

Queensgate Primary School: Pupil premium strategy statement 2018/19

1. Summary information					
School	Queensgate Primary School				
Academic Year	2018/19	Total PP budget	£21,540	Date of most recent PP Review	October 2018
Total number of pupils	275	Number of pupils eligible for PP	15	Date for next internal review of this strategy	Jan 2019

2. 2017/18 attainment data		
N/A as at the end of EYFS no pupils were eligible for PP		
N/A as at the end of KS1 no pupils were eligible for PP		
End of Key Stage 2 results 2018		
	<i>Pupils eligible for PP (your school) *2 children in Y6 were eligible</i>	<i>Pupils not eligible for PP (national average)</i>
End of % achieving expected or above in reading	100%	80%
% achieving expected or above in writing	100%	83%
% achieving expected or above in maths	100%	79%
Progress score in reading	-0.1	+0.2
Progress score in writing	+0.9	+0.2
Progress score in maths	+7.1	+0.2

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
In-school barriers	
A.	26% of the children who are eligible for PP also have English as an additional language. 75% of these children are within our EYFS or Key Stage 1 classes and the majority are working below age-related expectations in communication, reading and writing.
B.	Fewer of our pupils who are eligible for PP achieve greater depth in writing by the end of Year 6, than those who are eligible for PP nationally. In 2018, none of our children eligible for PP achieved greater depth in writing; nationally 11% of pupils eligible achieved greater depth.

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

C.	Attendance is above 96% for all our children who are eligible for PP. However, additional support is provided for some of these pupils to ensure that their attendance remains at this high level.
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2. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve communication, reading and writing skills for pupils eligible for PP in EYFS, Key Stage 1 classes.	Pupils eligible for PP in EYFS and Key Stage 1 classes make rapid progress by the end of the year so that all non-SEND pupils eligible for PP meet at least age related expectations.
B.	Improve the % of pupils who are eligible for PP that attain greater depth in writing at the end of KS2.	In 2018, at the end of KS2 in writing at greater depth, the gap to be diminished between pupils who are eligible for PP and those that are not eligible for PP nationally. The gap at the end of 2018 was 11%.
C.	Continue to support our children and families so that the 96%+ attendance rate is maintained for those eligible for PP.	Attendance rates to be maintained or improved. All staff are aware of the children in their classes that are eligible for PP and have attendance issues. They can effectively signpost families for support. Attendance measured internally on a half-termly basis, by the EWO and in published DFE data. Families continue to positively evaluate support given.

4. Planned expenditure					
Academic year		2018/19			
1. 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	Review implementation
Improved communication, reading and writing skills in EYFS and Key Stage 1.	<p>Staff CPD on oral story-telling, mark-making using Tales Toolkit (5 hours).</p> <p>Develop staff understanding of Wellcomm. New EYFS leader to attend LA Wellcomm training.</p> <p>Develop quality reading/ role play areas within EYFS classrooms.</p> <p>Develop further reading and writing opportunities in EYFS classrooms. Purchase additional resources as required, to stimulate small group discussion and play in outdoor continuous provision and interventions.</p>	<p>Pupils in EYFS are able to communicate more effectively with adults and their peers, positively impacting on their reading and writing skills. EEF toolkit shows that oral language interventions have + 5 months impact for very low cost.</p> <p>If we can accurately assess children's communication skills at an early stage, we can intervene quickly to aid rapid progress in this key area of development.</p> <p>We believe that children need to learn in an engaging and language-rich environment. Staff need to ensure opportunities provided meet the interests of the children and are regularly reviewed based on the children's abilities and interests.</p>	<p>All staff are aware that this is a key part of the SDP.</p> <p>Staff development time allocated for staff to complete the training together in school. Links made with another primary school that has experience of using Tales Toolkit extensively.</p> <p>All EYFS staff implement the Wellcomm intervention, but only one has completed the training. There will be greater expertise in the team if the EYFS leader completes the training as well. English Leader to monitor impact of Wellcomm interventions.</p> <p>All staff are aware that this is a key part of the SDP. LA adviser to undertake a joint learning walk with SLT and provide guidance as required.</p>	<p>EYFS Leader</p> <p>EYFS Leader</p> <p>EYFS Leader</p>	<p>Termly review by EYFS Leader and SLT</p> <p>Termly review within Pupil Progress meetings, SLT</p> <p>SLT meetings – on going.</p>
Improve reading progress in EYFS and KS1.	<p>Staff CPD on benchmarking to accurately assess pupils eligible for PP reading skills. New books purchased to promote regular reading. Additional guided reading</p> <p>Quality first phonics teaching each day in EYFS, KS1 classes.</p> <p>Inference training for English Leader and a support member of staff at Barlow Hall. Review of guided reading approach following training.</p>	<p>EEF toolkit shows that targeted reading interventions can have + 5months impact.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p> <p>EEF toolkit indicates that Reading comprehension strategies that focus on the learners' understanding of written text</p>	<p>LSS training for all staff on benchmarking. All EYFS, KS1 and Year 3 children to be benchmarked and reading provision for these children to be reviewed as necessary.</p> <p>Consistent phonics resources and planning in EYFS and KS1. Phonics learning walk to take place regularly by English Leader and SLT. Termly phonics tracked updated.</p>	<p>English Leader and PP Leader</p> <p>English Leader and PP Leader</p> <p>English Leader and PP Leader</p>	<p>Termly review within SLT</p> <p>Termly review within SLT</p> <p>Termly review</p>

		e.g. inference can have +6 months impact.			within SLT
Improve the % of pupils who are eligible for PP that attain greater depth in writing at the end of KS2.	<p>CPD on providing stretch for high attaining pupils (greater depth in writing and mastery in maths). See SDP 2019.</p> <p>Quality first teaching with peers on a daily basis.</p>	<p>High ability pupils eligible for PP are making less progress than other higher attaining pupils at the end of Key Stage 2 in writing.</p> <p>We want to ensure that PP pupils can achieve “greater depth” as well as simply ‘meeting expected standards’</p> <p>Staff training on our approach to Mastery in English.</p>	<p>Staff development time dedicated to Mastery in English. Book Looks focussing on Mastery and identification of next steps.</p> <p>All staff are aware that this is a key part of the SDP. It will be reviewed and implemented as stated in the SDP.</p>	English Leader and PP Leader	Termly
Total budgeted cost					£4,300

2. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review implementation
Improved progress in reading PP pupils in reading. Support focuses on the identified area of need.	Weekly 1:1 or 1:2 tutoring for PP pupils with a teacher from in additional to standard lessons in core subjects.	In previous years, small group interventions (SERI, TELL and BRP) have proved effective. 1:1 tuition has + 5 months impact for high cost based on extensive evidence (EEF toolkit).	Year 6 teachers (English Leader) to monitor impact and update PP Leader regularly.	English Leaders, PP Leader	Monthly
Improved progress for PP pupils in maths. Support focuses on the identified area of need.	Weekly small group sessions in maths for high-attaining pupils with experienced teacher, in addition to standard lessons.	We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective, as evidenced in the EEF Toolkit.	Impact overseen by maths co-ordinator. Extra teaching time and preparation time paid for out of PP budget, not sought on a voluntary basis. Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.	Maths Leaders	Half-termly with PP Leader
Improved progress for PP pupils in writing. Support focuses on the identified area of need.	Weekly 1:1 or 1:2 tutoring for PP pupils with a teacher in additional to standard lessons in core subjects.	In previous years, small group interventions have proved effective. 1:1 tuition has + 5 months impact for high cost based on extensive evidence (EEF toolkit).	Year 6 teachers (English and Maths Leaders) to monitor impact and update PP Leader regularly.	Maths and English Leaders, PP Leader	Monthly
Total budgeted cost					£10,560

3. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review implementation
Maintain 96%+ attendance rates for PP pupils.	Office staff prioritise following up quickly on absences. First day response provision. Subsidised places offered at our before and after-school provision to PP pupils in need.	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step. In our experience, this has a marked effect on children's attendance and well-being during the school day.	Admin manager and PP Leader discuss punctuality and attendance data on regular basis. Class teachers are made aware of any children with below average attendance. A plan is put in place to support the family if required.	Admin manager and PP Leader PP leader	Half-termly On-going
Children enjoy a wide range of experiences in school and become increasingly motivated, active learners.	Arrangement of special incentive days to promote pupil thirst for progress and greater attainment, including Puzzle days and theatre workshops and Crucial Crew for Year 6. A class of children per term participate in a 10 week Forest Schools programme.	We want children to leave Queensgate having experienced a very wide range of memorable experiences. Many of our PP and other children would not have access to these opportunities otherwise. EEF toolkit evidence shows that outdoor adventure learning has a positive impact of +4 months on average.	Pupil voice is ascertained by subject leaders when they have arranged a special day in school. The Forest School programme includes a review of the learning at the end of each session and block of sessions. Outdoor learning Leader shares this information with PP Leader.	PP Leader	On-going throughout the programme of Forest School sessions. School Parliament (monthly) discuss recent special days and feedback is provided to the DHT and SLT.
All children benefit from curriculum enrichment opportunities and therefore develop a better understanding of areas of the curriculum.	Children who are eligible for PP funding will have school trips subsidised. This means that children who may not have had a chance to go on the trips previously due to financial difficulties can attend without prejudice. Children in Year 4 benefit from a weekly class keyboard lesson as part of Stockport Music service's wider opportunities programme.	Many of our topics have a "starter" trip/visit as well as a review of the topic at the end. Parents are often invited to the reviews and show good levels of engagement (EEF toolkit +3 months). EEF toolkit art participation +2months	All trips are reviewed electronically and the PP Leader views these. Pupil voice is ascertained by subject leaders when class teachers have arranged an enrichment experience in school. Sessions delivered by an experienced music specialist. Performances for parents twice a year to give the children the opportunity to share their progress.	PP Leader Music leader	On-going Termly
Increase parental engagement early on in their child's education.	Purchase web based learning journey for Nursery and Reception classes	EEF evidence identifies that it is often easier to engage with parents of younger children, hence our focus on pre-school and EYFS children (+ 3 months).	EYFS Leader regularly monitor how parents are using Too Simple. Informal sessions held for parents to remind them how to use it and the benefits.	PP Leader EYFS Leader	Termly
Total budgeted cost					£5,300

4. Review of expenditure				
Previous Academic Year 2017-2018				
1. Quality of teaching for all				
Desired outcome / approach	Chosen action	Estimated impact	Lessons learned	Cost
Outcomes for pupil premium children are at least in line with their peers in the core subject areas.	Quality first teaching with peers on a daily basis. 1:1 support with PP champion or Qualified teacher focused on the core areas and identified area of need.	Pupil premium champion is accountable for the progress of all pupils in receipt of PP along with class teacher. Data gathered through summative and formative assessments will indicate progress made. This will be reported through Pupil progress meetings.	Year 6 pupils who were eligible for pupil premium achieved higher than non-pupil premium. Other children made progress. Can we get better at tailoring our support to the individual child's needs?	Approx. £12,500
Learning behaviours and attitudes within PP children will evidence independence, confidence and resilience within the learning environment.	Growth mind-set focus throughout the school. 1:1 work with PP champion to model and promote positive learning behaviours.	Pupils raised self-esteem and independence will result in increased engagement, work production and application to work.	Can we get better at tailoring our support to the individual child's needs?	
2. Targeted support				
Pupil engagement and enjoyment of learning outside of the school curriculum will be evident	Subsidised extra-curricular activities.	Increased engagement in school. Raising aspirations. Widening horizons. Improved relationships and cooperation within the class.	Can we get better at tailoring our support to the individual child's needs?	Approx. £1,000
				£13,500 total expenditure