

Pupil Premium Strategy Statement The Queen's CE Primary School

1. Summary information					
School	The Queen's CE Primary School				
Academic Year	2018-19	Total PP budget	£21760	Date of most recent PP Review	2015
Total number of pupils	410	Number of pupils eligible for PP	11	Date for next internal review of this strategy	January 2019

2.	3. Current attainment			
* at least 6 steps progress in 3 terms for Y2-6, and 5 steps progress in 3 terms for EYFS and Y1 New pupils have been assessed at 1 step per term from start date (progress measures for RWM based on 9 pupils without AEN and 4 pupils with AEN due to new starters in September and no previous data)	<i>Total eligible for PP in our school</i>	<i>Pupils eligible for PP in our school without AEN 10 pupils</i>	<i>Pupils eligible for PP in our school with AEN 5 pupils</i>	<i>Pupils not eligible for PP (national average KS2 2017)</i>
% achieving the Age Related Expectation in reading, writing and maths	67%	100%	0%	67%
% making progress* in reading	54%	56%	50%	77%
% making progress* in writing	62%	56%	75%	81%
% making progress* in maths	62%	56%	75%	80%

4. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Missing gaps in learning.	
B.	SEND needs require overlearning and smaller step teaching.	
C.	Emotional/attachment needs.	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Parental engagement in specific cases	
5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Gaps are diminished so that pupils achieve within or beyond the Age Related Expectation (ARE)	Pupils who are At Risk of falling below the ARE are supported to be within or beyond the ARE.
B.	Pupils who are below the Age Related Expectation will receive intervention to support their continued progress with the aim of specific intervention to plug gaps and overlearning to embed key concepts	Pupils who are below ARE will meet rigorous targets that will be detailed on their Personal Plans
C.	Pupils receiving emotional support will be more able to engage with their peers and in lessons. Reports from leader of the intervention will be positive and outline successes for pupils.	Reports from staff show that the pupils have increased engagement and are making progress in their sessions.
D.	Parents will be more willing to engage with strategies to support their children.	Parents meet with school. Adopt supportive joint strategies. Pupils make progress.
6. 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	When will you review implementation?
Differentiated learning for PP pupils	Coaching staff on strategies to further support pupils with additional needs	Sutton Trust Teacher Toolkit suggests a potential gain of +8 months for PP pupils.	Visits into class to observe and work alongside PP pupils and Class Teachers and TAs	BD	March 2019 July 2019
Total budgeted cost					£6983
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
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.	Interventions from TA and teaching staff according to needs of pupils.	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	March 2019 July 2019
Total budgeted cost					£8315
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged pupils have access to extra-curricular opportunities	Funding £200 of club access for each child entitled to FSM	Without this funding, FSM families would not have funds for children to access the clubs. Exercise and a range of opportunities to extend pupils' experiences.	Dialogue with club administrator Dialogue with Pupils	BD	March 2019 July 2019
Gaps in learning diminished.	ICT resources are available to support gaps in learning. Resources to support interventions are available for them to be delivered effectively	Resources required to provide access to specific resources.	Monitor spending Order Ensure resources are used effectively to deliver planned provision.	BD	March 2019 July 2019
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
Total budgeted cost					£6462
Overall total budgeted cost					£21760

