

Pupil premium strategy statement:

1. Summary information					
School	Queens Church of England Academy				
Academic Year	2018/19	Total PP budget	£149,160	Date of most recent PP Review	April 2019
Total number of pupils	324	Number of pupils eligible for PP	106 (33%)	Date for next internal review of this strategy	July 2019
2. Current attainment					
Attainment for: 2017-2018 (67 pupils-31 PP) End of Key Stage 2			Pupils eligible for PP	Pupils not eligible for PP	2019 Projected Attainment
% achieving expected standard or above in reading, writing and maths			45%	53%	63%
% achieving expected standard or above in reading			52%	47%	78%
% achieving expected standard or above in writing			74%	64%	64%
% achieving expected standard or above in maths			61%	72%	86%
3. Barriers to future attainment (for pupils eligible for PP, including high ability)					
External barriers (issues which also require action outside school, such as low attendance rates)					
A.	Lack of enrichment activities provided by local community				
B.	Exposure to aspirational opportunities				
C.	Parental engagement e.g. signing reading diaries.				
In-school barriers (issues to be addressed in school, such as poor oral language skills)					

D.	Social and emotional intelligence (including Speech and Language difficulties)	
E.	The percentage of pupils who are eligible for Pupil Premium are not achieving age related expectations in line with others in reading, writing and maths in Year 4 and Year 6.	
F.	The percentage of pupils who are eligible for PP are not achieving above age related expectations in line with others in reading, writing and maths in Year 5.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Higher proportion of pp children participating in extra-curricular activities. See attendance registers for school clubs. -Breakfast Reading Club -Sports clubs -Nurture club	Increased self esteem which will reflect in pupils attitudes to learning. Children will acquire new skills and knowledge which are transferrable to classroom learning e.g. teamwork, dedication, perseverance. Children will have the opportunity to use resources that are engaging and can develop comprehension skills.
B.	Children (particularly higher ability) are exposed to aspirational opportunities. -Visits to Etone for more able mathematicians. -The Brilliant Club Measured by the level the children achieve from their assignment and pupil interviews.	Increased self esteem which will reflect in pupils attitudes to learning. Enrol 6-12 children on The Brilliant Club which involves writing high level assignments, tutoring from PHD students and visits to university. Support children working at greater depth for writing and may increase the number of children achieving greater depth at end of key stage 2. Children can find out about future careers and this will increase their engagement and motivation to achieve highly in school.
C.	Parents to engage with school curriculum and value the importance of reducing external barriers to attainment- completion of homework, home reading and attitudes towards learning. Measured through pupil interviews and registers to show completion of homework and reading diary usage.	Rewards for children to complete homework activities. Increased opportunities for parents to attend assemblies and extra-curricular events.
D.	Greater interactivity with peers/improving social networks. Children can attend afternoon social/emotional club with the learning mentor. All children will have access to uniform and other essential school equipment. Measured by pupil interview/questionnaire and attendance data.	Greater enjoyment at social times leading into higher attendance and learning behaviours. Positive social and emotional behaviour modelled in nurture club.
E.	The difference between PP children and others working at age related expectations in Year 4 and 6 will diminish. Measured using data analysis at the end of each term.	HLTA to support PP children in Year 6 for RWM. Pre Teach sessions for PP children who are EAL. Planned interventions in class run by teachers. Smaller class sizes. New resources and strategies for teaching reading to be implemented.
F.	Difference between PP children and others working above age related expectations in Year 4 and 6 will diminish. Measured using data analysis at the end of each term.	The Brilliant Club (Year 6) More able maths sessions (Year 6)

5. Planned expenditure					
Academic year	2018/19				
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: Children are given more opportunities to participate in extra curricular activities.	Continue to provide the Breakfast Reading Club.	Research shows academic performances improves when children have a regular breakfast. (See 'Breakfast for Learning' from the Food Research and Action Center) Children who need to improve attendance will also be asked to join.	PP Lead will choose suitable children for Breakfast Bug Club to ensure it reaches those who need it. MC to continue running the Breakfast Bug Club.	PP Lead £943 Reading Club	April 2019
	-after school sports clubs for children to attend. -Artist and Poet Visit -Music Tuition -Brilliant Club -Horse Riding -Lego ICT days	Children are given the opportunity to learn a wide range of new skills with sport or the Arts which may lead to genuine interest and engagement. This can give children a more positive outlook of school.	Use pupil interviews to ascertain which visitors to book. Use pupil questionnaires to ascertain impact.	£6284 Various staff organised by PP Lead.	July 2019
	Ensure pp children attend afternoon nurture club if we feel it is beneficial. -Afternoon club resources -Guys Gift Counselling.	Nurture Club helps children develop social and emotional skills through engaging activities such as cooking and gardening. Pupil questionnaires from 2016 show that children feel more confident about themselves and are excited about attending.	JR and MC to continue running the nurture club. JR and PP Lead will choose suitable children for nurture club to ensure it reaches those who need it.	JR and PP Lead £2514 £15035 (Learning Mentor)	July 2019
	Provide partial funding for children to attend the residential in Year 6.	Research shows that residential trips 'provide opportunities, benefits and impacts that cannot be achieved in any other context or setting.' (See the Learning Away project) https://www.schooltravelorganiser.com/Features/Evidence-revealed-on-the-impact-of-residential-trips	Ensure PP children are encouraged to discuss the opportunity with parents. Send a letter to parents with funding clearly shown and benefits of the residential highlighted.	PP Lead (To be paid from Trips budget)	July 2019

B: Children particularly higher ability are made aware of, and aspire to, attain higher standards.	Brilliant Club (higher ability writers) to work with a visiting tutor from a University. Immersive classroom. (50% of the total cost)	To expose and inspire pupils with opportunities with which they may otherwise not be offered or be aware of. Brilliant Club participants from 2017 achieved outstanding results from being taught by a university tutor at a higher level. To enhance student engagement and improve the school environment.	Provision and data outcomes monitored by Pupil Premium Lead and SLT. Pupil interviews will be used to evaluate impact on aspirations. Pupil/Teacher interviews to assess impact on engagement during lessons. It will be monitored by a committee of governors on how it is impacting on pupil learning.	Pupil Premium Lead. SLT and PP Lead £28700 install the immersive classroom.	July 2019
C: Increased engagement from parents with school.	Rewards for children to read and complete homework with parents.	'Overall, research has consistently shown that parental involvement in children's education does make a positive difference to pupils' achievement.' (See document: The Impact of Parental Involvement on Children's Education)	Teachers to monitor the use of reading diaries weekly and ensure they are signed by parents/carers. Notify parents and children regularly of prizes and encourage in class.	SLT and PP Lead £170 (Prizes)	July 2019
D: Greater interactivity with peers and social networks.	Financial support in purchasing uniforms/stationery/school trips Nurture club.	Children do not feel disadvantaged or inhibited by lack of physical resources, therefore, they participate more actively in social situations. Observed in structured and un structured activities. Worked successfully in the past with children giving positive feedback on their experiences through questionnaires.	SENDCO, Learning Mentor and Pupil Premium Lead to identify and closely monitor targeted children. Discuss with parents if the school can provide financial support. Continue to monitor over the year and change children within the group where necessary.	All staff £650 (Uniform) £6228 (Trips)	July 2019

E: The difference between PP children and others working at age related expectations in Year 4 and 6 to diminish. Measured using data analysis at the end of each term.	Additional Teacher in Y6 to reduce class sizes. Daily intervention groups by experienced and trained Teaching Assistants and Teachers plus an additional Teaching assistant to focus on Year 6 intervention for PP. Deputy Head timetabled to monitor PP children.	More focused provision due to smaller numbers in class. Individual and small group support focused on those children who do not read fluently or regularly out of school.	Lesson observations by SLT of all subjects show greater engagement in and access to age appropriate content. Data analysis and monitoring by SENDCO and PP Lead. Pupil and parent interviews led by Pupil Premium Lead. Head Teacher to monitor through performance management meetings. Reading records kept by teachers and teaching assistants.	Pupil Premium Lead and SLT. £18450 (Deputy Head) £34336 (Additional Teacher) £16186 (Additional TA support in Year 6) £17967 (SENDCO) £1967 (PP Lead)	April 2019
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F: Difference between PP children and others working above age related expectations in Year 4 and 6 to diminish.	Additional Teacher in Y6 to reduce class sizes. Daily intervention groups by experienced and trained Teaching Assistants and Teachers. Deputy Head timetabled to monitor PP children. More able interventions and programmes-The Brilliant Club, sessions at Etone, Author project.	More focused provision due to smaller numbers in class. Individual and small group support focused on those children who do not read fluently or regularly out of school. Exposed to aspirational activities and experiences to encourage children to want to achieve highly.	Lesson observations by SLT of all subjects show greater engagement in and access to age appropriate content. Data analysis by SLT and SENDCO. Pupil and parent interviews led by Pupil Premium Lead. Head Teacher to monitor through performance management meetings. Reading records kept by teachers and teaching assistants. Communication with Parents and Carers to facilitate regular attendance. Register of attendance.	Pupil Premium Lead and SLT. Total exp: £149,160	April 2019
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6. Review of expenditure

Year		2017-18			
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost	
Increased attendance rates for pupils eligible for pupil premium, particularly persistent absentees (lower than 90%).	Partial funding of Learning Mentor salary to enable LM to work with parents and children. Funding of attendance activities and prizes e.g tea party. Breakfast Club and Breakfast Bug Club.	Whole school attendance for the year was 95.66% of which pupil premium was 94.94%. Out of 16 persistent absentees this year who are pupil premium, only 6 are now still persistent absentees. Regular attendance of 12 children to Breakfast Bug Club.	Children are very positive about the reward system for attendance. Breakfast club and Bug club have also encouraged attendance. Continue with current systems for monitoring and rewarding good attendance.	£12,209 £355.65 £4007 £424.50 £315 £1533	
Children are given more opportunities to participate in extra curricular activities.	Book specialist visitors with skills in Art, poetry and other specific interests.	Children will develop skills and interests in a range of subjects which may help to engage them further with curriculum subjects. May improve attendance for persistent absentees.	Children enjoyed the Brilliant Club and achieved excellent results again. We will continue this next year. Results: SR-2:1, YS-2:2, TD-2:1, SG-2:1, MS-2:2, MR-2:1, KP-2:2, KS-2:1, IA-2:1, HP-1st, HG-2:1, AH-1st. There will also be a wider range of extra-curricular activities for other children to participate in next year.	£1920 (Brilliant Club) Plus £300 for the coach to the university.	

Smaller class sizes to enable children to receive quality first focused teaching. Pupils are exposed to social expectations relevant to their age and personal development.	Additional Teacher	Pupil premium children are making as good progress as non pupil premium children across the curriculum.	Generally Pupil Premium children are making as progress as non pupil premium (particularly Year 4) apart from writing in Year 3. Extra support will be implemented for Year 3 children going in to Year 4 next year.	£45, 219
Improvements in confidence/identity/self esteem/social development.	Ensure that disadvantaged children are dressed to impress for school by subsidising uniforms where necessary. Provide an afternoon club working on social/emotional skills.	All children come to school in school uniform that is fit for purpose nearly all of the time. When they do not spare uniform or PE kit is held in reserve. Children will feel more enthusiastic about being in school and look forward to attending the club. Their social skills will develop with the support of the Learning Mentor and their peers.	Majority of children attend school looking smart and with their uniform in good condition. Pupil interviews: 16 out of 17 children feel more confident about themselves in afternoon club. 17/17 children agree that the staff make it fun and interesting. 11/17 children agree it helps them with other lessons. 15/17 children agree that the club has cheered them up on a sad day.	£210 + £81 £9 (Tuesday Club) £2304 (Salary) £87.75 (Magazines)
SENDCO to co-ordinate, develop and monitor provision for groups of vulnerable children.	Partial funding of SENDCO to work across the school to support those children on the SEND register who are eligible for pupil premium.	SENDCO to co-ordinate, develop and monitor provision for groups of vulnerable children.	SENDCO has organised a clearer system for managing SEN in school including implementing a new assessment for analysing smaller steps of progress.	£14133 £5631

To continue to develop the role of pupil premium lead to improve provision for targeted children.	TLR award.	Pupil Premium Lead ensures provision is monitored and reviewed to ensure effective provision for targeted pupils.	"The school has skilled and energetic middle leaders who are driving school improvement." "Pupil Premium funding is used effectively to ensure disadvantaged pupils make good progress." "Pupil Premium plans evaluate the impact of expenditure." (OFSTED Report 15-16 November 2016)	£1,967
To accelerate progress of children with specific identified barriers e.g. EAL, phonics, SEND	Funding of Specialist teachers and teaching assistants to carry out intervention groups.	Children identified for intensive support make accelerated progress. Professional dialogue between Pupil Premium Lead, SENDCO, teachers and TAs.	Importance of regular and accurate tracking system has enabled groups to be reviewed and changed when required. Use of Reading and Spelling Age Tests has enabled closer scrutiny of children making smaller steps of progress than identified on Itrack. Precise use of APP grids has enabled effective targeted intervention, particularly in maths. Significant increase in middle attaining children working at age related expectations from end of year 4 to end of year 5.	£17437
All pupils have equal access to all elements of the curriculum.	Subsidise trips and activities.	Financial barriers to attending school trips were removed. 2 children received financial support for a residential trip.	This is an integral part of our broad and balanced curriculum and should be earmarked for future funding.	£3242