

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	Queens C of E Academy
Number of pupils in school	356
Proportion (%) of pupil premium eligible pupils	117 (33%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	September 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Hannah Carvell
Pupil premium lead	Katie Lewis
Governor / Trustee lead	Richard Chapman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£146,605
Recovery premium funding allocation this academic year	£16,530
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£163,135

Part A: Pupil premium strategy plan

Statement of intent

Every child, who is considered 'disadvantaged' is valued, respected and entitled to develop their full potential, irrespective of their background or circumstance. We strive to provide a safe, positive environment and the support needed in and out of the classroom to enable all pupils to access their lessons and therefore make the most of every learning opportunity. We aim to offer opportunities to grow as confident, empowered individuals and to understand that they can make a difference to the world around them.

Challenges

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

Challenge number	Detail of challenge
1	Consistent attendance/punctuality.
2	Access to resources, such as books, libraries, life experiences.
3	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.
4	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit).
5	Parental engagement with school and perceptions of education.
6	Pupils' mental health/well-being and their attitude towards learning after Covid-19 disruptions to learning.
7	Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally).
8	Gaps in prior learning.

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
Attendance to be at least above 90% for all disadvantaged pupils.	Assessment of attendance will identify any persistent absentees.
Attendance to be in line with non-disadvantaged pupils.	Analysis of persistent absentees from the previous year will identify pupils who need immediate support in the Autumn Term and continued analysis to identify pupils in each term.
All disadvantaged pupils to attend trips which provide valuable life experiences.	Budget to accommodate payment for trips. Pupil questionnaires about trip/visitor experiences.

Pupils are exposed to aspirational opportunities.	Increased self esteem which will reflect in pupils attitudes to learning. Pupil voice. Support pupils working at greater depth for writing and may increase the number of pupils achieving greater depth at end of key stage 2. Data analysis. Pupils can find out about future careers and this will increase their engagement and motivation to achieve highly in school. Measured by the level the pupils achieve and pupil interviews.
Parents to engage with school curriculum and value the importance of reducing external barriers to attainment-completion of homework, home reading, attitudes towards learning and uniform.	Increased opportunities for parents to attend assemblies and extra-curricular events. Run workshops for parents focussed on understanding the homework and our curriculum. Measure attendance of these workshops and impact. Parental questionnaire at end of year. Continued use of Class Dojo to communicate with parents/careers. Parental questionnaire at end of year. Measured through pupil interviews and registers to show completion of homework and reading diary usage.
Mental health and well-being.	Pupils feel safe and ready to access their learning. Pupils know where they can ask for help and get support when needed.
All pupils will have access to uniform and other essential school equipment.	Reduce feelings of being different to others due to lack of uniform (inc PE kit).
Disadvantaged pupils will be performing in line with non-disadvantaged pupils working at ARE and GDS, particularly in Year 6	Formative assessment will show gaps being addressed. Pupils will make (or exceed) expected progress.

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: £10,190

Activity	Evidence that supports this approach	Challenge number(s) addressed
(Recovery Premium Funding) Hywel Roberts – Quality first teaching Training for all staff to further develop quality first teaching, inspired by the Mantle of the Expert approach, in every classroom and therefore benefitting every pupil. (Training began end of last academic year and will continue throughout Autumn term).	Supporting the attainment of disadvantaged pupils (DfE Nov 2015) <i>NFER research found that schools which are more successful in promoting high attainment have a number of things in common. It identified seven building block to success, number 3 of which is 'High quality teaching for all'.</i> <i>...Leaders of more successful schools emphasis the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice. This approach is supported by a body of research³ which has found that good teachers are especially important for pupils from disadvantaged backgrounds. For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.</i> EEF – Effective Professional Development Guidance report High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. OOPS! By Hywel Roberts - A fantastic approach to teaching and learning which places the child at the centre of an enterprise by being a member of a responsible team. - Mantle of the Expert encompasses the entire curriculum. It's a genuine tool for teachers.	3,6,7,8
(Recovery Premium Funding) Upskill subject leaders Paul Longden – Active OFSTED inspector. Payment for one day of coaching subject leaders. By upskilling the subject leaders across the school, teaching across the curriculum will improve as will pupil attainment/progress. This will be carried out in unison with ET so coaching methods are sustainable.	Cornerstones Education website: Why subject leadership is crucial to the success of your primary curriculum. The expectation is that all primary teachers have a high level of subject pedagogical content knowledge for the age range that they are teaching and an understanding of the critical endpoints that come before and after. A subject leader's role is to analyse and build the appropriate provision in their subject, then cultivate the staff's pedagogical content knowledge to maximise learning across their school. This process – Analyse, Build and Cultivate – is the ABC of subject leadership.	2, 3, 8

ET in one day per week to upskill subject leaders enabling them to confidently lead their subject, and accurately assess attainment and progress across the key stage. She is also working with the curriculum lead to ensure our curriculum is progressive.		
CPD for Support staff With a focus on Maths this year, we want to provide our support staff with the relevant training so that they can best support teaching and learning across school.	EEF – Effective Professional Development Guidance report Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD. EEF – Teaching and Learning Toolkit Teaching Assistant Interventions Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.	2, 8

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

Budgeted cost: £88,577

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support in the classroom Teaching assistants with a focus on supporting our disadvantaged pupils. These TA’s will support within class in the mornings, ensuring that all pupils have equal access to the teacher and quality first teaching.	EEF – Making best use of Teaching Assistants - <i>Where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions.</i> - <i>If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching.</i>	7,8

	<i>Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others.</i>	
TA led targeted interventions Small, targeted interventions to take place in afternoons based on teacher assessment. Use of PiXL therapy resources.	EEF – Making best use of Teaching Assistants - Where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions - Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.	7,8
Phonics Targeted phonics interventions for Year 3 pupils who did not pass PSC.	EEF – Teaching and Learning Toolkit <i>Phonics - Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words). However, the evidence here is less secure and it is probably more important to match the teaching to children's particular needs and systematically teach the sound patterns with which they are not yet confident.</i>	8
DHT to oversee use of PiXL assessment tool. Question level analysis to inform targeted support in class and through small group interventions. DHT to analysis data termly. PP lead and DHT to be in all pupil progress meetings to discuss support needed for disadvantaged individuals.	PiXL The strength of PrimaryWise is the ease in which therapies can be accessed alongside the ability to quickly and simply identify and plan for groups of children who require additional support and teaching. It is critical for the Raising Standards Leader and staff to have access and understand the key functions of this platform.	7,8

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

Budgeted cost: £54,587

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring. PP TA to monitor target pupils throughout the week. Rewards given to persistent absentees from previous year for improved attendance.	Supporting the attainment of disadvantaged pupils (DfE Nov 2015) <i>NFER research found that schools which are more successful in promoting high attainment have a number of things in common. It identified seven building block to success, number 3 of which is addressing attendance.</i>	1,4,7

Our Learning Mentor and SLT work with families regarding attendance along with the Deputy Head. WAS Service WCC (6 FD visits) to support school with persistent absentees.		
Inclusion Support our most disadvantaged families through subsidising trip cost; food for those attending breakfast club; and uniform availability. Ensuing equality of opportunities for all pupils.	EEF – Teaching and Learning Toolkit (2018) School uniform	2,3,6
Parental engagement Develop parental engagement through workshops to support understanding of and answer queries about homework and our curriculum as well as organised events. Engagement and communication through the increased use of Class Dojo. Parental questionnaire about current strategies and what they would like to see in the future.	EEF – Working with parents to support children's learning guidance report. - <i>There is an established link between the home learning environments at all ages and children's performance at school.</i> - <i>Schools and parents have a shared priority to deliver the best outcomes for their children.</i> - <i>Tips, support, and resources can make home activities more effective—for example, where they prompt longer and more frequent conversations during book reading.</i> - <i>Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.</i> - <i>Communication should be two-way: consulting with parents about how they can be involved is likely to be valuable and increase the effectiveness of home-school relationships. Currently around half of parents say that they have not been consulted.</i>	1,4,5
Raising aspirations Set up and embed The Brilliant Club aimed at raising aspirations of high-attaining disadvantaged pupils. Afterschool club opportunities for additional teacher support with project.	Programmes Evaluation - The Brilliant Club EEF – Teaching and Learning Toolkit (2018) Aspiration interventions – Taking this idea further with The Brilliant Club's Scholars Programme.	2,3
Mental health and well-being EPS Service WCC (15 sessions) – Currently for 3 pupils. Observations and reports, which will support ECHPs as well as assessments to support ECHPS. Sycamore Councilling – Current 3 pupils accessing 6 weeks' worth of counselling to then be reviewed. Anxiety workshops (£4,096 max) TBC To support our families with children who suffer from anxiety. A workshop to help parents understanding and strategies that can be used.	EEF - Teaching and Learning Toolkit Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. EEF – Improving Social and Emotional Learning in Primary Schools Guidance report. Social and emotional skills are protective factors for mental health. They equip children with the tools and resources to address mental health challenges that interfere with life, learning and wellbeing (for example, difficulty regulating emotions, concentrating, and interacting with peers).¹³	6,7

Thrive approach. Training of SENDCO and Learning mentor completed last year and subscription and resources bought. Thrive room in the process of being set up ready for approach to be implemented across school.	EEF - Teaching and Learning Toolkit Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. EEF – Improving Social and Emotional Learning in Primary Schools Guidance report. Social and emotional skills are protective factors for mental health. They equip children with the tools and resources to address mental health challenges that interfere with life, learning and wellbeing (for example, difficulty regulating emotions, concentrating, and interacting with peers).¹³	6, 7
(Recovery Premium Funding) Free up SENDCO to better support SEND as well as push forward ECHP applications. Supply in one day per week from Autumn 2 to July to cover SENDCO being out of class.	EEF - Teaching and Learning Toolkit Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. EEF – Improving Social and Emotional Learning in Primary Schools Guidance report. Social and emotional skills are protective factors for mental health. They equip children with the tools and resources to address mental health challenges that interfere with life, learning and wellbeing (for example, difficulty regulating emotions, concentrating, and interacting with peers).¹³	6, 7

Total budgeted cost: £153, 354

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.

Year		2020-21	
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned
A. Attendance to be at least above 90% for all disadvantaged children. Attendance to be in line with non-disadvantaged children. Disadvantaged children identifying as consistently arriving late will be supported to improve punctuality.	Weekly attendance monitoring. Weekly attendance rewards for persistent absentees from previous year.	Attendance monitoring did continue but did not have the required impact due to Covid restrictions. Class bubbles, isolations and closed classes made it extremely difficult to track attendance accurately.	We will pick this up again in Autumn term. We will begin by focussing on pupils who have historically had lower attendance percentages. Analysing attendance percentages towards the end of Autumn 1 will highlight any additional pupils who need to be added to our regular monitoring list.
B. All disadvantaged children to attend trips which provide valuable life experiences (including Year 5/6 residential).	Ensure there are a range of educational, motivating and awe-inspiring trips for each year group. Budget for funding disadvantaged children on trips. Music tuition	No trips took place for the majority of the year due to Covid restrictions and our Covid risk assessment, ensuring the safety of our pupils and staff. Two local area trips were able to take place in the second half of Summer term. Year 6 for a walking survey of the town centre and Years 4 and 5 for a walk to the local river. Only one PP pupil took part in music tuition this year. They were still supported by PP budget. 23 families received a Christmas hamper. 20 of which were PP families (87%). 23 of	Trips and opportunities to widen the pupil's experiences/understanding are an important part of our curriculum. We will begin planning future opportunities for 2021/22, whilst keeping a close eye on Government guidance regarding Covid-19. Introduce this again next year, communicate it clearly with pupils and parents to encourage more PP pupils to take part.

C/F. Children (particularly higher ability) are exposed to aspirational opportunities.	- Visits to Etone for more able maths/writing. -Visits to Birmingham City University to work with current students and tutors for a high level Maths Project.	Visits to Etone and Birmingham City University did not take place this year due to Covid restrictions.	We will look into this and other opportunities next year.
D/E. Parents to engage with school curriculum and value the importance of reducing external barriers to attainment.	- Rewards for children and families for completing homework/reading diaries. -Homework club to run weekly - Introduce Class Dojo. -Try to organise more events involving parents	Due to covid restrictions and class bubbles, homework club and parental events were unable to take place.	This will be a focus in next year's strategy.
F/G. Greater interactivity with peers/improving social networks/improving learning behaviour.	-3/4 sessions per week for children to work on social/emotional skills following Boxall Profiles for targets. -Have regular communication with SENDCO to ensure correct support is given to those PP children who are also SEN. -Provide a budget for support with uniform (inc PE kit). -Timetabled slots to work 1:1 with PP TAs in class.	Working and communicating with the SENDCO has led to a number of assessments and therapies taking place which benefit PP/SEND pupils. The Thrive training has taken place, subscription bought and the SENDCO and Learning Mentor are in the process of setting up a Thrive room in school in order to implement strategies taught. PP TAs supporting in class, with a focus on PP pupils had a positive effect on those pupil's learning behaviours.	More regular meetings with SENDCO to keep up-to-date with plans/strategies put in place to support PP/SEND pupils. SENDCO and I plan to meet with all teachers termly next year, to look into impact of interventions, target groups and any other strategies being put in place. Thrive room to be set up and shared with all staff.

H. Disadvantaged children will be performing in line with non-disadvantaged children working at ARE and GDS, particularly in Year 5 and 6.	DHT to complete monitoring and analysis of data termly. Additional supply teacher for 2 days in Year 5 in order to free DHT to carry out interventions in Year 6 based on PIXL assessments (autumn term initially). Supply Teacher updated to full time to carry out small group interventions across school.	Covid restrictions, lockdowns, class closures, individual isolations, home learning have all made it challenging for both staff and pupils this year. There are significant gaps between disadvantaged and non-disadvantaged pupils working at ARE and GDS – more so in years 5 and 6. Supply teacher carried out small group interventions based on bespoke targets set by class teachers. This occurred every week and teachers received fortnightly feedback on each pupil's performance. Data analysis does suggest that this had some impact on closing the further widened gap created by home learning and lockdowns. 67 Laptops were purchased. This supported children's learning in school, being able to access enough equipment. This also supported a number of pupils with home learning during lockdown and	Supply teacher was an effective use of resources to aid in supporting pupils initially after lockdowns. This will not continue next year as we will look into quality first teaching within the classroom and how that can further support pupils in closing learning gaps. DHT will continue to complete monitoring and analysis of data, sharing main findings with staff as well as how to look at and understand the data themselves. Interventions in Autumn 1 next year, will be based on end of year data and identified gaps in knowledge
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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
Hywel Roberts	Create.Learn.Inspire - https://www.createlearninspire.co.uk
Thrive	Thrive - Home - The Thrive Approach to social and emotional wellbeing

Further information (optional)