

Pupil Premium Strategy Statement The Queen's CE Primary School 2017-18

Review of expenditure																				
Academic Year 2017-18																				
i. Quality of teaching for all																				
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 (and whether you will continue with this approach)	Cost																
Differentiated learning for PP pupils with SEND	Coaching staff on strategies to further support pupils with SEND	83% of pupils in 2018 made 6 steps progress in Writing, compared to 17% in 2017. 50% of pupils in 2018 made 6 steps progress in Maths, compared to 0% in 2017. % off pupils making 6 steps progress in Reading in 2018 remained the same as in 2017, at 33%.	We will continue to work alongside teachers and support staff to work on how best to meet the needs of SEND pupils.	0																
ii. Targeted support																				
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 (and whether you will continue with this approach)	Cost																
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	5 out of 6 pupils who had targeted support met their small step targets for the project, to enable them to bridge gaps in their learning. The other pupil did not respond well to the sessions due to their additional need and difficulty concentrating. In 3 cases, the pupils made accelerated progress in their overall steps in the subject that they had the additional support in.	This intervention worked really well for pupils without AEN who were just in need of catch up. For pupils with AEN, it was beneficial depending on their need. The intervention was difficult to repeat again due to teacher workload and demands on time.	7200																
iii. Other approaches																				
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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.	Pupils were supported in accessing the curriculum and applying the skills to be independent. Learning to learn was a focus for some of the children – who needed positive learning habits to be taught explicitly. Progress of pupils in this group: <table border="1" data-bbox="712 1385 1256 1533"> <thead> <tr> <th></th> <th>R %</th> <th>W %</th> <th>M %</th> </tr> </thead> <tbody> <tr> <td>7+ steps</td> <td>40</td> <td>60</td> <td>40</td> </tr> <tr> <td>6 steps</td> <td>20</td> <td>40</td> <td>20</td> </tr> <tr> <td>5 steps or below</td> <td>40</td> <td></td> <td>40</td> </tr> </tbody> </table>		R %	W %	M %	7+ steps	40	60	40	6 steps	20	40	20	5 steps or below	40		40	This was a year group with a large number of PPG. It worked for this cohort, however this intervention would not be cost effective to repeat in a year group with smaller PPG numbers.	
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7+ steps	40	60	40																	
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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.	This was a useful intervention to identify and support small steps that pupils had missed. This resulted in 4 out of 5 pupils meeting their targeted progress.	This is an effective intervention if targets are clearly set and progression and rigour are ensured.	
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)	Confidence in the pupils has grown, they have been reportedly more settled throughout the year and with one of the pupils this manifested in a significant improvement in behaviour.	One pupil will continue to receive this well-being support.	
Sum of iii. Other approaches				16,569
Total expenditure				23,769