# Pupil premium strategy statement

| 1. Summary information | | | | | |
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| **School** | Queens Church of England Academy | | | | |
| **Academic Year** | 2019/20 | **Total PP budget** | £132,000 | **Date of most recent PP Review** | December 2019 |
| **Total number of pupils** | 337 | **Number of pupils eligible for PP** | 115 | **Date for next internal review of this strategy** | July 2020 |

| 2. Current attainment | | | |
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| **Attainment for: 2018-2019 (74 pupils-24 PP) End of Key Stage 2** | *Pupils eligible for PP* | *Pupils **not eligible** for PP* | *2020 Projected Attainment* |
| **% achieving expected standard or above in reading, writing and maths** | | | |
| **% achieving expected standard or above in reading** | 54% | 72% | |
| **% achieving expected standard or above in writing** | 75% | 84% | |
| **% achieving expected standard or above in maths** | 63% | 76% | |

| 3. Barriers to future attainment (for pupils eligible for PP, including high ability) | |
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| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | |
| **A.** | Consistent attendance/punctuality. |
| **B.** | Access to resources, such as books, libraries, life experiences. |
| **C.** | Low aspirations about what can be achieved and how to be successful and limited access to positive role-models. |

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| **D.** | A lack of regular routines including home reading, homework, spellings and having correct equipment in school (eg PE kit). |
| **E.** | Parental engagement with school and perceptions of education. |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | |
| **F.** | Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally). |
| **G.** | Gaps in prior learning. |
| **H.** | |

| **4. Desired outcomes** | | |
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| | *Desired outcomes and how they will be measured* | *Success criteria* |
| **A.** | Attendance to be at least above 90% for all disadvantaged children.<br>Attendance to be in line with non-disadvantaged children.<br>Disadvantaged children identifying as consistently arriving late will be supported to improve punctuality. | Assessment of attendance will identify any persistent absentees.<br>Analysis of persistent absentees from the previous year will identify pupils who need immediate support in the Autumn Term. |
| **B.** | All disadvantaged children to attend trips which provide valuable life experiences. | Budget to accommodate payment for trips (including coach payment for BCU). |
| **C.** | Children (particularly higher ability) are exposed to aspirational opportunities.<br>-Visits to Etone for more able maths/writing.<br>-Visits to Birmingham City University to work with current students and tutors for a high level Maths Project.<br>Measured by the level the children achieve from their assignment and pupil interviews. | Increased self esteem which will reflect in pupils attitudes to learning.<br>Support children working at greater depth for writing and may increase the number of children achieving greater depth at end of key stage 2.<br>Children can find out about future careers and this will increase their engagement and motivation to achieve highly in school. |
| **D./E.** | 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.<br>Measured through pupil interviews and registers to show completion of homework and reading diary usage. | Rewards for children to complete homework activities.<br>Increased opportunities for parents to attend assemblies and extra-curricular events. |
| **F.** | Greater interactivity with peers/improving social networks.<br>Children can attend afternoon social/emotional club with the learning mentor.<br>All children will have access to uniform and other essential school equipment.<br>Measured by pupil interview/questionnaire and attendance data. | Greater enjoyment at social times leading into higher attendance and learning behaviours.<br>Positive social and emotional behaviour modelled in nurture club.<br>Reduce feelings of being different to others due to lack of uniform (inc PE kit) |
| **G.** | Disadvantaged children will be performing in line with non-disadvantaged children working at ARE and GDS, particularly in Year 5 and 6. | Formative assessment will show gaps being addressed.<br>Pupils will make (or exceed) expected progress. |

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| **H.** | | |

| 5. Planned expenditure | | | | | |
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| **Academic year** | **2019/20** | | | | |
| 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 and cost** | **When will you review implementation?** |
| **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. Termly whole class attendance reward (pizza party). | Attendance and punctuality is a life skill. PP audit with class teachers (July 2019) showed that poor attendance has had negative impact on children's progress-particularly more able children. | Timetable PP TA to complete weekly attendance monitoring and give out rewards. Half termly analysis of attendance data to highlight low attendance. Encourage staff to report poor punctuality and work with families to try and improve this through individualised reward systems. | PP Lead<br>PP TA<br>Rewards<br>£470 | December 2019 |
| **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. | -Reinforces what the children have been learning about in school. Presented in a different way means some children access the information more effectively than in a classroom.<br>-Increased engagement.<br>-Opportunities for exposure to experiences that would have otherwise not been available. | Ensure that parents of pupil premium children are aware that financial support is available for trips. Make trips as cost effective as possible and timed thoughtfully (avoid high cost trips near Christmas and not in all year groups at once to account for siblings). | Teachers<br>Trip contributions<br>£9032 | July 2020 |

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| **C.** Children (particularly higher ability) are exposed to aspirational opportunities. | -Visits to Etone for more able maths/writing.<br>-Visits to Birmingham City University to work with current students and tutors for a high level Maths Project.<br>-Timetabled slots to work 1:1 with PP TA.<br>-Music lessons. | -Ensures GDS children are being sufficiently challenged and engaged in learning.<br>-Reinforces what the children have been learning about in school. Presented in a different way means some children access the information more effectively than in a classroom.<br>-Increased engagement.<br>-Opportunities for exposure to experiences that would have otherwise not been available. | PP Lead to organise out of school experiences for GDS children.<br>Analyse data to choose appropriate children for each programme.<br>Children to complete a questionnaire on experiences.<br>Post programme data analysis and class teacher discussion to measure impact. | PP Lead<br>£2047.95<br>PP TA<br><br>Music lessons<br>£750 | December 2019 |
| **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.<br><br>-Homework club to run weekly.<br><br>-Try to organise more events involving parents for Autumn Term. | Parental engagement should lead to children completing reading and homework more consistently.<br>Parents have a more positive perception of education and what our school provides. | Timetable VB to run homework club every week to ensure pp children have access to facilities to complete homework (paper, computer, printer etc).<br>During Homework club, VB to check reading diaries and give rewards.<br>Organise time at staff meeting with HC to discuss possible events involving parents. | PP Lead<br>PP TA<br>Uniform and equipment<br>£200 | December 2019 |
| **F.** 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.<br><br>-Complete EP referrals on two children to ensure correct support is given.<br><br>-Worth It-Well Being and Resilience sessions for staff and pupils. (Positive Psychology coaching interventions for young people). | Encourage greater enjoyment at social times leading to improvements in social skills, attendance and learning behaviours.<br>Positive social and emotional behaviour will be modelled in nurture club.<br>Reduce feelings of being different to others due to lack of uniform (inc PE kit)<br><br>PP audit with class teachers (July 2019) revealed that children with behavioural/emotional/social challenges are making slower progress than peers-vast majority of these children are on the SEND register. | Timetable the sessions.<br>Provide funding in the budget for resources e.g. books, games, activities.<br>Provide time in the first three weeks of Autumn Term for MC and JW to study Boxall Profiles, plan sessions and buy resources.<br>Use Boxall Profiles as targets and ensure records for progress of each child are kept.<br>Analyse data December 19 to check which children need to continue. | SENDCO<br>£16473.32<br>TA (MC/JW)<br>£17950<br>PP Lead<br>Learning Mentor<br>£9261<br>Sessions<br>£1900<br>S/E club resources<br>£350<br>EP referral and resources<br>£2600 | December 19 |

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| **G.** Disadvantaged children will be performing in line with non-disadvantaged children working at ARE and GDS, particularly in Year 5 and 6. | DH to complete monitoring and analysis of data termly.<br><br>Smaller class sizes to ensure more opportunities for 1:1 quality feedback.<br><br>1:1 and small group intervention based on bespoke targets set by class teachers (previous and current CT). | Significant differences in attainment between disadvantaged and non-disadvantaged in Year 5 and 6. Progress was good for both groups. Research from EEF found feedback is an extremely effective method of raising achievement. | Formative assessment will show gaps being addressed-differences in attainment will be diminished. Pupils will make (or exceed) expected progress. | Deputy Head<br>£17778.54<br>M3 Teacher<br>£37585.57<br>PP TA<br>£15601 | December 19 |

## 6. Review of expenditure

| **Year** | | **2019-20** | | |
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| **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** | **Cost** |
| **A.** Attendance to be at least above 90% for all disadvantaged children. Attendance to be in line with non-disadvantaged children.<br>Disadvantaged children identifying as consistently arriving late will be supported to improve punctuality. | Weekly attendance monitoring.<br>Weekly attendance rewards for persistent absentees from previous year.<br>Termly whole class attendance reward (pizza party). | TA met twice weekly with pupils and they were responding well. Noticed improvements in attendance of certain PP pupils.<br><br>Difficult to keep up after COVID-19 lockdown. Did contact each teacher for feedback as to which PP pupils were regularly engaging in their online learning. In years 3 and 4, approx. 1/3 have not evidence of engaging with their online learning. In year 5, this jumps up to 50%. | Continue with the attendance check-ins when in school next year as they seem to be working. We will review attendance to see if targeted pupils need to change.<br><br>If school needs to close again or a bubble is closed, we will need to find a way of ensuring all PP pupils are engaging with their learning. This may involve creating an alternative paper pack if accessing online sources if difficult at home. | Rewards<br>£117 |
| **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.<br>Budget for funding disadvantaged children on trips. | Questionnaires for trips were completed by pupils and PP were positive about these opportunities and experiences.<br>No trips took place after February half term due to COVID-19 and the closing of schools. Any trips that had been arranged for the Spring/Summer terms were cancelled (including the year 5/6 residential). This has meant that we as a school have had little control over the pupil's life experiences and have not been able to add any new or valuable experiences. | Questionnaires are going to be re-written to ensure that the information we gain from them is linked to the redesign of the curriculum and therefore responses more measurable and valuable.<br><br>When the school risk assessment states is it safe to do so, we will be quick to arrange trips and visitors to aid our curriculum as well as provide valuable life experiences for our PP. | Total cost of trips<br>£1,623 |

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| **C.** Children (particularly higher ability) are exposed to aspirational opportunities. | -Visits to Etone for more able maths/writing.<br>-Visits to Birmingham City University to work with current students and tutors for a high level Maths Project.<br>-Timetabled slots to work 1:1 with PP TA.<br>-Music lessons. | Visits to Etone for more able maths/writing was enjoyed by all pupils and staff. The pupils learned skills in problem solving, reasoning and team work.<br><br>No visit to Birmingham City University took place. COVID-19 and the closing of schools meant that we could not arrange for summer term.<br>1:1 check-ins with some PP pupils (particularly HA). Support in class to push progress.<br>Music lessons did occur but were stopped due to COVID-19 and the closing of schools. Pupils have not had a full year's tuition and am unsure how many would wish to continue. | A valuable experience for our HA PP pupils. Will continue this next year. Will have to be arranged for later in the year, when school's risk assessment states it is safe to do so.<br><br>Depending on the school's risk assessment and COVID-19 restrictions, we will get in contact and try to arrange a visit for later next year.<br><br>Music lessons next year may be very different. Online lessons rather than in person. An additional adults would then be needed to supervise pupils. Discussion needed to see if we continue this next year. | Music Tuition for Autumn and Spring term<br>£500. |
| **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.<br>-Homework club to run weekly.<br>-Try to organise more events involving parents for Autumn Term. | Homework club was popular at first but then slowly devolved with less and less pupils attending.<br>As far as I am aware, no events took place due to Covid-19 pandemic and school closures. This has meant that parent engagement has not improved. This will have left the continued external barriers to attainment. | Pupils may need more support with homework after lockdown. Continue the lunchtime club but have teachers target pupils who would really benefit and have PP TA invite them personally. Review after the first half term to see if it is beneficial.<br>An increase in parental involvement is needed. Find a way to increase positive communication with parents across the school. | School meal support £23<br><br>Uniform/Shoes £128 |

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| **F.** 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.<br><br>-Complete EP referrals on two children to ensure correct support is given.<br><br>-Worth It-Well Being and Resilience sessions for staff and pupils. (Positive Psychology coaching interventions for young people). | Social/emotional skills club during Autumn and Spring 1 was enjoyed and beneficial for those children attending in their confidence and self-esteem (TA discussions and pupil voice). Communication with TAs running the afternoon club meant that we were able to analyse which pupils were benefiting from the club, we were then able to adjust the list of pupils attending. Covid-19 and school closures meant that this club could not continue past March 2020.<br><br>One EP referral was completed but not accepted. The other EP referral should be completed early next academic year.<br><br>All staff able to use strategies taught in this training in their classrooms. Resources were used across the school in PSHE lessons and encouraged pupils to think positively, set goals and recognise the steps to success. | Train TAs to use Boxall profiles to identify pupils who need additional SEN support and EP referrals. Continue to communicate with SENco with regards to PP pupils who are on our SEN register as well as those who may need growing SEN support.<br><br>Recap and continue to use Well-being resources with pupils, particularly upon return to school after Covid-19 lockdown so ensure that we are looking after the mental health of our pupils. | Weston Education & Mental health/Awareness training<br>£2,177<br><br>Breakfast club and emotional club rewards<br>£18 |

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| **G.** Disadvantaged children will be performing in line with non-disadvantaged children working at ARE and GDS, particularly in Year 5 and 6. | DC to complete monitoring and analysis of data termly.<br><br>Smaller class sizes to ensure more opportunities for 1:1 quality feedback.<br><br>1:1 and small group intervention based on bespoke targets set by class teachers (previous and current CT). | Data has been monitored and analysed although the latest data drop we have is from Spring1. This was due to COVID-19 and the closing of schools.<br><br>Small intervention groups moved to a 4 week focused group before then reviewing progress and arranging tweaked or new intervention groups for the next 4 weeks. This meant that pupil's progress was assessed more regularly and they benefited from a more focused target each time. Pupils therefore have not been kept in an intervention group for more than needed- meaning more time in class. | Data will continue to be monitored and analysed but half-termly. Assessment will be completed at the beginning of autumn term to assess the gaps in learning after lockdown.<br><br>Short focussed cycles of intervention has worked well and will continue next year. PIXL assessment will be used to then group pupils, identify their required target and run an appropriate intervention before assessing the pupil's progress. | Staffing<br>£112,242<br>Breakdown:<br>SENDco (adjusted for maternity)<br>£10,390<br>Deputy<br>£25,071<br>Learning Mentor (adjusted for absence and shielding)<br>£1,531<br>PP lead TLR<br>£2,865<br>TAs<br>£47,286<br>Teacher support<br>£25.099 |