

Numbers of pupil premium and projected figures 2016 – 2017

The government provides schools with pupil premium to enhance the provision for the most disadvantaged children. The money has to be spent in ways which help them overcome barriers to learning.

At Queens Park Academy we believe that the most important thing we can do to help all children become excellent learners is to be the best teachers we can. We know that for many children the introduction to art, music, sport and life skills that they receive in school can inspire achievement across the curriculum and on into adulthood. Some children struggle with low self-esteem and lack resilience so they may need extra support to access what is on offer. We also know that some of our children have complicated backgrounds which have an adverse effect on their readiness for learning. With this in mind we will spend this years allocation as follows:

Total number of pupils on roll: 502

Total Number of pupils eligible for the PPG: 120

Approximate amount of PPG: £132,000

Pupil Premium strategy 2016-17 IMPACT REVIEW		
Focus	Estimated cost	Impact
Small group support and focused interventions by teaching assistants	£20,000	<p>Every Year group (R-Y6) has deployed support staff to carry out gap filling interventions across the year. As a result more children have achieved ARE. The following percentages indicate % increase in children achieving Age Related Expectations.</p> <p>Year 1 W 10% M 9% and combined 12%</p> <p>Year 2 R 4% M 5% combined 8%</p> <p>Year 4 R 39% W 39% M 28% combined 47%</p> <p>Year 5 R 6% W 20% M 21% combined 18%</p>

Deployment of 3 HTLAs to provide enrichment opportunities	£17,000	<p>2 full time HTLAs have been deployed across the year teaching art and cookery skills. Skill acquisition has been tracked and there is clear progression across the school. 3rd HTLA recruited and trained to deliver forest school and sports technician in place.</p> <p>All children from year 1-6 have received enrichment activities every week providing an enriched and broad curriculum.</p>
Narrowing gaps between disadvantaged groups and their peers through reduction in Senior Leadership Team teaching commitments	£40,000	<p>The gap in achievement between pupil premium and non pupil premium has traditionally been one that QPA manages very well. Analysis of the 2016/17 results show 2 contrasting stories. In Years 1 and 2 the children in receipt of PP are NOT performing as well as their peers. In year 1 there is a difference of 35% reading, Writing 15% and Maths 13%. In year 2 these figures are Reading 20%, Writing 12% and Maths 13%.</p> <p>In Keystage 2 there is a different story. Children in receipt of the premium are achieving better than those not receiving the funding. This results in there being a gap in the opposite direction. Despite the success of our pupil premium children a gap of this size is a concern.</p> <p>The various groups will need to be the focus of the first pupil progress meetings in the autumn term. These children will need targeted support in order to make accelerated progress in the next year in order to fall in line with those in receipt of the funding. The action has been added to the assessment action plan. A specific focus for KS1 will be written into the Pupil Premium strategy 2017/18</p> <p>The % of good teaching in phonics rose from 13% to 63% with the involvement of SLT.</p> <p>More children have achieved GLD in EYFS than ever before (63% 2017). 62% (PP) compared to 57% (non PP) achieved GLD</p>
Early interventions officer to work with families	£15,000	<p>The EIO has developed good working relationships with a large number of parents, including those who are hard to reach. Families are signposted to relevant agencies. EIO attends meetings between teachers and parents. EIO has had EHA training and will complete EHA's if necessary.</p> <p>The work of the EIO also focuses on children identified by staff on a weekly basis. She has spoken to a large number of children in all year groups to address issues such as managing emotions, friendships, home life, domestic abuse, bullying, stealing etc. This is on a one-to-one basis or in groups. Restorative Justice meetings continue to be successful.</p> <p>EIO and Learning Mentor have been involved in supporting the police in Junior Police Squad sessions with Year 5 children throughout the year.</p> <p>Transition work has been carried out during the first part of the Summer term with a particular emphasis on liaising with secondary schools for Year 6 and Year 4 leavers.</p>

		The EIO is involved in the monitoring of attendance. Persistent lateness or absenteeism with some families is addressed through conversations with the families and there can be involvement from Education Welfare Service. The EIO telephones the parents whose children are absent on a daily basis.
Additional teaching support in years 1 and 6 to raise achievement	£14,000	Intervention groups in year 6 ensured that excellent progress in Reading, Writing and Maths was achieved. With the average steps progress expected being 6 steps across the year. The PP children in this cohort achieved the following: R - 6.4 W – 9.3 and M – 6.3 In year 1 the additional teachers were used for phonics interventions. 22 of the 26 children who had intervention passed the test. 19 children who didn't get GLD in reception passed their phonics class.
Increasing access to the arts, visits and visitors for new topics	£5,000	The school has developed the middle leader role by awarding a TLR for a teacher to lead art and Dt across the school. We have had visits from a clay artist. This fed into a whole school clay project and the acquisition of specialist art equipment. The school has enrolled in the Arts Mark with a view to it being achieved in the academic year 17/18.
Minimising the impact of emotional and behaviour barriers to learning through a Learning mentor.	£11,000	Behaviour incidents have fallen across the academic year Number of children spoken to regarding reported incidents of inappropriate behaviour Autumn Term - 44 (73) Spring Term - 34 (42) Summer Term - 21 (70) Figures in brackets indicate the numbers in the previous academic year. The learning mentor has been involved in early morning greetings and settling with a number of children ensuring they are ready for the school day. The Learning Mentor has been involved in supporting the police in Junior Police Squad sessions with Year 5 children throughout the year. Transition work has been carried out during the first part of the Summer term with a particular emphasis on liaising with secondary schools for Year 6 and Year 4 leavers. The Learning Mentor has also carried out group sessions across the school but particularly in early years where small group behaviour support has happened
Morning toast	£3,500	We found that children who came to school hungry were less attentive, more disruptive and less likely to understand and remember the day's lessons. Toast has been provided for all children in years 2-6 across the year. The toast results in pupils being more ready to learn.
Investors in Pupils initiative	£3,000	The school has taken on board the Investors in pupils initiative and is working towards addressing the 10 principles. Across this academic year the pupils have created class slogans and class charters. We also had a

		careers week where we welcomed in excess of 20 people from different professionals to share information about their jobs and chosen career path. The week inspired the children a great deal and raised aspirations across the school.
School uniform provided for all vulnerable pupils to boost self esteem	£2,500	Uniform packs including PE provided for children across school ensuring the pupils are ready to learn.
Home access to Education City and Espresso	£1000	Home use for all our pupils is provided. Children and parents are encouraged to use the programmes as much as possible at home. Advice is given during the independent learning days. The subscriptions support learning in English, maths and Science as well as current affairs and topical issues.
Total Expenditure	£133,000	

Measuring the impact of Pupil Premium Funding 2016

End of KS2 (9 PP and 27 non PP)

% meeting the expected standard	All pupils	National	Pupil Premium/disadvantaged	National PP
Reading	40	71	44	Not yet released
Writing	27	76	56	Not yet released
Maths	54	75	56	Not yet released
Combined	27	61	22	Not yet released
SPaG	68	77	78	Not yet released
Science	35	Not yet released	33	Not yet released

Year groups

Reception

	PP % achieving ARE (13)	Non PP % achieving ARE (47)
Combined – all aspects	46	40
Combined GLD aspects	54	49

Year 1	PP % achieving ARE (8)	Non PP % achieving ARE (51)
Reading	25	59
Writing	38	53
Maths	50	63

Year 2	PP % achieving ARE (24)	Non PP % achieving ARE (65)
Reading	46	66
Writing	42	54
Maths	46	59

Year 3	PP % achieving ARE	Non PP % achieving ARE
Reading	44	72
Writing	39	64
Maths	39	65

Year 4	PP % achieving ARE	Non PP % achieving ARE
Reading	82	62
Writing	82	62
Maths	86	63

Year 5	PP % achieving ARE	Non PP % achieving ARE
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Reading	67	22
Writing	60	14
Maths	73	33

Phonics

Working at expected standard	All pupils (%)	National (%)	Pupil premium (%)	National PP (%)
Year 1	66	At or above 81% 2015/16	36	70
Year 2	84	At or above 81% 2015/16	70	86 (by the end of year 2)

The number of pupils achieving the expected standard in phonics is significantly lower than the national average for all groups of children in both year groups. To ensure more pupils are meeting the expected standard, phonics is a whole school priority and can be found on our post OFSTED action plan as a key priority.