



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%	
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. 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 (<i>issues which also require action outside school, such as low attendance rates</i>)		
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

5. Planned expenditure

Academic year

2020-21

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	IMPACT
<p>A:1 Improved oral language skills in Reception</p> <p>D /E. early engagement of parents and families in language support</p>	<p>2 additional teaching assistants (1 per class) to focus on communication and language support – Fun Time/ Listening Group/ Circle Time/ Talking Tables</p> <p>Covid Recovery Curriculum 1 additional TA working within EYFS to support during Aut. term</p>	<p>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. EEF 20-21 states' oral language skills form a crucial foundation for thinking ,learning and social interaction'</p>	<p>Data tracking of pupil progress. Drop in observation of groups. QA by SLT.</p>	<p>FS Lead SLT</p> <p>Dec 2020</p>	<p>£38,500</p> <p>£2000</p>	<p>Pupils have made progress over the year, but lockdown has significantly affected results in oracy.</p> <p>This must remain a focus for these pupils in Year One</p> <p>All workshops for parents have had to be suspended due to Covid restrictions.</p>
	<p>1 designated day for FS lead to support staff development and understanding as well as pupils progress / targeted provision including SEN</p>	<p>Wide range of specific experience and training with improving outcomes for pupils with specific language issues.</p>	<p>Data tracking of pupil progress. Drop in observation of groups. QA by SLT.</p>	<p>FS Lead SENDCo SLT</p> <p>Dec 2020</p>	<p>£10,000</p> <p>£1200</p>	
	<p>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</p> <p>Covid Recovery Curriculum Parental engagement suspended for Aut 1 – to be reviewed at half term in</p>	<p>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</p>	<p>Monitoring take-up and engagement of specific families – target. Exit surveys /questionnaires to assess effectiveness. End of FS results. Bespoke workshops offered to support parental involvement</p>	<p>FS Lead FS staff</p>	<p>£9,000</p> <p>£3,500</p>	

	line with Government guidelines					
budgeted cost					Total	£64,200

<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 Dec 2020</p>	<p>£16,900 £12,500 £1750</p>	<p>After second lockdown, specific pupils were targeted by SLT in reading – end of year results show that these pupils are now back on track.</p> <p>As a result of Phonics actions post lockdown, internal Phonics screen in year one results:</p> <p>All pupils – 78% PP – 73%</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> 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 SMA RT Intervention s- reviewed every 6 weeks</p>	<p>£22,800 £12,500</p>	<p>As a result of bespoke interventions by SLT in Yr 6, pupil year 6 internal SATS 2019 results were broadly in line with previous years.</p>
<p>budgeted cost</p>					<p>Total</p>	<p>£66,450</p>

<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>Explore opportunities to provide with individual tuition. Choir</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>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>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>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>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. 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>Uptake of opportunities. Exit surveys for performances from parents/pupils</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>SLT monit or exter nal oppo rtunitie s in each Yr. QA by LL</p> <p>SB</p> <p>SB</p>	<p>£18,000</p> <p>£2,500</p> <p>£3,000</p>	<p>Due to Covid restrictions, trips have had to be cancelled for most of this term. However, a day trip planned to the woods for Yr 6 and sport activity days in school along with Forest School work have all received positive feedback from all pupils and staff.</p> <p>Our Careers Mark stated: <i>Learners get the opportunity to hear from a range of outside speakers and to use visits to consider places of employment.</i></p> <p>This has continued despite lockdown with Teams meetings with many visitors linked to Career and Financial Education</p>
<p>budgeted cost</p>					<p>Total</p>	<p>£23,500</p>
<p>ii. Targeted support</p>						
<p>Desired outcome</p>	<p>Chosen action/approach</p>	<p>What is the evidence and rationale for this choice?</p>	<p>How will you ensure it is implemented well?</p>	<p>Staff lead</p>	<p>Costs</p>	

<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 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</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>SMA RT Interv entions every 6 weeks –SB to monitor</p>	<p>£11,060</p> <p>£9,800</p>	<p>Support from SLT in Yr 2 and Yr 6 has shown an improving picture over the Summer term after lockdown.</p>
<p>Improved progress for high attaining pupils in maths</p>	<p>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</p>	<p>Gap between PP / non PP in KS2 SATs needs to be narrowed.</p> <p>Provide extra support to maintain high attainment and challenge for groups of pupils in Year 6</p>	<p>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. Follow up intervention group run by TA to consolidate learning KS2 SATs show an increased number of PP pupils achieving GD in maths</p>	<p>SB SLT</p> <p>SLT Yr 6 staff</p>	<p>£4,200</p> <p>£4,700</p>	<p>Year 6 GD results:</p> <p>R =23%</p> <p>W= 3%</p> <p>M= 23%</p>

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	Costings	Impact
D. Pupils' health, dietary needs are addressed.	<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.</p> <p>Provide workshops for families- various themes. Special breakfasts with local agencies. Family learning opportunities developed.</p> <p>Covid Recovery Curriculum</p> <p>Sports coach to run bespoke programmes of VPA (vigorous physical activity)</p> <p>Outdoor environment to be developed to support VPA</p> <p>Oral hygiene programme implemented in EYFS.</p> <p>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>	<p>Due to all lockdowns and numerous isolation of bubbles, pupils have not had their full sports programme usually offered over the year.</p> <p>During the Summer Term workshops were planned for all children to experience new skills and opportunities. These included archery, boxing, and lacrosse.</p> <p>As over the Summer term, Health and fitness will continue to be a focus for the whole school in the Autumn term</p>
Total budgeted cost					£22,000	

E. Pupils social + emotional welfare needs are met.	<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/</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>A priority for the school is that it continues to provide high quality support for both pupils and parents in this area.</p>	<p>Line managed by SENDco – monitoring of internal tracking data – progress of targeted pupils.</p> <p>Class teacher liaison.</p>	TH KH LS Class teachers	See above	<p>Family Support worker, SENCO and Behaviour and Attendance Lead have been providing support to individual children and their families during</p>
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	<p>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>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>	<p>lockdowns and into the Summer term. This support will continue to be a focus into the Autumn term to ensure pupils well being needs are being met and they are ready to learn.</p> <p>Dottie, our therapy dog, has met all of the children and worked already with specific children of need. She has had a positive impact on both children and staff. She will continue her training in the Autumn term and continue to support where needed.</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	