

## Pupil premium strategy statement (primary)

1. Summary information					
<b>School</b>	Queen's Crescent School				
<b>Academic Year</b>	2018-19	<b>Total PP budget</b>	£44, 880 (April 2018- March 2019)	<b>Date of most recent PP Review</b>	July 2018
<b>Total number of pupils</b>	373	<b>Number of pupils eligible for PP</b>	38 (TBC)	<b>Date for next internal review of this strategy</b>	Dec 2018

### Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

<b>2. Barriers to future attainment (for pupils eligible for PP, including high ability)</b>		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
<b>A.</b>	Complex SEND needs of many of our pupil premium learners.	
<b>B.</b>	Lack of home engagement/ support	
<b>C.</b>	Speech and language difficulties on entry are lower for pupil premium pupils than other pupils. This slows progress in subsequent years	
<b>D.</b>	Concerns over emotional health and wellbeing of some of our pupils	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
<b>E.</b>	A number of PP pupils have support from a range of external services	
<b>3. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	PP pupils to make at least expected attainment and progress in reading, writing and maths unless there is a specific SEND need.	Continued use of intervention groups and a more robust tracking system will enable a greater clarity of pupil progression.
<b>B.</b>	To raise attainment in Year 1 and Year 2 PP pupils in Letters and Sounds, targeting those PP Y2 children who did not reach the required standard in the Year 1 phonic screening test or Year 1 pupils that are in danger of not reaching the required standard.	For 33% of Disadvantaged learner pupils to achieve phonics screening test pass mark in year 1 and 66% of PP children to pass at the end of year 2.
<b>C.</b>	PP pupils to make at least expected progress in Reading, Writing and Maths	Continued use of intervention groups and a more robust tracking system will enable a greater clarity of pupil progression. Effective teacher feedback contributes to reducing the achievement gap between those of Disadvantaged learners and that of other pupils.

- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

4. Planned expenditure					
Academic year	2018-19 £44, 880 (April 2018- March 2019)				
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?
<b>Improved Progress in Reading, Writing and Maths</b>	<p>Rigorous monitoring of PP pupils and additional support for these pupils where necessary.</p> <p><b>Maths</b> intervention for PP learners vulnerable to not making expected progress. To include: Numbers Count Back on track Success@ Arithmetic Early Morning maths club Times Tables Rock stars</p> <p><b>Reading</b> intervention for PP learners vulnerable to not making expected progress. To include: Phonics Boost Reading Detectives 1 to 1 reading with Reading partners/ buddies</p> <p><b>Writing</b> intervention for PP learners vulnerable to not making expected progress. To include: Writing Boost (support in class or 1 to 1 intervention)</p>	<p>Evidence shows that there is a variation in progress at the end of KS2 between PP eligible pupils and the rest of the cohort. (non PP Pupils)</p> <p>To diminish the difference between DL <b>and</b> other pupils in KS2 as this is wider than that which exists nationally.</p>	<p>PP leader and Governor will monitor how well PP Pupils are progressing at various points of the year.</p> <p>Meetings will be held with teachers three times a year to track progress of PP learners.</p> <p>Intervention groups to be regularly monitored and adapted to support PP pupils as appropriate.</p> <p>Success will also be monitored through attitudinal surveys completed by the pupil and class teacher at the start and end of the intervention.</p>	J Hawkins W Matthews T Broadway	Termly

<b>ii. Targeted support</b>					
<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>
PP Pupils writing attainment at least matches that of non PP pupils.	PP pupils to be given additional in-class support to enable them to reach at least age related expectations in writing. Teachers/ TAs to meet weekly with PP pupils to discuss writing targets. PP teacher employed to support PP pupils across the school work towards targets.	Evidence shows that there is a need to raise attainment in writing across the school, in particular for PP pupils. Research from the Education Endowment Foundation shows that personalised feedback is a highly effective way of helping pupils develop in their learning.	Rigorous monitoring through tracking of PP progress. Three times a year with individual teachers and an additional three times a year as a separate group during cohort tracking meetings with SLT and team leaders.	J Hawkins W Matthews T Broadway	Termly
PP pupils Reading attainment at least matches that of non PP Pupils	PP pupils to be given specific interventions to enable them to reach at least age related expectations in reading. .	Evidence shows that there is a need to raise attainment in reading across the school, in particular for PP pupils.	Rigorous monitoring through tracking of PP progress. Three times a year with individual teachers and an additional three times a year as a separate group during cohort tracking meetings with SLT and team leaders	J Hawkins W Matthews T Broadway	Termly

<b>PP pupils maths attainment at least matches that of non PP Pupils</b>	Maths specialist teacher deployed to ensure In class support and specific interventions across the school. Teachers/ TAs to meet weekly with PP pupils to discuss targets.	Evidence shows that there is a need to raise attainment in maths across the school, in particular for PP pupils.	Rigorous monitoring through tracking of PP progress. Three times a year with individual teachers and an additional three times a year as a separate group during cohort tracking meetings with SLT and team leaders	J Hawkins W Matthews T Broadway	Termly
<b>To ensure that at least 33% of PP premium pupils pass Year 1 phonics screening test</b>	Pupils to have additional phonics sessions in the afternoons. Phonics workshops for parents of PP pupils and phonics packs provided to support home learning.	Evidence shows that PP pupils did not achieve well in year 1 phonics test in comparison to non PP pupils. The PP children who did not pass in year 1 were re tested in year 2.	PP leader and PP Governor will monitor how well PP Pupils are progressing at various points of the year. Teachers report to PP leader termly on progress towards achievement of Phonics screening test. Meetings will be held with teachers three times a year to track progress of PP learners in Year 1.	J Hawkins W Matthews T Broadway	Termly
<b>Total budgeted cost</b>					<b>£ 31, 779</b>
<b>iii. Other approaches</b>					
<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>
<b>To allow enrichment opportunities</b>	Financial support for PP pupils to enable a wider experience of opportunities.	To enable Pupil premium pupils to have a greater access to a range of services, including Pastoral manager, music tuition, breakfast and homework club, before and after school care, residential and day trips	Ensure that all PP premium pupils have access to a range of enrichment opportunities through careful monitoring.	J Hawkins W Matthews T Broadway	Ongoing review
<b>To provide pastoral support for all PP pupils including</b>	Financial support for PP pupils to enable emotional support as required.	To enable PP pupils requiring emotional support have access to counselling such as Relate, Mentor Me and play therapy.	Ensure that support is provided as required and impact monitored. Service children are invited to join the 'Stormtroopers' club where they can	J Hawkins W Matthews T Broadway	Ongoing review

<b>service pupils during parent deployment.</b>			meet with each, go on trips and talk about their experiences.		
<b>Engaging parents in supporting their child's learning.</b>	Make contact with the parents, formally and informally throughout the year including parents evenings 3 times a year. Coffee mornings Family learning events and special invitations to curriculum workshops.	To enable PP parents to become more involved in their child's learning and to have increased aspirations for their future.	Monitor level of parental engagement for all PP parents.	J Hawkins W Matthews T Broadway	Ongoing review
<b>Total budgeted cost</b>					<b>£10,441</b>

5. Review of expenditure				
Previous Academic Year		£26,465 (Sept- March) £16,503 (April- July)		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To accelerate progress in disadvantaged learners in Reading, writing and maths.	Quality First Teaching  DL maths lead to support in class and carry out interventions as required Booster teacher to support in class writing. Booster teacher to support reading Speech and language TA to support in class.	In year data demonstrates that Disadvantaged learners have made good progress with 41% achieving expected or accelerated in reading, 59% in maths and 34% in writing. The PP children's' attitude to learning has been increased and they are recognising themselves as learners with a 'can do' attitude. The school is continuing to try to develop writing and this will continue to be a focus next year.	Because of the low numbers of Disadvantaged learners within cohorts, a more tailored, individualised approach to learning will continue this academic year to ensure good progress is achieved for all pupils. Pupils vulnerable to underachievement will have interventions put in place a matter of urgency.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To raise maths attainment in Disadvantaged learners	Quality First Teaching  DL maths lead to support in class and carry out	.Year 6- this year, 5 children all made progress ranging from 15% to 33% following Success@arithmetic		

<p>To raise attainment in writing in Disadvantaged learners in KS2</p>	<p>interventions as required</p> <p>Quality first teaching</p> <p>Booster teacher to support in class writing. Phonics support in KS1</p>	<p>The Early morning maths group all made measurable improvements in their ability to calculate using the 4 operations.</p> <p>In Back on Track 4 PP children were targeted and all children made progress ranging from 10 months to 19 months.</p> <p>In year 2, 2 PP children achieved 19months progress following Numbers Count.</p> <p>Evidence in books demonstrates good progress for targeted pupils. Phonics support in KS1 demonstrates good progress for targeted pupils, significantly improved results in the phonics screening test.</p>	<p>The use of 1 to 1 teaching for maths and English has had an impact on the progress and attainment of Pupil premium pupils.</p> <p>Because of the low numbers in these cohort a more individualised approach will be implemented to ensure accelerated progress in this group next year.</p> <p>There will also be a greater emphasis placed on the tracking and monitoring of this group of pupils.</p> <p>Next year we will be moving to single year groups which should enable smaller class sizes therefore the Teachers and TAs will be able to focus more support on PP children.</p>	
<p>To raise attainment in reading in Disadvantaged learners</p>	<p>Quality first teaching</p> <p>Booster teacher to support in class reading</p> <p>Reading detectives interventions</p>	<p>At the end of KS2 43% achieved ARE in maths, 57% in reading, 71% in writing and 57% in SPAG In KS1 80% of PP children achieved ARE in RWM with 40% achieving GDS in Reading and maths.</p>		

<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Pastoral support for all pupil premium pupils	Financial support to enable a wider experience of opportunities. Pastoral support to address individual barriers to learning and for service pupils when parents are deployed in services.	Pupil premium pupils had a greater access to a range of services, including a Pastoral manager, music tuition, and breakfast and after school club, homework club, counselling support, and uniform, residential and day trips.	We will continue to provide this for pupils that need access to this range of activities in order to provide a richer learning experience and to address individual barriers to learning.	

<b>6. Additional detail</b>
The school Pupil Premium School evaluation document supports information in this report.