

# Pupil Premium Strategy Statement The Queen's CE Primary School

1. Summary information					
School	The Queen's CE Primary School				
Academic Year	2017-18	Total PP budget	£23778	Date of most recent PP Review	2015
Total number of pupils	412	Number of pupils eligible for PP	17	Date for next internal review of this strategy	July 2018

2. Current attainment			
* at least 6 steps progress in 3 terms for Y2-6, and 5 steps progress in 3 terms for EYFS and Y1	<i>Pupils eligible for PP in our school without AEN</i> 11pupils	<i>Pupils eligible for PP in our school with AEN</i> 6 pupils	<i>Pupils not eligible for PP (national average KS2 2017)</i>
% achieving the Age Related Expectation in reading, writing and maths	100%	0%	67%
% making progress* in reading	88%	33%	77%
% making progress* in writing	100%	67%	81%
% making progress* in maths	75%	17%	80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Missing gaps in learning.
B.	SEND needs require overlearning and smaller step teaching.
C.	Emotional/attachment needs.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
D.	N/A

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved EYFS phonics knowledge for PPG in EYFS – progress measured against starting target of the tuition. PPG children (without SEND) who are receiving 1:1 are working at, or above, the Age Related Expectation in the subject that they are receiving 1:1 teaching for.	1:1 out of hours teaching takes place weekly for a term or more if necessary. Phase 1 phonics are secure. Targets from intervention are met. Impact reviewed.
B.	Pupils are more engaged in their daily learning as a result of the additional support they receive out of school on a 1:1 level, and they meet their PP targets set at the start of the intervention.	1:1 out of hours teaching takes place weekly for a term or more if necessary. Targets from intervention are met. Impact reviewed.
C.	Pupils are more engaged with their peers, staff and their learning.	Reports from staff show that the pupils have increased engagement.

					Observations of children show increased engagement.
<b>D.</b>	N/A				
<b>5. Planned expenditure</b>					
<b>Academic year</b>	<b>2017-18</b>				
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Differentiated learning for PP pupils with SEND	Coaching staff on strategies to further support pupils with SEND	Sutton Trust Teacher Toolkit suggests a potential gain of +8 months for PP pupils.	Working with SENCo and Assistant Head to deliver support and training to staff, INSET & 1:1. Re Feedback to be favoured over marking and explicit use of metacognitive strategies.	BD	February 2018 July 2018
<b>Total budgeted cost</b>					0
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Gaps in pupils' learning are diminished to bring them closer to achieving the age expected level.  Targets set at the start of the intervention are met at the end of the intervention.	1:1 teaching, once a week, with an experienced member of staff, who knows the pupil, in addition to the daily curriculum	Sutton Trust Teacher Toolkit suggests a potential gain of +5 months. 1:1 teaching has provided specific support to fill gaps in learning or to pre-teach to enable pupils to deepen their learning in class time. Early Intervention, reports a potential gain of +6months	Targets set at start of project with the class teachers and the tutors. Monitoring. Discussions. End review of whether targets set at the beginning of the intervention for each pupil have been met.	BD	December 2017 April 2018 July 2018
<b>Total budgeted cost</b>					£7200
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Pupils are supported and able to access the curriculum more fully – having an adult to discuss queries and ask questions more frequently in the lesson to support and further learning.	Small group support in class for pupils in one year group with PP and AEN by a qualified and experienced teacher.  Homework Club for PP pupils offered twice a week.	Allowing additional opportunity for an adult to identify the misconceptions and assess learning on a small scale basis, basis and based on the idea of giving additional feedback (Sutton Trust) to pupils on their learning during the lesson.	Constant dialogue between teacher delivering intervention and class teacher of pupil, and pupil feedback.	FW	December April June

Pupils have the opportunity to review their learning and clarify any misconceptions with a teacher on an individual basis to further their learning.	1:1 support for PP pupils to review their learning on a weekly basis.	As above.	Clear discussion between teacher delivering intervention, class teacher and pupil.	FW	December April June
Emotional aspects of learning are addressed/expressed and pupils are able to engage with learning more effectively.	Music Time (Richmond Music Trust provide this therapeutic intervention)	We have used this approach for the last 4 years with select pupils, our evidence has shown that children accessing this intervention settle more quickly, there is a reduction in behavioural incidents.	Regular reports from Music Time teacher. Communication between Music Time teacher and Class Teacher to ensure sessions are maximised.	BD	December April July
<b>Total budgeted cost</b>					£16569
<b>Overall total budgeted cost</b>					£23769