

# Queensmead Primary Academy Pupil Premium Strategy statement

## School overview

<b>Metric</b>	<b>Data</b>
School name	Queensmead Primary Academy
Pupils in school	438
Proportion of disadvantaged pupils	152 (35%)
Pupil premium allocation this academic year	£201.750
Academic year or years covered by statement	2021-2022
Publish date	September 2021
Review date	December 2021
Statement authorised by	Liz Latham (Principal)
Pupil premium lead	Sian Bentley
Governor lead	

## Disadvantaged Teacher Assessment scores for last academic year – Yr 6 – (no statutory assessment data due to Covid19)

<b>Measure</b>	<b>Score</b>
Meeting expected standard at KS2	
Reading	72%
Writing	60%
Maths	72%

## Strategy Aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all staff receive training and on-going support to deliver QFT with a focus on the development of vocabulary, oracy and phonics
Priority 2	Reconnection curriculum planned and delivered with SLT support. Gaps in learning are addressed and pupils make good progress
Barriers to learning these priorities address	Staff are supported individually to provide QFT Staff use evidence-based whole-class teaching interventions to ensure pupil needs are being addressed
Projected spending	£69,750

## Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Progress in reading for pupils in receipt of pupil premium to be broadly in line with other pupils	June 2022
Progress in Writing	Progress in writing for pupils in receipt of pupil premium to be broadly in line with other pupils	June 2022
Progress in Mathematics	Progress in maths for pupils in receipt of pupil premium to be broadly in line with other pupils	June 2022
Phonics	Achieve national average expected standard in PSC	June 2022
Other	Improve attendance of disadvantaged pupils in line with all pupils	July 2022

## Targeted academic support for current academic year

Measure	Activity
Priority 1	Establish bespoke individual and small group English and Maths interventions for disadvantaged pupils falling behind age related expectations and those who need support to achieve their targets.

Priority 2	Re-launch the teaching of phonics and spelling as a priority across the school with SLT providing support for small group interventions and CPD for teachers to provide QFT during interventions.
Barriers to learning these priorities address	Providing 'catch-up' in English and Maths to fill any gaps in learning to ensure children achieve their potential. Pupils make accelerated progress in phonics and spelling across the school.
Projected spending	£70,600

### Wider strategies for current academic year

Measure	Activity
Priority 1	Re-connection curriculum to ensure pupils have opportunities outside of their experience to enhance their learning
Priority 2	Provide individualised pastoral interventions to support children in times of need including attendance, behaviour and social and emotional support
Barriers to learning these priorities address	Improve well-being and readiness to learn for the most disadvantaged pupils Poverty of experience and opportunities are addressed – all pupils
Projected spending	£63,400

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff development	Use of INSET days, additional cover for teachers and senior leaders to support this
Targeted support	Ensuring interventions are effective, time limited and targeted to individual pupil needs	SLT to run QFT interventions and bespoke support for teaching staff where needed
Wider strategies	Engage with vulnerable pupils to ensure readiness to learn	Working closely with families and outside agencies