

## Planning and preparation

Queenswood Primary School's Pupil Premium Profile April 2021 to March 2022	
Total number of pupils in the school	131 not including EY's
Number of PP-eligible pupils:	52
Amount per pupil:	52 PP Children @ £1,345 each,
Total pupil premium budget:	£69,940

Evidence of school performance	
<b>Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:</b>	<ol style="list-style-type: none"><li>1) Provide staff with better support to ensure that revised curriculum plans are implemented effectively.</li><li>2) Ensure that teachers check on pupils' learning and address any misconceptions quickly.</li><li>3) Develop the school's approach to supporting pupils' speech, language and communication development.</li><li>4) Ensure that all staff model and expect the highest standards of speech, presentation and handwriting, in line with the school's writing and other policies.</li></ol>

Summary of school's performance data:

Year 2: Autumn 1 (2021)															
Attainment	% Pupils achieving ARE					% Pupils working at GD				National (End KS1) Comparison 2018					
	Com	W	R	M	GPS	W	R	M	GPS	ARE			GD		
										W	R	M	W	R	M
Cohort (16)	50	50	50	56		0	6	0		69	75	76	15	25	22
Boys (8)	50	50	50	63		0	0	0		63	71	74	11	22	24
Girls (8)	50	50	50	50		0	13	0		76	79	77	19	29	19
Disadvantaged (4)	50	50	50	50		0	0	0		55	62	62	7	14	12
Disadvantaged Girls (3)	33	33	33	33		0	0	0		47	57	61	5	11	13
Disadvantaged Boys (1)	100	100	100	100		0	0	0		62	67	64	10	16	10
Non-Disadvantaged (13)	50	50	50	58		0	8	0		73	78	79	17	28	24
EAL (5)	60	60	60	60		0	0	0		68	72	75	14	21	22
SEND (3)	0	0	0	0		0	0	0		22	30	33	2	5	5
Progress (in year)	% Pupils Making Expected Progress					% Pupils Making Better Than Expected Progress									
	Com	W	R	M	GPS	W	R	M	GPS						
Cohort (16)	79	79	81	93		6	6	6							
Boys (8)	88	88	75	100		0	0	0							
Girls (8)	75	75	88	88		13	13	13							
Disadvantaged (4)	75	75	75	75		0	0	0							
Disadvantaged Girls (3)	67	67	67	67		0	0	0							
Disadvantaged Boys (1)	100	100	100	100		0	0	0							
Non-Disadvantaged (13)	83	83	83	100		8	8	8							
EAL (5)	100	100	100	100		20	20	20	-						
SEND (3)	67	67	67	67		0	0	0							

Year 6: Autumn 1 (2021)														
Attainment	% Pupils achieving ARE					% Pupils working at GD				National (End KS2) Comparison 2019				
	Com	W	R	M	GPS	W	R	M	GPS	ARE/High				
										Com	W	R	M	GPS
Cohort (20)	65	70	75	65	70	10	15	15	10	65 / 10	78 / 20	73 / 27	79 / 27	78 / 36
Boys (8)	63	63	63	88	63	25	38	25	25	60	72 / 15	69 / 22	78 / 29	74 / 31
Girls (12)	58	75	67	67	75	0	0	8	0	70	85 / 25	78 / 32	79 / 24	83 / 41
Disadvantaged (9)	33	44	33	44	44	0	11	11	0	51	68 / 11	62 / 17	67 / 16	67 / 24
Disadvantaged Girls (6)	33	50	33	33	50	0	0	0	0					
Disadvantaged Boys (3)	33	33	33	67	33	0	33	33	0					
Non-Disadvantaged (11)	82	91	91	100	91	18	18	18	18	71	83 / 24	78 / 31	84 / 32	83 / 38
EAL (4)	75	75	75	100	75	0	0	25	0	64	77 / 19	70 / 25	80 / 32	80 / 43
SEND (5)	40	40	40	60	40	0	0	0	0	22	34 / 3	36 / 8	41 / 7	37 / 8
Progress??? (in year)	% Pupils Making Expected Progress					% Pupils Making Better Than Expected Progress								
	Com	W	R	M	GPS	W	R	M	GPS					
Cohort (20)	85	95	100	80	95	6	0	10	6					
Boys (8)	75	88	100	88	88	13	0	0	13					
Girls (12)	92	100	100	75	100	0	0	17	0					
Disadvantaged (9)	89	78	100	78	78	0	0	11	0					
Disadvantaged Girls (6)	100	100	100	67	100	0	0	17	0					
Disadvantaged Boys (3)	66	67	100	100	67	0	0	0	0					
Non-Disadvantaged (11)	82	100	100	82	100	9	0	9	9					
EAL (4)	100	100	100	100	100	25	0	0	25					
SEND (5)	100	100	100	60	100	0	0	20	0					

**School's pupil premium statement (pupil premium strategy statement from 2020-21):**

Due to changes in management, we are unable to comment on the effectiveness of the previous year's PPG expenditure. This is due to limited information, and data, from the previous incumbent, and the effect of COVID on school actions.

# Pupil premium strategy statement

1. Summary information					
<b>School</b>	Queenswood Primary School				
<b>Academic Year</b>	2021/22	<b>Total PP budget</b>	£69,940	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	131	<b>Number of pupils eligible for PP</b>	52	<b>Date for next PP Strategy Review</b>	

2. Current attainment		
	<i>Pupils eligible for PP (school)</i>	<i>Pupils not eligible for PP (NA)</i>
<b>% achieving expected in reading, writing &amp; maths (or equivalent)</b>	50% on track to achieve ARE by the end of KS1  33% on track to achieve ARE by the end of KS2	50% on track to achieve ARE by the end of KS1  82% on track to achieve ARE by the end of KS2
<b>% making expected levels of progress in reading (or equivalent)</b>	75% making expected levels of progress in reading by the end of KS1  100% making expected levels of progress in reading by the end of KS2	83% making expected levels of progress in reading by the end of KS1  100% making expected levels of progress in reading by the end of KS2
<b>% making expected levels of progress in writing (or equivalent)</b>	75% making expected levels of progress in writing by the end of KS1  78% making expected levels of progress in writing by the end of KS2	83% making expected levels of progress in writing by the end of KS1  100% making expected levels of progress in writing by the end of KS2
<b>% making expected levels of progress in maths (or equivalent)</b>	75% making expected levels of progress in maths by the end of KS1  78% making expected levels of progress in maths by the end of KS2	100% making expected levels of progress in maths by the end of KS1  82% making expected levels of progress in maths by the end of KS2

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-school barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	<b>Social and Emotional needs</b> prevent children from being ready to learn and hinders their ability to access the curriculum.
<b>B.</b>	<b>Language and communication skills</b> are poor on entry and affects readiness for Learning in EYFS and hinders progress across school.
<b>C.</b>	<b>Poor reading fluency and comprehension</b> is a barrier to learning and prevents children from accessing the whole curriculum.
<b>D.</b>	<b>Lack of experiences</b> leaves children with limited wealth of knowledge and minimal vocabulary to build new learning on.
<b>External barriers</b> <i>(issues which also require action outside school, such as low attendance rates)</i>	
<b>E.</b>	<b>Lack of parental engagement</b> limits support the children receive in homework, including reading at home.
<b>F.</b>	<b>Attendance</b> has been affected by co-vid pandemic and support may be needed in returning to 'normality'.

<b>4. Outcomes</b> <i>(Desired outcomes and how they will be measured)</i>		<b>Success criteria</b>
<b>A.</b>	<p><b>To ensure children with S and E difficulties receive timely and appropriate support and interventions to limit impact on educational outcomes</b></p> <p><b>To ensure outcomes for all PPP's are in line with Non PPP's nationally in reading, writing and mathematics</b></p>	<p>Children make consistently good progress as a result of the support they receive.</p> <p>The percentage of PPP's attaining ARE and greater depths at the end of KS1 and 2 is in line with national outcomes of Non PPP's</p>
<b>B.</b>	<p><b>To improve the language skills of identified PP skills to ensure appropriate understanding and vocabulary - Particular focus in Early Years</b></p>	<p>Pupils display increasing levels of self-confidence, an ability to articulate their learning accurately and improved social skills.</p> <p>Early years journeys and observations indicate increase in language and communication with accuracy in pronunciation</p> <p>The percentage of PPP's attaining a good level of development is in line with national outcomes of Non PPP's</p>

<b>C.</b>	<b>To ensure PPP's are on track or make accelerated progress to achieve age expected outcomes in reading.</b>	<p>All reading lessons are deemed good or better across school.</p> <p>Phonics teaching will have an impact in the percentage of PPP children passing the threshold, so that PPP children passing the threshold is in line with Non PP by the end of Yr 1.</p> <p>The percentage of PPP's attaining ARE and greater depths at the end of KS1 and 2 is in line with national outcomes of Non PPP's in reading.</p> <p>Children will have access to and are encouraged to read and engage in quality texts.</p> <p>Regular assessments are in place so that gaps in learning are quickly identified and interventions are put in place to ensure all children are reading at ARE or above.</p>
<b>D.</b>	<b>To ensure all PPP have access to a wide range of artistic, cultural, physical and social experiences which will impact on their knowledge of the wider curriculum.</b>	<p>PPP will develop their understanding of the world, enjoying experiences which will support their mental health and well-being.</p> <p>Experiences will help to develop their range of vocabulary which will impact on the quality of their writing across the curriculum and enhance their cultural capital.</p>
<b>E.</b>	<b>To ensure all parents are confident in the ways in which they can support their children with their learning needs.</b>	<p>Parents will have access to information meetings/videos, so that they are aware of expectations and pedagogy in phonics, spelling, reading, maths and writing.</p> <p>Parents will have individual parents meetings (3x per year) to discuss pupil's progress and strategies to help move children's learning on.</p> <p>PPP progress improves.</p>
<b>F.</b>	To improve attendance of all PPP's	That the attendance of every PPP is at or above 96%

## 5. Planned Expenditure

Academic year	2021/22
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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	When will you review implementation?
<p><b>To ensure outcomes for all PPP's are in line with Non PPP's nationally in reading (Linked to Outcome C)</b></p>	<p>Introduction of Scaled Scored tests assessment tests for PP's to ensure even closer monitoring of the progress being made by the PP's.</p> <p>Daily class story-time using quality texts in every year group.</p> <p>Extra adult support for small phonic groups.</p> <p>TA's to carry out interventions to develop the reading skills of the bottom 20% of achieving children</p>	<p>PP children (particularly SEN PP's aren't making enough progress in reading.</p>	<p>Through the monitoring of the quality of teaching and learning</p> <p>Data is suggesting that PPP's are on track to attain in line with national outcomes all pupils</p>	<p>SP/NW</p>	<p>Fortnightly for Salford Test reviews.</p> <p>When tests are administered which is twice a year (comprehension)</p>

	The introduction of a new reading incentive that includes 6 x yearly rewards for all pupils that complete this challenge. All PPP's are to complete the challenge as they will be supported in school.	Reading records are showing that PPP's are reading less regularly at home when compared to Non PPPs Data is showing that PPP's are more likely to have a reading age below that of their chronological age	Reading ages will be monitored every 6 weeks to ensure rapid progress is occurring due to the intervention Reading records to be monitored every 3 weeks to ensure interventions are occurring as described	SP/NW	Monitored daily by Teachers Monitored weekly by NW through the checking of reading incentive charts
<b>To ensure outcomes for all PPP's are in line with Non PPP's nationally in Reading (Linked to Outcome C)</b>	CPD for all Teachers and TAs focusing on improving subject knowledge and questioning, to improve the delivery of small group work and interventions for children with SEN and PP.	Observations of the quality of teaching and learning throughout school demonstrate that teaching of reading needs to be improved so that children can make expected or better progress in line with national average. TA's need further support to develop subject knowledge and questioning skills to ensure they have the ability to ensure pupils are making sustained and rapid progress when working with the TA's.	Monitoring of lessons and phonic group work through lesson observations and book scrutinies Pupil voice  Implementation of Performance Management targets linked to the quality of teaching and learning delivered by teachers	SP/NW	Once CPD is delivered monitoring for impact will follow Teachers will receive feedback offering points for development – See school development plan and planner for details`
	RWInc training to develop fidelity in the program,	Initial observations show a disjointed approach to the program and there is a need for all staff, including TAs to be experts in the teaching of phonics.	RWInc lead to complete frequent reviews of practice supported by English Hub. RWInc interventions to be monitored in order to close gaps in knowledge.	MB	

<p>To ensure outcomes for all PPP's are in line with Non PPP's nationally in Reading, Writing and Mathematics (Linked to Outcome A)</p>	<p>Continue with the employment of an increased number of TA's to release teachers to carry out focused interventions for children PPP's in Reading, writing &amp; maths Increased number of</p>	<p>Data is suggesting that the identified pupils need to make rapid and sustained progress to ensure that they are on track to achieve at least age expected outcomes. Research suggests that progress is more rapid when the interventions are carried out by qualified teachers and focused around pre tutoring rather than catch up strategies</p>	<p>Monitoring of interventions being undertaken by H/T Book scrutiny Data analysis</p>	<p>SP/NW</p>	<p>Monitoring for impact occurs every half term through data analysis Half termly lesson observations/ book scrutinies</p>
<p>To ensure outcomes for all PPP's are in line with Non PPP's nationally in Mathematics (Linked to Outcome A)</p>	<p>The introduction of a new fluency curriculum which will also link to regular homework.  All PPP's are to complete the homework as they will be supported in school.</p>	<p>Lesson observations and exam analysis demonstrate that children need to improve their fluency skills in order to be able to solve mathematical problems quickly and confidently</p>	<p>All children are given Fluency targets half termly. The children's knowledge of these are assessed and recorded every half term  The use of TT Rock stars by all PP children daily – Progress is monitored by the computer program</p>	<p>NW</p>	<p>Half termly assessments of Fluency targets  SLT to monitor the use of TT Rock stars by PP children weekly</p>
<b>Total budgeted cost</b>					<b>£30,250</b>

<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>
To ensure children with S and E difficulties receive timely and appropriate support and interventions to limit impact on educational outcomes ( <a href="#">Linked to outcome A</a> )	Continue with the employment of a Pastoral manager to carry out interventions to support identified pupils	<b>36%</b> of PPP's have been identified as having Social and Emotional issues which are a barrier to learning  Research suggests that impact of this strategy is high for moderate cost	HT to monitor the quality of interventions  Monitor the outcomes of interventions through teacher and pupil voice	KV	Monitor half termly through pupil voice Half termly data analysis
To ensure children with S and E difficulties receive timely and appropriate support and interventions to limit impact on educational outcomes ( <a href="#">Linked to outcome A</a> )	Employment of a councillor/play therapist to support PPP's to ensure that they are emotionally able to learn	<b>36%</b> of PPP's have been identified as having Social and Emotional issues which are a barrier to learning.	Headteacher to monitor the progress of pupils who receive support from the councillor on addressing their Social and Emotional needs as well as educational progress	NW and SP	Monitor half termly through pupil voice Data analysis half termly Weekly book scrutinies
To improve the confidence, self-esteem and resilience of PPP's through outdoor activities ( <a href="#">Linked to outcome A/D</a> )	All PPP's to participate activities/experiences linked to curriculum. All PPP children in Yr 6 to access Arthog Outreach.	<b>36%</b> of PPP's have been identified as having Social and Emotional issues which are a barrier to learning. Children report following this type of activity they feel higher rates of confidence and self-belief	Pupil voice questionnaires to ascertain improvements in confidence levels	NW	Pupil voice after children have attended
To improve the language skills of identified PP skills to ensure appropriate understanding and vocabulary -	The introduction of language based interventions to support the development of pupils language skills	<b>37%</b> of PPP's have identified Speech and Language issues related to either limited vocabulary or poor comprehension	Head of School to monitor the quality of interventions.  Monitor the outcomes of interventions through teacher and pupil voice.	SP/NW	Half termly through observations

Particular focus in Early Years ( <a href="#">Linked to outcome B</a> )	and comprehension skills	Research suggests that impact of this strategy is high for moderate cost			
<b>Total budgeted cost</b>					<b>£28,000</b>
<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>
<b>To improve attendance of all PPP's (<a href="#">Linked to outcome F</a>)</b>	<p>Free breakfast club place for all PPP's</p> <p>Pastoral support manager to monitor attendance of PPP's and create action plans for all pupils below 95%</p> <p><b>A contribution to the cost of EWO working for school to monitor attendance of PPP's</b></p>	<b>36% of PPP's attendance is below 95%</b>	<p>Monitor attendance levels weekly</p> <p>Monitor attendance at breakfast club</p>	SP/NW/KV	Weekly through the tracking of attendance
<b>To improve parental engagement, so that the level of parental involvement is not seen as a barrier to progress. (<a href="#">linked to outcome E</a>)</b>	<p>Regular meetings with parents to inform them of progress.</p> <p>Informative workshops on teaching and learning of key</p>	<p>Few parents attend parent meetings.</p> <p>Very few reading records are not filled in by parents.</p> <p>In consultation with parent governors there was a concern that parents do not understand teaching approaches in order to support children at home.</p>	<p>Parent view</p> <p>Monitor parental involvement/attendance at parent meetings.</p>	NW	Half termly

	<b>approaches across school.</b>				
<b>To widen life experiences by planning activities and visits beyond the school gates .</b>	<b>Subsidise educational visits to ensure all children attend a range of experience and opportunities are equal regardless of background</b>	<b>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.</b>	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	NW	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?
<b>Total budgeted cost</b>					<b>£15,000</b>

## 6.Review of expenditure

**Academic year**

**2020/21**

Due to changes in management, we are unable to comment on the effectiveness of the previous year's PPG expenditure. This is due to limited information, and data, from the previous incumbent, and the effect of COVID on school actions.

