



# Pupil Premium Plan

2017 - 2018

1. Pupil premium strategy statement: Queenswood Primary School and Nursery					
<b>School</b>	Queenswood Primary School and Nursery				
<b>Academic Year</b>	2017-18	<b>Total PP budget</b>	£91,080	<b>Date of most recent PP Review</b>	Jan 2018
<b>Total number of pupils</b>	116	<b>Number of pupils eligible for PP</b>	58	<b>Date for next internal review of this strategy</b>	Sept 2018

2. Current attainment			
		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
<b>% achieving ARE or above in reading, writing &amp; maths</b>		8% (all pupils)/ PP SUPP	67%
<b>% achieving ARE in reading</b>		31% all /22% PP	71%
<b>% achieving ARE in writing</b>		46% all /33%PP	76%
<b>% achieving ARE in mathematics</b>		23% all /33% PP	75%
<b>% achieving ARE in SPAG</b>		54% all /44% PP	77%
<b>% Key stage 1 -2 progress in reading</b>		All pupils -6.8/ PP SUPP	0.3
<b>% Key Stage 1-2 progress in writing</b>		All pupils -5.5/ PP SUPP	0.2
<b>% Key Stage 1-2 progress in maths</b>		All pupils -8.5/ PP SUPP	0.3

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Language and communication skills are poor on entry, and affect readiness for learning in EYFS and good progress across the school for PP eligible pupils
<b>B.</b>	Children who have a coupled vulnerability with SEND is an issue for many of our PP eligible pupils
<b>C.</b>	Gaps in learning are preventing children achieving Age Related Expectations or Greater depth
<b>D.</b>	Social and emotional needs preventing children being ready for learning

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

<b>E.</b>	Lack of parental engagement with supporting homework, including reading at home
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**4. Desired outcomes**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved oral language skills in EYFS	Early Learning Journeys and observation indicate increase in language and communication
<b>B.</b>	An increase in the number of PP pupils making at least expected progress in reading, writing and maths, so that the difference between PPG pupils and all pupils is diminished from 2017 baseline.	Target pupils eligible for PP make as much progress as other pupils in reading, writing and maths. Measured by teacher assessments and successful moderation practices within school and local cluster.
<b>C.</b>	An increase in the number of PP pupils achieving ARE, to be in line with National	Target pupils eligible for PP achieve the standard expected for their age group. Measured by teacher assessments and successful moderation practices within school and local cluster.
<b>D.</b>	Pupils are ready to learn and develop good behaviour for learning. Pupils regulate their emotional behaviour.	Measured through behaviour records showing reduction in disruptive behaviour in class
<b>E.</b>	Homework is scaffolded to support parents, resulting in improved regularity specifically of reading	Improved reading scores on standardised scores eg. PIRA test

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2017/18</b>			
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.					
<b>i. Quality of teaching for all</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>When will you review implementation?</b>
B & C: Improve writing for disadvantaged pupils in YR, 3,4 and 5	Insist on school expectations in regards to spelling, punctuation and grammar 3,4 and 5. To be monitored fortnightly by SLT.	All teaching needs to be at least good to provide all pupils with quality first teaching	Senior leaders, English leader will support and monitor.	JC	Termly RAP review
	Review systems and structures for book looks to ensure that senior leaders have an up to date and accurate view of ongoing strengths and areas for development.	Quality feedback is demonstrated to have a high impact on progress (EEF toolkit) – feedback on the standards expected forms part of this	Time built in to staff meetings to moderate and disseminate good practice	JC	Summer term RAP review
	CPD from Newdale- specifically targeting Years 3 and 4, through SLE protocol.	Clear assessment by teachers will allow for the identification of gaps in learning, and appropriate interventions can then be planned.	Regular monitoring of intervention groups, teacher planning and book scrutinies. Learning walks, book scrutinies HT/DHT/SLT	JC	Termly RAP review
	Year 5 further develop the planning structure to ensure for good	Small classes can have a moderate effect on progress (EEF toolkit)	HT/DHT and SLT to monitor data every term at pupil progress meetings	LW	Termly RAP review

	<p>progression in writing (LS).</p> <p>Develop consistent practice in relation to the teaching of handwriting in key stage 1.</p> <p>Develop a more rigorous system for assessing writing to ensure that gaps in learning can be addressed and there is strong evidence to inform end of year judgements relating to pupils working at or above ARE</p>			<p>JC</p> <p>JC</p>	<p>Termly RAP review</p>
<p>B, C and E Improve reading for disadvantaged children across the school</p>	<p>All teaching of reading is good or better across the school.</p> <p>RWInc phonics is delivered successfully in R and Y1 to show accelerated progress.</p> <p>PP eligible children and parents are supported and incentivised to read regularly at home</p>	<p>All teaching needs to be at least good to provide all pupils with quality first teaching</p> <p>Small classes can have a moderate effect on progress (EEF toolkit)</p> <p>Quality feedback is demonstrated to have a high impact on progress (EEF toolkit) – feedback on the standards expected forms part of this</p> <p>Homework is demonstrated to have some impact on progress (EEF toolkit)</p>	<p>Regular monitoring of interventions, teacher planning, book looks, scrutinies, and observations.</p> <p>Regular sharing of good practice in staff meetings</p> <p>Research reading schemes/programmes to increase engagement at home</p>	<p>JC</p>	<p>Termly RAP review</p> <p>Termly RAP review</p> <p>RAP review – summer term</p>

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<p>B and C: Improve maths for disadvantaged pupils across YR, 3, 4, 5</p>	<p>All teaching of mathematics is good or better.</p> <p>In reception, provide evidence of two pieces of directed teaching in maths books supported by independent evidence from learning journeys.</p> <p>Improve the pitch of work for LA pupils in Year 3/ 4 to ensure challenged.</p> <p>Improve presentation, marking and feedback to pupils in Year 3/4/5. Use the Newdale model examples of what it looks like to meet objectives.</p>	<p>All teaching needs to be at least good to provide all pupils with quality first teaching</p> <p>Quality feedback is demonstrated to have a high impact on progress (EEF toolkit) – feedback on the standards expected forms part of this</p> <p>Clear assessment by teachers will allow for the identification of gaps in learning, and appropriate interventions can then be planned.</p> <p>Small classes can have a moderate effect on progress (EEF toolkit)</p>	<p>Regular monitoring of interventions, teacher planning, book looks, scrutinies, and observations.</p> <p>Regular sharing of good practice in staff meetings</p>	<p>LW</p>	<p>Termly RAP review</p>
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<p>A: Improved language and communication skills – resulting in increase of PP eligible pupils leaving EYFS with GLD</p>	<p>Observations of language and communication skills clearly evidenced in learning journeys.</p> <p>Curriculum designed to encourage speaking and listening activities</p> <p>SLE support for EYFS lead and HT in expectations and moderation</p>	<p>Oral language interventions have a demonstrated high impact (EEF toolkit).</p> <p>Spoken language has a large impact on written language and the acquisition of new skills.</p> <p>Getting language and communication improved at an early age has a high impact on attainment throughout a child’s education.</p>	<p>Support from SLE package</p> <p>Joint moderation activities</p> <p>Regular lesson obs and work scrutiny</p>	<p>MB monitored by JC</p>	<p>Termly RAP review</p>
<b>Total budgeted cost</b>					£62,430

<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>When will you review implementation?</b>
<p>A: Improved oral language skills in EYFS classes, improving progress for PP eligible pupils</p>	<p>Use ELKLAN and trained staff to support improvements in oracy.</p>	<p>Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.</p> <p>EEF - studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills</p>	<p>SENDCo to monitor impact of interventions.</p> <p>Learning walks, learning scrutiny</p>	<p>MB monitored by SENDCo</p>	<p>Summer term RAP review</p>

<p>C Fill gaps in learning to improve progress for disadvantaged pupils:</p>	<p>Learning Mentor to run targeted interventions to address gaps identified</p> <p>HLTA support in Y6 to increase numbers reaching ARE and improving progress</p> <p>Programme of CPD for all TAS, to ensure high quality support for all.</p> <p>All year groups- to record interventions in workbooks to ensure progress and follow up next steps.</p> <p>Breakfast Booster club to fill gaps in maths skills</p>	<p>Research – 1:1 tuition • One to one tuition is very effective in helping learners catch up • Other groupings such as 1:3 can also be effective • Short periods (5-10weeks) of intensive sessions (up to an hour 3 or 4 times a week) tend to have great impact.</p>	<p>DHT to set Learning mentor timetable and review impact of interventions</p> <p>Class teachers to identify children who have gaps</p>	<p>LB/LW</p>	<p>Termly LM review and RAP review</p>
<p>E: Improve children's readiness to learn through addressing social, emotional and mental health needs</p>	<p>Learning Mentor to run a nurture group and 1:1 interventions for identified children</p> <p>ELSA training to improve quality of support for emotional literacy</p> <p>Breakfast club for targeted children with</p>		<p>Individuals identified through CAF and TAC process or CT recommendations</p>		

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	attendance/family concerns				
<b>Total budgeted cost</b>					£28,650

<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>When will you review implementation?</b>
A, B, C, E	6 weeks of Forest School for all classes	<p>Sutton Trust and NAS research indicates that active and sensory approaches improve progress levels of students with SEND.</p> <p>Research – Outdoor adventure learning</p> <ul style="list-style-type: none"> <li>• A wide range of adventure activities are linked with increased academic achievement</li> <li>• Experiences of over a week tend to have a greater impact and tend to produce effects of a longer duration</li> <li>• The main effects tend to be on self-confidence, self-efficacy and motivation</li> </ul>	Forest Leader appropriately trained and sessions planned in collaboration with class teacher to meet specific aims	AM	Sept 18 PP review

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A, C, E	Subsidise educational visits to ensure all children attend a range of experience and opportunities are equal regardless of background	To ensure equal opportunities in experiencing the whole curriculum at school.	All visits meet risk/benefit analysis standards and can show a demonstrable impact on curriculum and learning.  Value for money of trips monitored by EVC	LW	Sept 18 PP review
<b>Total budgeted cost</b>					£15,580