

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Queenswood Primary School
Number of pupils in school	131
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	
Date this statement was published	10 <sup>th</sup> December 2021
Date on which it will be reviewed	10 <sup>th</sup> October 2022
Statement authorised by	S Passey
Pupil premium lead	N Weston
Governor / Trustee lead	C Ballinger

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 69,940
Recovery premium funding allocation this academic year	£ 7,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

# Part A: Pupil premium strategy plan

## Statement of intent

In our last Ofsted report (15<sup>th</sup> June 2021) the following key statements were made with respect to the performance of disadvantaged pupils:

- 1) Provide staff with better support to ensure that revised curriculum plans are implemented effectively.
- 2) Ensure that teachers check on pupils' learning and address any misconceptions quickly.
- 3) Develop the school's approach to supporting pupils' speech, language and communication development.
- 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.

The tables below show that, in KS2 especially, there is a large gap in attainment between disadvantage children and their

peers.

Year 2: End Summer Term 2020															
Attainment	% Pupils achieving ARE					% Pupils working at GD				National (End KS1) Comparison 2017					
	Com	W	R	M	GPS	W	R	M	GPS	ARE			GD		
										W	R	M	W	R	M
Cohort (17)		53	53	59		6	12	0		69	75	76	15	25	22
Pupil Premium (4)		50	50	50		0	0	0		55	62	62	7	14	12
Non-Pupil Premium (13)		54	54	62		8	15	0		73	78	79	17	28	24
Progress (in year)	% Pupils Making Expected Progress					% Pupils Making Better Than Expected Progress									
	Com	W	R	M	GPS	W	R	M	GPS						
Cohort (17)	98	94	88	94		12	18	0							
Pupil Premium (4)															
Non-Pupil Premium (13)															

Year 6 : End Summer Term 2020														
Attainment	% Pupils achieving ARE					% Pupils working at GD				National (End KS1) Comparison 2017				
	Com	W	R	M	GPS	W	R	M	GPS	ARE/High				
										Com	W	R	M	GPS
Cohort (20)		63	65	65		16	18	25		65	78	73	79	78
Pupil Premium (8)		50	38	25		13	13	13		65	78	73	79	78
Non-Pupil Premium (12)		73	89	92		18	22	33		71	83	78	84	83
Progress (in year)	% Pupils Making Expected Progress					% Pupils Making Better Than Expected Progress								
	Com	W	R	M	GPS	W	R	M	GPS					
Cohort (17)		89	79	84		21	21	32						
Pupil Premium (4)														
Non-Pupil Premium (13)														

Due to changes in management since September 2021, 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. It is, however, quite clear from the data, from Ofsted findings, and from interactions with the children and parents, that COVID has had a major impact on both the learning and mental health of this cohort.

We intend to use our 2021/22 pupil premium and catch up funding to enable the school to:

- Increase the level of Pastoral Support provided by the school enabling the school to provide support in a variety of ways to the most vulnerable children and their families.
- Improve the attainment for PP children particularly in all core subjects
- To subsidise the cost to pupils in receipt of PPG for attendance at breakfast club. Ensuring that they have a good breakfast and attend school on time on a daily basis.

- To subsidise educational visits to provide real contexts for learning and widen experiences.
- Provide additional support time in class to enable teachers and Teaching Assistants to work with groups of children who are under-achieving or to improve attainment, particularly in Literacy & Maths.
- To improve the speech and language skills of PPP's
- To upskill the staff in order to raise the standards for first wave teaching.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Social and Emotional issues
2	Language and communication skills
3	Poor reading fluency and comprehension
4	Lack of experiences
5	Lack of parental engagement
6	Attendance

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<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>
<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>
<p><b>To ensure PPP's are on track or make accelerated progress to achieve age expected outcomes in reading.</b></p>	<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>
<p><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>	<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>
<p><b>To ensure all parents are confident in the ways in which they can support their children with their learning needs.</b></p>	<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>
<p>To improve attendance of all PPP's</p>	<p>That the attendance of every PPP is at or above 96%</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 31,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure outcomes for all PPP's are in line with Non PPP's nationally in reading by:</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>PP children (particularly SEN PP's are not making enough progress in reading.</p> <p><b>How we will monitor this:</b></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><b>Linked to Outcome C</b></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>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.</p>		
<p>To ensure outcomes for all PPP's are in line with Non PPP's nationally in reading by:</p> <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</p>	<p>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</p> <p><b>How we will monitor this:</b></p> <p>Reading ages will be monitored every 6 weeks to ensure rapid progress is occurring due to the intervention</p> <p>Reading records to be monitored every 3 weeks to ensure interventions are occurring as described</p>	<p><b>Linked to Outcome C</b></p>
<p>To ensure outcomes for all PPP's are in line with Non PPP's nationally in reading by:</p> <p>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.</p> <p>RWInc training to develop fidelity in the program,</p>	<p>Observations of the quality of teaching and learning throughout school demonstrate that teaching of reading needs improving, so that children can make expected or better progress in line with national average.</p> <p>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.</p> <p>RWInc - 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</p> <p><b>How we will monitor this:</b></p> <p>Monitoring of lessons and phonic group work through lesson observations and book scrutinies Pupil voice</p> <p>Implementation of Performance Management targets linked to the quality of teaching and learning delivered by teachers</p> <p>RWInc lead to complete frequent reviews of practice supported by English Hub.</p> <p>RWInc interventions to be monitored in order to close gaps in knowledge.</p>	<p><b>Linked to Outcome C</b></p>
<p>To ensure outcomes for all PPP's are in line with Non PPP's nationally in Reading, Writing and Mathematics by:</p> <p>Continuing with the employment of an increased number of TA's to release teachers to carry out</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.</p> <p>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><b>Linked to Outcome A</b></p>

focused interventions for children PPP's in Reading, writing & maths Increased number of	<b>How we will monitor this:</b>  Monitoring of interventions being undertaken by H/T Book scrutiny Data analysis	
To ensure outcomes for all PPP's are in line with Non PPP's nationally in Mathematics by:  The introduction of a new fluency curriculum, which will also link to regular homework.  All PPP's are to complete their homework as they will be supported in school.	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  <b>How we will monitor this:</b>  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	<b>Linked to Outcome A</b>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £29,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
To ensure children with S and E difficulties receive timely and appropriate support and interventions to limit impact on educational outcomes by:  Continuing with the employment of a Pastoral manager to carry out interventions to support identified pupils	36% 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  <b>How we will monitor this:</b>  HT to monitor the quality of interventions  Monitor the outcomes of interventions through teacher and pupil voice	<b>Linked to Outcome A</b>
To ensure children with S and E difficulties receive timely and appropriate support and interventions to limit impact on educational outcomes by:  Employment of a councillor/play therapist to support PPP's to ensure that they are emotionally able to learn	36% of PPP's have been identified as having Social and Emotional issues which are a barrier to learning.  <b>How we will monitor this:</b>  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	<b>Linked to Outcome A</b>
To improve the confidence, self-esteem and resilience of PPP's through outdoor activities by:	36% 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	<b>Linked to Outcome A and D</b>

<p>All PPP's to participate activities/experiences linked to curriculum. All PPP children in Yr6 to access Arthog Outreach.</p>	<p><b>How we will monitor this:</b></p> <p>Pupil voice questionnaires to ascertain improvements in confidence levels</p>	
<p>To improve the language skills of identified PP to ensure appropriate understanding and vocabulary is being used - Particular focus in Early Years by:</p> <p>The support of the Soundwell company to train staff in analysing and developing speech and exploring ways to develop listening and attention in class. Soundwell to analyse the ability of identified children, so that a concise program of support can be delivered. The introduction of language based interventions to support the development of pupils language skills and comprehension skills</p>	<p>37% of PPP's have identified Speech and Language issues related to either limited vocabulary or poor comprehension Research suggests that impact of this strategy is high for moderate cost</p> <p><b>How we will monitor this:</b></p> <p>Head of School to monitor the quality of interventions. Monitor the outcomes of interventions through teacher and pupil voice.</p>	<p><b>Linked to Outcome B</b></p>

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

*Budgeted cost: £ 16,800*

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p>Free breakfast club place for all PPP's by: Pastoral support manager to monitor attendance of PPP's and create action plans for all pupils below 95%</p> <p>A contribution to the cost of EWO working for school to monitor attendance of PPP's</p>	<p>36% of PPP's attendance is below 95%</p> <p><b>How we will monitor this:</b></p> <p>Monitor attendance levels weekly Monitor attendance at breakfast club</p>	<p><b>Linked to outcome F</b></p>
<p>To improve parental engagement, so that the level of parental involvement is not seen as a barrier to progress by:</p> <p>Regular meetings with parents to inform them of progress. Informative workshops on teaching and learning of key approaches across school.</p>	<p>Few parents attend parent meetings. Very few reading records are not filled in by parents. 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><b>How we will monitor this:</b></p> <p>Parent view Monitor parental involvement/attendance at parent meetings.</p>	<p><b>Linked to outcome E</b></p>

<p>To widen life experiences by planning activities and visits beyond the school gates by:</p> <p>Subsidising educational visits to ensure all children attend a range of experience and opportunities are equal regardless of background</p>	<p>To ensure equal opportunities in experiencing the whole curriculum at school.</p> <p>Engagement in extra-curricular activities has proven to support self-esteem and engagement in learning.</p> <p><b>How we will monitor this:</b></p> <p>All visits meet risk/benefit analysis standards and can show a demonstrable impact on curriculum and learning.</p> <p>Value for money of trips monitored by EVC</p>	<p><b>Linked to outcome D</b></p>
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**Total budgeted cost: £ 77,550**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to changes in management since September 2021, we are unable to comment on the effectiveness of the previous year's PPG expenditure or indeed any prior year's plans to effect a change on this cohort's attainment. This is due to limited information and data, from the previous incumbent, and the effect of COVID on school actions.

We acknowledge that there is a substantial gap between our disadvantaged cohort and their peers (especially in KS2) and our aim is to monitor this closely, and effect changes. We have had to start our 3 year rolling plan from September 21/22

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider
N/A	

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	