

Pupil Premium Strategy Statement The Queen's CE Primary School

1. Summary information					
School	The Queen's CE Primary School				
Academic Year	2019-20	Total PP budget	£31216	Date of most recent PP Review	2015
Total number of pupils	416	Number of pupils eligible for PP	Funding for 19 pupils, 23 identified	Date for next internal review of this strategy	January

2.	Current attainment Autumn 1 2019				
*progress is expected to be at least 5 steps progress from Autumn 1 to Summer 2 Excluding EYFS as no data at Aut **there are 28 pupils with missing progress data due to in year admissions or lack of KS1 data. This data is based on Y1-Y6	<i>Total eligible for PP in our school</i> 21 pupils (Y1-6) (21 /355pupils= 6%)	<i>Pupils eligible for PP in our school without AEN</i> 14 pupils	<i>Pupils eligible for PP in our school with AEN</i> 7 pupils	<i>Pupils not eligible for PP in our school</i> 334 pupils	<i>Pupils not eligible for PP (national average KS2 2019)</i>
% achieving the Age Related Expectation in reading, writing and maths	52% (11 pupils/ 21pupils)	48% (10pupils/ 21 pupils)	14% (1 pupil/ 21 pupils)	86%	65%
% making progress* in reading	43% (9 pupils/21pupils)	38% (8 pupils /21pupils)	10% (2 pupils /21pupils)	65%**	
% making progress* in writing	43% (9 pupils/21pupils)	38% (8 pupils /21pupils)	10% (2 pupils /21pupils)	61%**	
% making progress* in maths	48% (10 pupils/21pupils)	62% (13 pupils /21pupils)	24% (5 pupils /21pupils)	69%**	

3. 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	
4. 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.			
5. Planned expenditure					
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	When will you review implementation?
Teachers are able to have a variety of strategies to support the needs and progress of Middle and Lower attainers	Teacher support	Coaching teachers to enhance practice further will have a wider impact on a greater number of children.	Discussions with staff Using Team teaching and Coaching Lesson observations, learning walks and peer reviews	BD	Spring Term Summer Term
Total budgeted cost					£4000
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, AM	Jan 2020 March 2020
Total budgeted cost					£22,214
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 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
Enhanced SLA Educational Psychology service for advice and assessments	Increased advice and solutions for individuals, for teachers and TAs to be able to support pupils more specifically.	Specific advice to support needs of specific pupils is essential to help address barriers to learning. This is always a helpful process, however without the increased SLA we do not have sufficient resources to meet the needs of all learners, which this purchase we will address.	Meetings with EP Ensuring PP pupils access EP where required.	BD/ PW	July 2019

					Total budgeted cost	£2475 & £2500= £4975
					Overall total budgeted cost	£31189