

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

1. Summary information			
<b>School</b>	The Queen's CE Primary School		
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£34280
<b>Total number of pupils</b>	391	<b>Number of pupils eligible for PP</b>	Funding for pupils KTS 24 pupils , school :16 pupils

2.	Current attainment Autumn 1 2020				
*progress is expected to be at least 5 steps progress from Autumn 1 to Summer 2 Excluding EYFS as no data at Autumn  **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> <b>16 pupils (YR-6)</b>	<i>Pupils eligible for PP in our school without AEN</i> <b>9 pupils</b>	<i>Pupils eligible for PP in our school with AEN</i> <b>7 pupils</b>	<i>Pupils not eligible for PP in our school</i> <b>375 pupils</b>	<i>Pupils not eligible for PP (national average KS2 2019)</i>
<b>% achieving the Age Related Expectation in reading, writing and maths combined</b>	(3 pupils/ 16 pupils)	(3 pupils/ 16 pupils)	(0 pupil/ 16 pupils)	55% (139/375)	65%
<b>% making progress* in reading</b>	(3 pupils/ 16 pupils)	(3 pupils/ 16 pupils)	(0 pupil/ 16 pupils)	71% (219/375)	
<b>% making progress* in writing</b>	(3 pupils/ 16 pupils)	(3 pupils/ 16 pupils)	(0 pupil/ 16 pupils)	60% (185/375)	
<b>% making progress* in maths</b>	(6 pupils/ 16 pupils)	(5 pupils/ 16 pupils)	(1 pupil/ 16 pupils)	79% (246/375)	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> (issues to be addressed in school, such as poor oral language skills)	
<b>A.</b>	Missing gaps in learning – increased as a result of COvid-19 lockdown
<b>B.</b>	SEND needs require overlearning and smaller step teaching.
<b>C.</b>	Emotional/attachment needs
<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
<b>D.</b>	Lack of access to clubs as a result of financial limitations
4. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
<b>A.</b>	Gaps are diminished so that pupils achieve within or beyond the Age Related Expectation (ARE)
<b>B.</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
	<i>Success criteria</i>
	Pupils who are At Risk of falling below the ARE are supported to be within or beyond the ARE.
	Pupils who are below ARE will meet rigorous targets that will be detailed on their Personal Plans

<b>C.</b>	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.
<b>D.</b>	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**                      **2020 - 2021**

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

<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>
Teachers are able to have a variety of strategies to support the needs and progress of Middle and Lower Prior attainers (funding towards pedagogical principles Professional learning with Andy Hind)	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		December March
<b>Total budgeted cost</b>					£1200

#### ii. Targeted support

<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.	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. Monitoring. Discussions. End review of whether targets set at the beginning of the intervention for each pupil have been met.		December March
<b>Total budgeted cost</b>					£26960

#### iii. Other approaches

<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>
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	£3000  December March
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	£2500  December March

Enhanced SLA Emotional Wellbeing Service	Increased support for mental health and wellbeing	Specialised support in a time where resources in this area are limited – can provide quick in house support	Review access to services and support of pupils through in house tracking	BD/PW	£1620 December March
<b>Total budgeted cost</b>					£7120
<b>Overall total budgeted cost</b>					£34, 280