker / Attendance + Behaviour mentor/ EWO etc)
E.	Pupils social + emotional welfare needs are not always met	Pupils are more emotionally prepared for learning- progress is made and needs met

cost	Total budgeted £64,200
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<p>A:2 Phonological awareness improves Reading / Writing attainment and progress</p>	<p>Members of SLT, additional teachers and TAs to carry out a range of phonic interventions across KS1. INSET training for TAs and teachers to refresh. Covid Recovery Curriculum Deputy Principal and KS1 Leader of Learning to support Yr 1 and YR 2 to make accelerated progress in Autumn term</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>PP tracked to ensure this continues to be the case so that PP children's phonics results are in line or above National New phonic reading books to be purchased across EYFS and KS1 for all pupils</p>	<p>Tracking pupil progress Data Drop in observation of groups SLT coaching and monitoring QA by SEA</p>	<p>JO SB</p> <p>Dec 2020</p>	<p>£16,900</p> <p>£12,500</p> <p>£1750</p>
<p>A3 Attainment in RW across KS2 improves</p> <p>Progress across the KS is good or better than good</p>	<p>Members of SLT and additional teachers carry out intervention groups targeting RW. Additional TAs support pupils with R W interventions in 1:1 and group work. Covid Recovery Curriculum Autumn term – Principal, Deputy Principals and Assistant Principals to support in classrooms to ensure accelerated progress is made across the term.</p>	<p>Significant number of pupils below ARE 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 20-21 states 'Evidence indicates small group 121 interventions can be a powerful tool for supporting pupils. 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>SLT QA by LL</p> <p>SMART Interventions - reviewed every 6 weeks</p>	<p>£22,800</p> <p>£12,500</p>
Total budgeted cost					£66,450

<p>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. Subsidising the cost of school trips to widen the experiences and aspirations of all pupils</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 PP pupils attend trips throughout the year beyond the locality. Trips/ enrichment events in all year groups to take place half termly. Trips to be carefully selected and subsidised to ensure all pupils access them.</p> <p>All pupils have the opportunity to attend 2 residential (Yr 4 and 6). Teachers to review each trip on Evolve to quality assure.</p>	<p>SLT monitor external opportunities in each Yr. QA by LL</p>	<p>£18,000</p>
	<p>Explore opportunities to provide with individual tuition. Choir</p>	<p>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.</p>	<p>Uptake of opportunities. Exit surveys for performances from parents/pupils</p>	<p>SB</p>	<p>£2,500</p>
	<p>Covid Recovery Curriculum Autumn term focus on outdoor education sports /VPA coach to support PE lessons outdoors, JB to run Forest school sessions. Experienced teacher leading on outdoor education</p>	<p>Enrichment and Employability strand developed throughout KS1 and 2 and supported by Careers Week Enterprise Week and Young Money, Purple Pounds , STEM week</p>	<p>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 – Enterprise competitions and planned events</p>	<p>SB</p>	<p>£3,000</p>

Total budgeted cost **£23,500**

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
<p>C. Improved comprehension skills and reasoning in maths.</p>	<p>Planning meetings to be supported by SLT to ensure quality maths teaching across year groups. SLT and additional teachers carry out intervention groups targeting M. Additional TAs/ teachers support pupils with M interventions in 1:1 and group work. Covid Recovery Curriculum</p>	<p>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.</p>	<p>End of Year KS results for maths in KS1 and 2 improve from baselines. Internal tracking data for Maths shows good or better than good progress. Tracking to show gap between PP and non PP pupils has narrowed over 19-20. PiXL CPD for teachers/TAs - focus on vocabulary in maths – follow up monitoring in lessons Intervention groups run by SLT, experienced Teachers and TAs- monitored by SLT for impact and effectiveness.</p>	<p>SLT SB QA by LL</p> <p>SMART Interventions every 6 weeks –SB to monitor</p>	<p>£11,060</p>

	Deputy Principal to work with YR 6 staff and pupils to support learning and ensure accelerated progress is made in maths over the Autumn term. Targeted 121 work. KS1 Leader of Learning to support Yr 2				£9,800
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. Covid Recovery Curriculum Deputy Principal and Assistant Principal to support teachers and pupils in class to provide challenge for pupils baselined as high attaining	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.	SB SLT	£4,200
			Follow up intervention group run by TA to consolidate learning KS2 SATs show an increased number of PP pupils achieving GD in maths	SLT Yr 6 staff	£4,700
Improved progress for pupils in reading	Monitor 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 Covid Recovery Curriculum Assistant Principal to support teachers in Autumn term. All members of SLT to work in classrooms to support pupil progress in reading.	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.	BC/KG SLT	£2,550
			Tracking to show gap between PP and non PP pupils has narrowed across KS2		£3,600
Total budgeted cost					£35,910

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?
<p>D. Pupils' health, dietary needs are addressed.</p>	<p>Part 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. Provide workshops for families- various themes. Special breakfasts with local agencies. Family learning opportunities developed.</p> <p>Covid Recovery Curriculum Sports coach to run bespoke programmes of VPA (vigorous physical activity) Outdoor environment to be developed to support VPA Oral hygiene programme implemented in EYFS. Liaise LA Eco Development Officer + DC Foundation to part fund an orchard, develop growing/planting polytunnel garden area</p>	<p>An increasingly high number of pupils are presenting with increased body mass and other health issues</p> <p>Local Health Authority reports state: <i>'High rates of childhood obesity and poor oral health demonstrate the need for focused work to improve children's diet and levels of physical activity across the city. This work will also help to reduce rising levels of Type II diabetes and other chronic diseases associated with obesity.'</i></p>	<p>External assessors from LA Eco development office/ DC Foundation to support success of growing projects</p> <p>Open to wider community development</p> <p>Outdoor areas are developed to provide exercise areas Programme implemented to encourage Parents and community to participate</p>		<p>£18,000</p> <p>£1,500</p> <p>£2,500 (match funded from QPA for Growing Grants)</p>
Total budgeted cost					£22,000
<p>E. Pupils social + emotional welfare needs are met.</p>	<p>Part time Family Support worker employed to support individual and groups of pupils, parents and families. Support given to access Early</p>	<p>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></p>	<p>Line managed by SENDco – monitoring of internal tracking data – progress of targeted pupils. Class teacher liaison.</p>	<p>TH KH LS Class teachers</p>	<p>See above</p>

	<p>Help/School Nurse/ signposting to other agencies. Timetabled to provide targeted /counselling support for pupils. Provide workshops for families- various themes. Special breakfasts with local agencies. Family learning opportunities developed. Covid Recovery Curriculum Mindfulness programme/ SEL to be embedded in the curriculum as a focus Therapy puppy purchased and trained to support pupil wellbeing/ attendance.</p>	<p>A priority for the school is that it continues to provide high quality support for both pupils and parents in this area. 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</p>	<p>Programme of events to involve families – uptake and exit surveys. Numbers of families supported by School Nurse/ referrals to Early Help.</p>		<p>£3500</p> <p>£1500 (puppy funded by QPA)</p>
Total budgeted cost					£5,000
PPG 2020-21 total is £186,955. Additional costings to be met by QPA including Universal Catch-Up Funding					TOTAL £217,060