



Queens Park Academy Pupil Premium Grant Expenditure Report 2014-15

Pupil Premium
Awards 2014
Regional Winner

Context of School

Queens Park Academy is one of the largest 'lower' schools in the County Town of Bedford – and from September 2015 the school will have children in Year 5, then in 2016 children in Year 6. Hence by 2017 the school will be a primary school admitting children from Nursery to Year 6. We are very proud to have won the Pupil Premium Award for a primary school in the Eastern Region 2014.

The school maintains a very strong commitment to working in collaboration with other schools, the local community and the wider school system. Governors actively seek out new opportunities and developments that will enhance the schools ongoing development. The school engages in a variety of 'self evaluation' processes and procedures including achieving a variety of national awards that demonstrate its highest aspirations across all the elements of school management. The school looks to the local, national and international community to support ongoing excellence in its core purpose – learning and teaching.

In September 2014 there were 488 children aged 3 - 9 (Autumn Census data) on roll. The children in the foundation stage are on the Early Years site (Marlborough Road) and Years 1 to 4 are taught at the Chestnut Avenue site. In the foundation stage the children are organised into nursery and reception year group units, but work in an open plan environment ensuring full access to the experiences – inside and out - as outlined in the Curriculum Guidance for the Foundation Stage.

In Years 1 to 4 there are three classes in each year group with no more than 30 children in each class.

The school has a very diverse multi-ethnic population with currently 19 languages spoken. Most of our children enter the nursery with English as their second language. Bangladeshi and Pakistani families are the predominate minority ethnic group, however the school also has pupils from Eastern Europe, India, Africa, the Caribbean, Poland, Somalia, Afghanistan and Malawi - as well as a small minority classified 'white British'. (A full breakdown of the ethnicity makeup of the school is included in the Census Return).

15% of the (eligible) children at Queens Park Academy are entitled to free school meals and 19% have Special Educational Needs. 93% of the children have a first language other than (or believed to be other than) English. The school roll reflects a wide range of pupil ability. Inclusion remains a considerable strength at the school resulting in the award of the Inclusion Quality Mark in July 2014.

Awards and recognition – Basic Skills Quality Award, International Schools Award, Inclusion Quality Mark, Investors in People, Healthy Schools, National Support School, Sports Awards, Strategic Partner of the Peter Pan Teaching School Alliance.

Recent Initiatives/Improvements

- Year on Year improvements in standards
- Gaps between significant groups of children is narrowing
- Significantly improved phonic scores
- Teaching assistant deployment in all classes every morning
- Earlier intervention tracked and planned across the school
- Weekly meetings in teams focussing on Standards
- Development of 'conferencing' with children across all year groups.
- Broader use of research to inform practice – e.g. John Hattie – Visible Learning for Teachers, Lesson Study, Wellbeing in Early years.
- Outstanding behaviour management – reference to World Families (team/house structure).
- Focus on mobile technology – I pads, 'fizz' books,
- Re-designed library to focus on establishing 'library' skills
- Children in World Families, schools councillors, eco warriors, playground buddies
- Increased uptake of breakfast club
- Introduction of Numicon to support children's understanding in maths, especially in relation to number and calculation.
- New 'learning' goals established across the school from September 2014, following an embedded values culture.
- Extended 'residential/overnight' experience for year 4
- Key celebration event introduced to raise aspiration – Academy Awards.
- Governor links to school priorities
- Refurbished classrooms – new furniture, decoration, ICT infrastructure
- Universal Free School Meals for children in Reception, Year 1 and 2.

Objectives of Pupil Premium

When making decisions about using the Pupil Premium it is important to consider the context of the school and subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all'.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have an excellent record of ensuring that the pupils make good and often outstanding, progress, but levels of attainment for FSM children has been lower in the past. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school.

We have analysed our data thoroughly and have made use of a range of research, such as the Sutton Trust's Learning and Teaching Toolkit, John Hattie's 'Visible Learning for Teachers', intervention tracking and good practice examples in using the PPG to inform our decision making.

We have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

Key Principles

'Raising Aspiration'

We will provide a culture where:

- Staff believe in all children
- There are 'no excuses' for poor performance
- Staff adopt a 'solution-focused' approach to overcoming barriers
- Staff support children to develop 'growth mindsets' towards learning
- Children and staff receive intrinsic and extrinsic rewards to motivate and encourage.
- Success is celebrated explicitly.

Analysing Data

We will ensure that:

- All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school
- We use research to support us in determining the strategies that will be most effective (John Hattie – Visible Learning for Teachers)
- We engage with an External Advisor to challenge and support our data analysis
- We use 'quality' standards to evaluate our practice against – seeking objective assessment.

Identification of Pupils

We will ensure that:

- All teaching staff and support staff are involved in the analysis of data and identification of pupils (weekly standards meetings on Wednesday afternoons)
- All staff are aware of who pupil premium and vulnerable children are
- All pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)

- Children's individual needs are considered carefully so that we provide support for those children who could be doing 'even better if...'

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to :

- Set high expectations
- Address within school variance
- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading, guided maths.
- Share good practice within the school and draw on external expertise
- Provide high quality CPD
- Improve assessment through joint levelling and moderation (including external moderation).

Individualising support

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using team leaders, with the guidance of the Inclusion Manager, to provide high quality interventions across their year group
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
 - Schools of Tomorrow
 - Teaching School research
- Providing extensive support for parents
 - To develop their own skills (links with the Children's Centre)
 - To support their children's learning within the curriculum (Family Learning events)
 - To manage in times of crises (Family Support Workers)
- Tailoring interventions to the needs of the child (e.g. EAL workshops in the afternoons)
- Recognising and building on children's strengths to further boost confidence (e.g. musical theatre and cine clubs).
- Introduce opportunities for children to learn a musical instrument and to experience other arts – e.g. dance.

Funding Priorities

This year our aim is to further increase the percentage of outstanding teaching across the school, continuing to raise aspiration, maximising the use of mobile technologies and to continue to raise standards in reading, writing and maths in every year group.

Three of our Assistant heads have at least 40% of the week as non contact time and are assigned to a particular key stage to support their teams. Our fourth Assistant Head is our Inclusion Manager and she works across all 3 key stages.

We will continue to offer both the Improving Teaching Programme (ITP) and the Outstanding Teacher Programme (OTP) to our school and others involved in our Teaching School Alliance.

We have introduced a new 'timetabling' structure that integrates all subjects into the IPC (International Primary Curriculum – the curriculum model embedded in school since 2005). All classes have TA support in the mornings and our Assistant Heads have a reduced 'teaching commitment' allowing them to support and advise across their key stage. Our Inclusion manager deploys her team to support individual or small groups of children to 'catch up' in the afternoons.

All teachers have an Ipad to support their planning, preparation and assessment and we are introducing individual 'conferencing' – child to teacher - with an expectation this will happen each term.

We will continue to develop the 'Little Sanctuary' as part of our focus on 'nurturing' some vulnerable children.

To increase parental engagement we will continue with our Family Learning events (each term), our Independent Learning Day (each term) and informal meetings with our Family Support worker (each week). It is our aspiration to build a 'Family Lodge' to provide a bespoke venue for families to use (as well as a training facility) in the near future.

We will continue to develop our Student Leadership Team and 'hear' the 'pupil voice' in a focussed and productive way – linking in with their evaluations of their own learning, key priorities across the school and the management of all children's behaviour.

We continue to develop our Children's Kitchen developing important life skills with the children and their families.

Number of pupils and pupil premium grant (PPG) received 2013-14

Total Number of Pupils on roll (Autumn Census)	489
Total Number of pupils eligible for the PPG	99
Amount of PPG received per pupil	1300
Total amount of PPG received	£128,700

Nature of support 2013-14

Focus on Learning in the Curriculum	82,204
Focus on social, emotional and behaviour	12,000
Focus on enrichment beyond the curriculum	17,488
Focus on families/community	6,480
Total amount of PPG received	£118,172

Year Group	Item/ Project	Cost	Objective	Outcome
Whole School	4 x Assistant Heads – non contact time	£38,670 ¹	Quality daily teaching and sharing expertise: <ul style="list-style-type: none"> • Setting high expectations • Developing teachers practice • Ensuring consistent implementation of school practices • Facilitating sharing good practice • Improving quality of assessment • Planning for and delivering interventions • Quality assurance • Data Analysis • Monitoring and evaluation 	Improved quality first teaching: <ul style="list-style-type: none"> • 100% good or outstanding Consistent implementation of practice and expectations across school (Learning Walks/Lesson observations/Monitoring) Increased % of children working at or above age related expectations: (Assessment Data) <ul style="list-style-type: none"> • 100% children making 7+ points progress in Year 3&4² • 100% children making 7 points progress in KS1 • Increasing number of children achieving good level of development in reading, writing and number
	Forest School	£1,500	Training staff to develop Forest School Activity - engaging with all children in building up team work, resilience and well being Enable creative play building up speaking and listening skills	Levels of wellbeing and confidence improves Targeted children make at least 7 points progress in Speaking and Listening each year.
	Ipads / mobile technologies	£24,900	Develop the use of mobile technologies in learning and assessment	Accurate teacher assessment ensure high standards are expected and achieved.
	Additional Language Assessment and EP support	£500	Individualising support at all levels – targeted speech and language support and EP assessments – Inclusion Team	Clear strategies provided for better ways to support individual children Barriers overcome and children make good progress
	New to English support	£1000	Individualising support at all levels for targeted children – Inclusion Team	Developing confidence Raising attainment in S&L.
	Homework club	£250	Extending learning time – weekly homework sessions to support children in building on work in class	Class records show that children complete home activities regularly

¹ Salary costs are proportional – i.e. representative of 20% of the schools population being PP

² At QPA we use Target Tracker as an assessment tool expecting that children will learn within the relevant year 'bands'. Each 'band' has six steps and we set an expectation of 7 steps each year as our expectations demonstrate 'challenge' targets.

				Children meet targets and make 7 points progress each year
	Family Support /Safeguarding officer /	£6000	Targeted family work to support families in overcoming barriers to attendance and barriers to the children's learning	Improved attendance Reduction in the number of Pas Children of targeted families' make 7 points progress each year.
	Targeted support for Breakfast /After School clubs	10 x £5pw x 38 wks £1900	Overcoming barriers – improving attendance and punctuality Places provided in Breakfast Club and in after school provision.	Children have a good start to the day with a healthy breakfast.
	Morning toast	£3,500	Overcoming barriers – improving children's attention span Targeted children having a free morning snack	Children are not hungry or distracted from learning and have a focussed start to the day.
	Enrichment trips subsidy	£4,000	Extending learning time and raising aspiration – children visiting key places of interest to raise excitement and enjoyment of current topic	Increased motivation Raised levels of engagement and interest in the topic Supports progress in core skills
	Family Learning trip	£4,000	Engaging with parents and raising aspiration	Building relationships with child and parent Encouraging support with home activities Improving confidence
	Uniform	£2,480	Removing barriers – all children able to wear the school uniform	Improving confidence and sense of belonging Establish identity
	Arts Enrichment – dancer in residence	£4,000	Exploring dance as an art form – engaging with a professional contemporary dancer for the year across the whole school – dancing, choreography, performing.	Physical and emotional wellbeing is enhanced. Children explore movement and dance and grow in confidence when performing. Staff are also supported in delivering dance activities. Children develop an interest in dance
	Children's kitchen	£5000	HLTA employment as Children's Kitchen Manager - Developing life skills and a healthy eating focus, working with parents and teachers Ensuring appropriate resources	Established cooking/life skills, understanding of nutrition, enjoyment in cooking, raised levels of awareness as to a healthy life style.
	Focus on Wellbeing and Involvement	£2000	Opportunities for staff to attend training and focus groups to implement scales of Wellbeing and Involvement across the whole school building on pilot in Early Years	Mental Health of school population is high. Engagement with learning is focussed and standards continue to rise
Year 4	Residential trip subsidy	£2000	Extending school hours and raising aspiration – children offered residential trip in Y 4	Increase self confidence Greater independence Better team working, collaborative skills
	Small groups in writing and maths	£2000	Individualising support at all levels: targeted support for children to address misconceptions, gaps and weaknesses – Inclusion team.	Increased confidence Increased attainment in English and Maths

	Musical Instrumental teaching	£1000	Introduce children to the recorder	Raise confidence and establish interest in learning a musical instrument as they move into Year 5
Years 3/4	Additional HLTA(0.5)/ TA support in English and Maths	£4000	Individualising support at all levels Small group work (in class) to extend children's writing and maths skills	Increased attainment in writing and maths All children make 7 points progress each year.
Year 3	Small groups in writing and maths	£2000	Individualising support at all levels Targeted support for children to address misconceptions, gaps and weaknesses – Inclusion Team	Increased confidence Increased attainment in English and Maths
KS1	Additional HLTA(0.5)/ TA support in English and Maths	£4000	Individualising support at all levels Small group work (in class) to extend children's writing and maths skills	Increased attainment in writing and maths All children make 7 points progress each year.
	Small groups in writing and maths	£2000	Individualising support at all levels Targeted support for children to address misconceptions, gaps and weaknesses – Inclusion Team	Increased confidence Increased attainment in English and Maths
EYFS	Additional HLTA/TA support in Reception and Nursery	£8000	Individualising support at all levels Focussed interventions for targeted children	Children settle well and make good progress
	Additional TA support supporting key worker deployment	£4000	Opportunities to develop outstanding early years practice inside and outside	Raised standards of a 'good level of development'.
	Total	£128,700		

Total PPG received	£128,700
Total PPG expenditure	£128,700
PPG remaining	£0

Impact of Pupil Premium Spending 2013-14

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough and so we can quickly identify any dips and develop strategies and interventions to promote improvement. Each year we publish a 'How Well Are We Doing' booklet for parents and carers celebrating our achievements and identifying future objectives..

- A wide range of data is used – achievement data, pupils work, observations, learning walks, and staff, pupils and parents voice.
- Assessment data is collected half termly (Target Tracker) but teams (teachers and support staff) have ‘standards’ meetings every week.
- Assessments are closely moderated to ensure they are accurate
- Interventions are adapted or changed if they are not working
- The Leadership Team maintain an overview of pupil premium spending
- The finance and Business committee of the Governing Body receive a Pupil Premium report at all of their meetings (x3 per year) and the Head Teacher reports on the Pupil Premium in her report to Governors (x3 per year)

We use Raise Online, KS1, Phonics and EYFS ‘formal’ data, but also track closely attainment and achievement at the end of Year 4, 3 and 1 to evaluate impact in terms of attainment and progress.

Details of the results for 2013 accompany this paper

Other supporting evidence of impact

This will be in the form of monitoring and evaluation, external reports and accreditations etc.