

September 2020



Pupil Premium Plan

2020-2021

September 2020

1. Pupil premium strategy statement: Queenswood Primary School and Nursery					
School	Queenswood Primary School and Nursery				
Academic Year	2019-20	Total PP budget	£65,650	Date of most recent PP Review	Sept 2020
Total number of pupils	106	Number of pupils eligible for PP	56	Date for next internal review of this strategy	March 2021
1. Summary information					
Proportion of disadvantaged pupils			53%		
Statement authorised by			Elizabeth Willoughby		
Pupil premium lead			Lee Ferriday		

2. Current attainment (NO END OF KEY STAGE 2 TESTS WERE COMPLETED IN 2020 DUE TO COVID 19 CLOSURES)		
	<i>All pupils/Pupils eligible for PP 2018/19 (Queenswood)</i>	<i>All pupils (national)</i>
% achieving ARE or above in reading, writing & maths	46% / 50% PP	65%
% achieving ARE in reading	46% all / 50 % PP	73%
% achieving ARE in writing	62% all / 67%PP	78%
% achieving ARE in mathematics	69% all / 67% PP	79%
% achieving ARE in SPAG	54% all / 50% PP	78%
% Key stage 1 -2 progress in reading	N/A	0
% Key Stage 1-2 progress in writing	N/A	0
% Key Stage 1-2 progress in maths	N/A	0

September 2020

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.	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.	Reading fluency and comprehension is a barrier to some children accessing learning across the curriculum
C.	Lack of a wide range of experiences leaves children with limited vocabulary and knowledge to base new learning on
D.	Social and emotional needs preventing children being ready for learning
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Lack of parental engagement with supporting homework, including reading at home
F.	Many pupils will be returning to school in September 2020 following a six month absence from school.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved reading outcomes for PP pupils, with all making sufficient progress, and more making accelerated progress to close any attainment gap.	Quality reading is taught across the school. Phonics teaching will have an impact so PP pupils pass the thresholds by the end of Year 1. Children have access to, and are encouraged to read a range of quality texts. Children who are in danger of falling behind are identified early and quality interventions (which re regularly monitored and evaluated) put in place. Reading comprehension shows greater vocabulary understanding. Pupil progress will be accelerated through interventions.
B.	Improved oral language skills across the school to help close the vocabulary gap for pupils from dis-advantaged pupils as identified by the research of Hart & Risley.	Pupils will display increasing levels of self-confidence, an ability to articulate their learning accurately, higher levels of cognitive thinking and improved social skills through engagement with the school's Oracy curriculum. Early Learning Journeys and observation indicate increase in language and communication; Writing across the school shows the impact of oral rehearsal of ideas.

September 2020

C.	As part of a Recovery Curriculum all children take part in a wide range of activities, a wide range of artistic, cultural, physical and social activities, as well as curriculum related experiences.	PP pupils will develop their understanding of the world, enjoying experiences that will support their mental and health well-being and increase their range vocabulary. Writing across the school shows greater imagination and ability to draw on experiences.
D.	Continue to reduce the number of pupils who are persistently absent by: <ul style="list-style-type: none">• Implementing a robust and high profile attendance strategy – BE HERE- ALL DAY- EVERY DAY• The employment of a Pupil and Family Support Officer to support and challenge the families who display higher levels of absence from school.	The school attendance figures are at least in-line with national figures by July 2021. The progress of the PP pupils who have previously had lower attendance rates will significantly increase in reading, writing and maths.
E.	More parents support their children with their learning at home.	Targeted families show an increase in knowledge and ability to support with their child's learning Targeted pupils' progress improves.

5. Planned expenditure					
Academic year	2020/21				
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?
A / E Improve reading comprehension for disadvantaged children in y3, y4 and y5 so that progress in reading for these children is in line with their peers or better (90% sufficient progress)and the attainment gap closes.	<p>Pupil and family Support worker to run book clubs for year 2-6</p> <p>Re- launch 'Book- it' Mondays, HLTA and LM to work with lower attaining PPG pupils and their parents in Y3/4/5</p> <p>Daily class story-time using quality texts, in every year group</p> <p>Extra adult support for small group phonics input in YR (RWInc)</p> <p>TAs to read daily with those children who are not reading at home, particularly in Y3/4/5</p>	<p>EEF toolkit shows research evidences a high impact for a low cost on progress when focussing on reading comprehension.</p> <p>Analysis of reading comprehension assessments and interventions show a clear barrier to progress is the children's ability to understand the vocabulary in the text.</p> <p>Exposure to quality texts, and adult modelling of reading is key to children adopting positive reading habits themselves</p>	<p>LM to have budget to purchase sets of quality texts, approved and monitored by DHT</p> <p>Reading leads to review assessments and direct CPD appropriately</p> <p>HT to monitor Book it Mondays, and ensure quality modelling of supporting parents with developing reading comprehension in KS2.</p>	<p>LB</p> <p>AM/MB</p>	<p>Appraisal cycle (Sep, Feb, July)</p> <p>Termly RAP review</p> <p>Questions for evaluation by governors: Are PP pupils in Y3/4/5 closing the gap with their peers?</p> <p>What is the up-take on the library Book Club? Are PP pupils engaging in the discussions well?</p>

September 2020

<p>Improve reading fluency and quality of phonics teaching, particularly for lower attainers and those in intervention groups.</p> <p>A: Any children in danger of falling behind with phonics, receive rapid intervention.</p> <p>PP pupils achieve in line with their peers in Y1 phonics check</p>	<p>Whole staff RWInc refresher training.</p> <p>Working as part of English Hub with focus on developing 'fidelity' with RWInc.</p> <p>Staff to observe colleagues teaching phonics/spelling to ensure consistency of approach.</p> <p>Reading leader to monitor assessments and identify children in danger of falling behind.</p> <p>RWInc interventions regularly monitored and appropriate CPD offered to TAs to ensure the quality of teacher of reading is consistently high.</p> <p>Any children in danger of falling behind with phonics, receive rapid intervention.</p> <p>PP pupils achieve in line with their peers in Y1 phonics check</p>	<p>Teachers of readers need to be 'experts', this includes all TAs who are leading phonics groups or reading interventions.</p> <p>Synthetic phonics needs to be taught consistently across the whole school.</p> <p>Interventions will only be effective if they are of the highest possible quality.</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>Structured intervention with clear entry and exit testing is shown to have impact on attainment and testing.</p>	<p>RWInc lead to complete frequent reviews of practice.</p> <p>Reading leaders to observe and monitor the teaching of reading, and interventions.</p> <p>Reading leaders to monitor RWInc assessments and identify gaps.</p> <p>Reading Leaders to continue to provide high quality CPD for those who need it, or for new staff.</p> <p>In EYFS and Year 1 RWInc interventions regularly monitored and appropriate CPD offered to TAs to ensure the quality of teacher of reading is consistently high.</p>	<p>AM/MB</p>	<p>Assessment data</p> <p>Termly RAP review</p> <p>Questions for evaluation by Governors: How do you know the quality of reading teaching is good?</p> <p>Assessment records.</p> <p>Monitoring records.</p> <p>Questions for evaluation by governors: How many pupils are receiving interventions? How effective are interventions, and how do you know?</p>
---	--	--	---	--------------	---

September 2020

	<p>Regular assessment of phonic knowledge to allow early identification</p> <p>RWinc 1:1 sessions</p> <p>Training for TAs to deliver this.</p> <p>Additional adult support in each year group to deliver phonics interventions (2.5 hours per year group)</p>				
<p>B: Improved oral language skills across the school to help close the vocabulary gap for pupils from dis-advantaged pupils as identified by the research of Hart & Risley</p>	<p>Oracy will be at the heart of the curriculum offer.</p> <p>School will deploy Oracy Champion and an agreed Oracy policy.</p> <p>Pupils will spend a significant amount of time engaged in speaking and listening activities.</p> <p>CPD for all staff to develop a toolkit of oracy strategies.</p> <p>Observations of language and</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>Joint moderation activities</p> <p>Regular lesson observation and work scrutiny</p> <p>Sharing good practice at staff meetings.</p>	<p>LF/KR</p>	<p>Termly RAP review</p> <p>Questions for evaluation by governors: What evidence is there of increased spoken language in school?</p> <p>What speaking and listening activities have been delivered across the curriculum?</p> <p>Do all children, regardless of background, have access to wide range of experiences? Do these provide opportunity for spoken language? Is this impacting on outcomes?</p>

September 2020

	<p>communication skills clearly evidenced in learning journeys and big topic books.</p> <p>Curriculum designed to encourage speaking and listening activities</p>				
--	---	--	--	--	--

<p>B</p> <p>Improved oral language skills</p>	<p>Use ELKLAN/ ELSA and trained staff to support improvements in oracy for identified children.</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>TR/TH monitored by SENDCo</p>	<p>Summer term RAP review</p> <p>Questions for evaluation by governors: Is ELKLAN being used effectively? How do we know? Are PP eligible pupils achieving in line with their peers?</p>
<p>A:</p> <p>Address identified gaps in learning to improve progress for disadvantaged pupils:</p> <p>Disadvantaged children</p>	<p>Learning Mentor to run targeted interventions to address gaps identified</p> <p>HLTA support in Y5/6 to increase numbers reaching ARE and improving progress</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>SENDCo and DHT to set Learning mentor timetable and review impact of interventions</p> <p>Class teachers to identify children who have gaps</p> <p>SENDco to monitor quality and impact of TA led interventions</p>	<p>LB/LW</p>	<p>Half termly IPM reviews and data analysis</p> <p>Questions for evaluation by governors: How are interventions being targeted at specific pupils? Do interventions have clear entry and exit testing? Is there evidence that interventions are supporting PP pupils to improve</p>

September 2020

<p>identified as needing additional support to make equal progress to peers:</p> <p>Interventions to include: Year 3 reading, writing and maths</p> <p>Year 4 reading,</p> <p>Year 5 reading and maths</p>	<p>Programme of CPD for all TAS, to ensure high quality support for all.</p> <p>Breakfast Booster club to fill gaps in maths skills</p>	<p>Structured intervention with clear entry and exit testing is shown to have impact on attainment and testing.</p>			<p>progress? Is year 6 data showing improved progress?</p>
<p>C: Ensure pupils are socially and emotionally ready to learn following the Covid 19 school closures.</p> <p>Improve children's readiness to learn through addressing social, emotional and mental health needs</p>	<p>Whole School curriculum intent is to ensure all pupils can:</p> <p>Step 1 – Restore their relationships with adults and other children and build their self-confidence.</p> <p>Step 2 - Share their experiences of life at home, know we are listening and be given a voice.</p> <p>Step 3 - Be assured that we recognise they have lost time in learning and show them how we are addressing these gaps by sharing</p>	<p>On return to school pupils will require a recovery curriculum following extended absence due to Covid 19</p> <p>On average SEAL approaches have an identifiable and significant impact on attitudes to learning, social relationships in school and achievement itself. We use these within our ESLA and nurture programme of work.</p> <p>A number of pupils have been identified as requiring emotional and social support. Baselines for these pupils are lower than their peers.</p>	<p>Individuals identified through CAF and TAC process or CT recommendations</p>	<p>HT/DHT</p>	<p>CAF/TAC outcomes</p> <p>Half termly LM review with DHT</p> <p>Questions for evaluation by governors:</p> <p>Is the nurture group and ELSA work reducing barriers to learning? How do we know? Are targeted pupils more ready to learn? How do we know?</p>

September 2020

	<p>the 'Big Picture' of our recovery curriculum. Step 4 - learn in different ways in the school environment to reskill them and help them recall the knowledge and concepts previously taught. Finally- experience an engaging and challenging learning experience , delivered at increasing pace, to help them close the gap in lost learning and keep up with pupils in other schools who may have received more effective, structured and intense home learning guidance from their parents.</p> <p>Pupil and Family support worker to run a nurture group (mini-school) and 1:1 interventions for identified children</p> <p>ELSA supervision to improve quality of support for emotional literacy</p>				
--	--	--	--	--	--

Commented [WE1]: i

September 2020

	Breakfast club for targeted children with attendance/family concerns				
E: Ensure lack of parental engagement is not a barrier to progress – all children to engage in daily reading	<p>Re-launch Book-it Monday where parents are invited in to read with their children. Teachers to model strategies to support children with their reading.</p> <p>Each teacher produces a Home Learning Plan, using the Do Jo App as a platform of communication with the parents.</p> <p>HLTA / Pupil and Family support worker to support with lower attaining PP pupils in KS2, and their parents.</p> <p>Times Tables rockstars rolled out across school.</p> <p>Lunchtime club offered for those without access at home.</p>	<p>Dfe guidance on remote learning and provision for home learning – response to Covid 19 .</p> <p>Many of our pupils do not read regularly enough – impacting on their vocabulary development, this increases the gap in attainment with their peers.</p> <p>Many of our parents do not have the skills to support their children with reading, and need support to do this.</p> <p>Many of our pupils do not know their times tables, and parents find it difficult to support with this. This online game is easy to download on phones and tablets, and is motivational and engaging.</p>	<p>HT to implement Book it Mondays and monitor the engagement of parents.</p> <p>LW to monitor use of TTRockstars, and collect attainment data.</p> <p>Staff CPD and reviews of the effectiveness of Home Learning.</p>	<p>LF</p> <p>LW</p>	<p>Rap review termly</p> <p>Questions for evaluation by governors:</p> <p>Are more PP children reading daily? How many are attending the Mondays? Is this having an impact on progress?</p>
E:	Structured conversations each half	The AFA programme has led to greater parental	DHT to work with schools already running system to	DHT/HT	Mar 19 PP review

September 2020

Improved KS2 progress for specific disadvantaged in danger of falling behind	term to support parental engagement in learning Interventions in KS2 CPD for DHT and KS2 teachers to enable these conversations	engagement and better communication between parent, teacher and child. This greater understanding of pupil profiles supports pupil progress and attainment. We will be using this model with our structured conversations.	learn efficient and effective operation. KS2 teachers to be trained before beginning conversations Conversations to be documented and agreements signed by teachers and parents.		Questions for evaluation by governors: What has been the impact of these conversations on progress? Has it been worth the release time of the teachers? Should the programme be expanded to KS1?
--	--	--	--	--	--

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?
A, C, E Promote visits beyond the school gates .	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. Engagement in extra-curricular activities has proven to support self-esteem and engagement in learning.	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	Mar 19 PP review Questions for evaluation by governors: Are trips and visits being accessed by all PP pupils? What additional experiences are children accessing? How is this being used to support learning and progress?

September 2020

<p>D: Improve attendance , reduce the percentage of pupils who are persistently absent</p>	<p>Employ a Pupil and Family Support Worker, to support and challenge families in improving attendance.</p> <p>Whole school - Implementing a robust and high profile attendance strategy – BE HERE- ALL DAY- EVERY DAY</p> <p>Work in partnership with LA EWO to reduce the levels of absent pupils through formal proceedings.</p>	<p>PP Pupils with lower attendance make less progress at school and a high percentage leave each Key Stage below the age related expectations.</p>	<p>The school attendance figures are at least in-line with national figures by July 2021.</p> <p>The progress of the PP pupils who have previously had lower attendance rates will significantly increase in reading, writing and maths.</p>	<p>CS and LF</p>	<p>Governor reviews of attendance data.</p>
--	---	--	--	------------------	---

Pupil Premium Funding Plan 2019-20

Funding (to run with financial year)	
Activity	Cost
Pupil and Family Support Worker – 30 hours per week	£20,000
Intervention Teaching Assistant - KS1 12.5 hours, KS2 12.5 hrs	£15,000
Breakfast Club 10 hours per week TA + resources	£9,200
ELKAN intervention 3 hours a week	£1,200
School trips	£10,000
Staffing after-school clubs	£2,500
CPD and resources – Teachers and TAs	£7 ,600
Total planned expenditure:	£65,650