

Pupil premium strategy statement (Queen’s Crescent School)

| 1. Summary information | | | | | |
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| School | Queen’s Crescent School | | | | |
| Academic Year | 2017-18 | Total PP income | 61,325 | Date of most recent PP Review | Sept 2017 |
| Total number of pupils | 345 | Number of pupils eligible for PPDL | 31 | Date for next internal review of this strategy | Ongoing |
| | | Number of pupils eligible for SPP | 11 | | |

Principles

- We aim to ensure that teaching and learning opportunities meet the needs of all pupils
- We aim to ensure that appropriate provision is made for pupils who belong to this vulnerable group, 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
- Pupil premium funding will be allocated following a needs analysis which will identify priority individuals or groups
- Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

External barriers (issues which also require action outside school, such as low attendance rates)

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| A. | The majority of PPD families have received support from a range of external services |
| B. | Many families find it hard to engage with school and learning |
| C. | The school has 20 feeder nurseries which serve a diverse and disparate community |

In-school barriers (issues to be addressed in school, such as poor oral language skills)

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| A. | Complex SEND needs of many of our PPD learners |
| B. | Speech and language levels of development upon entry are low. |
| C. | Children's early mathematical development on entry is low |
| D. | Concerns over emotional health and wellbeing of many of our PPD pupils |

3. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
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| A. | PPD pupils to make at least expected 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. | To raise attainment in Year 1 and Year 2 PPD pupils in Letters and Sounds, targeting those PP Y2 children who did not reach the required standard in the Year 1 phonic screening check or Year 1 pupils that are in danger of not reaching the required standard. | For 80% of Disadvantaged learner pupils to achieve phonics screening test pass mark. |
| C. | PPD pupils to make at least expected attainment 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. |

| 4. Planned expenditure | | | | | |
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| Academic year | 2017-18 £31, 182 (Sept- March) £15, 833 (April-August) | | | | |
| 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? | Impact |
| Improved Progress in maths | Rigorous monitoring of PPD pupils and additional support for these pupils where necessary carried out by specialist TAs or maths specialist teacher. Maths intervention for PPD learners vulnerable to not making sufficient progress. To include: Numbers Count Back on track Success@ Arithmetic Third Space Early Morning maths club Early FS2/Year 1 intervention | Evidence shows that there is a variation in progress at the end of KS2 between PPD eligible pupils and the rest of the cohort. (non PPD Pupils) To diminish the difference between PPD and other pupils in KS1 and KS2 as this is wider than that which exists nationally. To utilise the skills of our maths specialist teacher so that she can accelerate progress of all our PPD pupils in interventions and in class. All Year 2 pupils taking part in NC sessions, consisting of 3 1:1 lessons per week, make significant gains in their number age with a minimum gain of 10 months and maximum of 27 months. Research on TAs delivering targeted interventions on 1:1 or small group settings shows consistent impact on attainment of approximately 3-4 additional months. For our year 4 and year 6 PPD children to make accelerated progress in maths. | PPD leader and Governor will monitor how well PPD Pupils are progressing at various points of the year. Meetings will be held with teachers three times a year to track progress of PPD learners and to update their individual case studies. Additionally 3 times a year, these children are discussed in class tracking meetings. Intervention groups to be regularly monitored and adapted to support PPD pupils as appropriate. Success will also be monitored through attitudinal surveys completed by the pupil and class teacher at the start and end of the intervention. | W Matthews J Rawlings M Lauder T Smith Termly | Maths interventions have taken place throughout the year. Children having Back on track intervention have all made progress ranging from 2months to 1 Year 7 months. Many of our Year 6 DL children attend an Early morning maths group led by Mrs Rawlings. |
| Improved Progress in Reading | Rigorous monitoring of PPD pupils and additional support for these pupils where necessary carried out by specialist TAs or our Reading specialist teacher. | To diminish the difference between PPD and other pupils in KS1 and KS2 as this is wider than that which exists nationally in reading. To utilise the skills of our Reading specialist teacher so that she can accelerate progress of all our PPD pupils. | PPD leader and Governor will monitor how well PPD Pupils are progressing at various points of the year. Meetings will be held with teachers three times a year to track progress of PPD learners and to update their individual case studies. | W Matthews S Bellinger B Le Cluse Termly | Reading continues to be a focus for our DL children. Mrs Le Cluse has worked with small groups of children and with individuals to |

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| | <p>Reading intervention for PPD learners vulnerable to not making sufficient progress.</p> <p>To include: Reading rainbows Phonics Boost Reading Detectives Reading comprehension booster group</p> | <p>To continue to raise the attainment of our Y4 PPD children so that the gap diminishes between them and non PPD children.</p> <p>At the end of the Reading rainbows program most children are able to read and write without adult intervention, at the appropriate level for their age. Children who complete the reading rainbows programme progress from at least level 0 to level 16, or equivalent.</p> <p>To use an additional teacher in KS2 to enable targeted children to become confident readers using the skills of inference and deduction.</p> | <p>Intervention groups to be regularly monitored and adapted to support PPD 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> | | <p>boost their comprehension skills.</p> |
| <p>Improved Progress in writing</p> | <p>Writing intervention for PP learners vulnerable to not making sufficient progress.</p> <p>To include: Writing Boost (support in class or 1 to 1 intervention) Pre teaching sessions in KS2 classes</p> | <p>Evidence shows that there is a variation in progress at the end of KS2 between PPD eligible pupils and the rest of the cohort. (non PPD Pupils)</p> <p>To diminish the difference between PPD and other pupils in KS1 and KS2 as this is wider than that which exists nationally.</p> <p>2 specialist teachers to support all PPD children in accelerating progress in writing in class or as a targeted intervention.</p> | <p>PPD leader and Governor will monitor how well PPD 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 PPD learners and to update their individual case studies.</p> <p>Intervention groups to be regularly monitored and adapted to support PPD 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> | <p>W Matthews B Le Cluse S Bellinger C Boddington Termly</p> | <p>Writing interventions have taken place throughout the year. Children have built up their writing stamina and are work across all the subjects to show greater depth.</p> |
| <p>To ensure that at least 80% of PPD pupils pass Year 1 phonics screening check</p> | <p>Pupils to have additional phonics sessions in the afternoons.</p> <p>Phonics workshops for parents, including parents of PPD pupils and phonics packs provided to support home learning.</p> <p>Training is being provided for our catchment nurseries to ensure consistent provision on entry.</p> | <p>Evidence shows that PPD pupils did not achieve well in year 1 phonics test in comparison to non PPD pupils. This has been the case for the last three years. However, our more intense focus on phonics has now brought our results in line with National figures.</p> | <p>PPD leader and PPD Governor will monitor how well PPD Pupils are progressing at various points of the year.</p> <p>Teachers report to PPD leader termly on progress towards achievement of Phonics screening test.</p> <p>Meetings will be held with teachers three times a year to track progress of PPD learners in Year 1.</p> | <p>B Clifton R Hynes N Reid C Garton B Peters S Webb Termly (and weekly)</p> | <p>Phonics screening went very well with all of the children in the year 1 cohort performing well. The 3 DL children in the cohort worked very hard. We are awaiting the results.</p> |

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| | Specialist teaching for PPD pupils | | | | |
| Improved speech and language development in FS2 | We deliver targeted early Speech and Language interventions in Early Years e.g. using the BLAST, Narrative therapy, Talk boost and a specialist TA. | Research shows that targeted interventions allow pupils, especially Disadvantaged pupils to learn better in school and develop more friendships | All PPD children achieved expected levels of achievement in communication and language | R Hynes S Webb W Matthews S Pickering Termly | Speech and language specialist TA works regularly with children either in class (Year 2) or in small groups. The FS2 children continue to benefit from this additional support. |
| Improve the quality of feedback in pupil's books. | To ensure a focus on next steps and response to marking time specifically in PPD books. | LA consultant (March 2017) identified this as a potential area for focus. Research in the EEF toolkit shows that improved feedback between teachers and children ensures that children know what they need to improve to secure rapid improvement. SLT monitoring of PPD books has identified that it is not always evident, precisely, what a pupils next steps should be and it is sometimes difficult to find where pupils have had time to respond to feedback. | SLT and PPD lead to carry out regular maths and literacy book scrutiny with a focus on next steps and response to marking in regards to PPD pupils. | W Matthews J Hawkins B Clifton L Quintin B Peters B Marsh Termly | Through book scrutiny we have evidenced that DL children's books take priority when being marked. |
| | | | | Total budgeted cost | £49, 480 |
| 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? | Impact |

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| <p>Emotional difficulties for children with PPD are addressed so that this does not negatively impact on their learning and leadership development</p> | <p>We deliver a targeted interventions to support children's development in emotional wellbeing, social communication and behaviour. Interventions include Relate counselling, play therapy and social skills groups. To use pastoral manager to support families.</p> | <p>Our in-school counsellor and play therapists have been invaluable in supporting children with emotional difficulties and challenges. Emotional intelligence has been shown to have a major impact on children's wellbeing and achievement.</p> | <p>Parents, pupils and teachers report an improvement in their child's emotional health as a result of the counselling (SDQ)</p> | <p>J Hawkins W Matthews S Kibble S Bentley A Collins S Fourie At the end of each intervention.</p> | <p>Thrive in place for DL children in year 2. Play therapy in place for 2 children. Counsellor is currently working with 3 DL children. Pastoral manager has trained in sand tray therapy and is supporting DL children.</p> |
| <p>Children with Child Protection plans and Looked After Children achieve as well as their peers with the same challenges</p> | <p>Providing pastoral manager time for families with children with PPD, where this family support helps their child to thrive in school Providing CAF support for identified families where it is recognized that this support will make a difference to the child's learning and wellbeing</p> | <p>Children are more likely to succeed if they are feeling supported, secure and happy. This support targets children's families to provide improved outcomes for children.</p> | <p>Children who are 'Looked After' and children with Child Protection plans make the same progress as their peers.</p> | <p>J Hawkins W Matthews T Broadway S Kibble E Lobb Ongoing CAF meetings</p> | <p>Pastoral manager has been incredibly busy this year. CAF meetings attended and 'Thrive' programme taking place.</p> |
| <p>Reducing any gaps in children's progress and achievement, wherever possible, for children with pupil premium and all children. As children with PPD enter school with lower attainment, this gap will gradually reduce so that the gap is removed by the end of KS2.</p> | <p>A wide range of small group intervention sessions both during the school day and before/after school to bridge the gaps in children's mathematical learning, These groups target children lacking in confidence in their Maths or that need stretching in maths focusing on PPD children</p> | <p>Research has shown that focused intervention on key aspects of mathematics can have a major impact on children's learning and success in mathematics</p> | <p>Gap in mathematical achievement for children with PPD reduces as children move through the school</p> | <p>J Hawkins W Matthews T Broadway C Goodyear J Rawlings Termly In tracking meetings Start and end of intervention</p> | <p>Enrichment activities provided in KS2, after school clubs provided for pupils, DL children highlighted on registers.</p> |

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| Reducing any gaps in children's progress and achievement, wherever possible, for <u>more able</u> children with pupil premium and all children. As children with PPD enter school with lower attainment, this gap will gradually reduce so that the gap is removed by the end of KS2. | Providing external enrichment and extension activities to further children's learning whilst building their confidence. PPD children are targeted for representing the school at cluster events and attend workshops in QC AGAT academy lead by specialist teachers | Providing enrichment opportunities for children has been shown to have a positive impact on their self-confidence and self-belief. | Gap in achievement outcomes for more able children is removed Children's self-confidence and self-belief improves | J Hawkins W Matthews E Corr Termly July 2017. | |
| 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? | Impact |
| Self-belief and self-confidence for PPD children improves so that this is not a barrier to children's learning or leadership development. | PPD Children are funded for school residential trips and for school trips when there is financial difficulty | Enabling all PPD children to attend residential trips as these have been shown to have a major impact on:- <ul style="list-style-type: none"> • Confidence building • Teamwork • Developing outdoor skills Broadening children's experiences and learning | Ensure that all PPD pupils have access to a range of enrichment opportunities through careful monitoring. | J Hawkins W Matthews T Broadway Ongoing review | Funding was offered to DL children attending the year 4 residential. 1 year 4 DL didn't attend the residential. |
| Self-belief and self-confidence for PPD children improves so that this is not a barrier to children's learning or leadership development. | Providing funding for instrumental music lessons in school | Learning in music has been shown to have a strong link with children's overall learning as well as building confidence and self-esteem | PPD children who access instrumental music lessons will show improved confidence and self-belief, reported by the teachers | J Hawkins W Matthews T Broadway Ongoing review | No DL children have requested music tuition |
| Self-belief and self-confidence for PPD children improves so that this is not a barrier to | Providing 'Forest School' opportunities for PPD children | The DHT has received the full training and has a regular programme of Forest School activities on the school site and a local wood to build | DHT uses SDQ forms at the start and end of intervention to show emotional, physical, cognitive and social skill development. | W Matthews End of intervention. | 22 children who are on the DL list have attended Forest Schools. |

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| children's learning or leadership development | | children's confidence, self-esteem and teamwork as well as their outdoor learning skills | | | |
| Removing any gaps in children's progress and achievement, wherever possible, for children with pupil premium and all children. | Revision books are provided for PPD children, enabling them to maximize their performance in their learning and in any external assessment | Encouraging children to access learning at home can have a very positive impact on their progress and achievement | Removing any gaps in children's progress and achievement, wherever possible, for children with pupil premium and all children at the end of KS2 | J Hawkins As need arises | Revision books have been well used in year 5/6 and year 2. Additional revision club was set up for all DL pupils in year 6 leading up to SATs. |
| Parents are fully informed and involved in their children's learning with no difference in parental engagement for PPD children | Make contact with the parents, formally and informally throughout the year including parents evenings 3 times a year. Engage parents, especially those of disadvantaged pupils, through curriculum workshops, pride in our school weeks, coffee mornings and family learning opportunities. To utilise pastoral managers' skills to support families. Invite PPD families to attend Family learning workshops. | Parental involvement has been shown to have a major impact on children's learning | Attendance at parents evenings, school events, curriculum evenings is the same for PPD children as it is for all children | J Hawkins W Matthews T Broadway S Kibble Ongoing review | Parents are invited to attend 3 parents' evenings throughout the year. DL parents are given phone calls and asked to attend. If they do not attend, teachers phone them and ask to rearrange at a mutually convenient time. Pastoral manager is in regular contact with many of our DL parents. |
| Self-belief and self-confidence for PPD children improves | Additional extra-curricular clubs for children e.g. biscuit club and maths breakfast club Provide snacks for the children to boost their energy levels All PPD children to have a TA mentor | Providing opportunities for children to complete their homework in school with teacher support, this will have a positive impact on their self-belief and self-confidence To raise self-esteem of pupils as they have an adult to regularly check on them. | Homework is completed to the same standard as non PPD children Children are carrying out additional reading in school to reduce the gap in provision PPD children attend additional early morning maths sessions | J Rawlings C Goodyear W Matthews Weekly Termly in tracking meetings | Biscuit club is regularly attended by most of the KS2 DL children. They complete their homework so that they don't have the 'pressure' of completing it at home. |
| There is no gap in performance for attendance and punctuality | Children are encouraged to show good attendance and punctuality. If this falls below 95% then a School | Good attendance and punctuality are crucial for good learning | There is no gap in performance for attendance and punctuality | J Hawkins Termly | Attendance is regularly checked and if children's attendance falls below 95% their |

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| | Attendance letter is sent home and when required a meeting is held to explore this with parents. | | | | parents are contacted. DL attendance up to term 5 was 96.76% |
| Total budgeted cost | | | | | £4283 |
| Service SPP | | | | | |
| To help mitigate the negative impact on service pupils on family mobility or parental deployment | Create transition and deployment packs to support service families Set up social events for service families Pastoral support for service children to provide emotional support Pastoral manager to support families during times of deployment Celebrate service life to attend 'Commonwealth day' and Remembrance day | Children's emotional well-being is supported at times of high anxiety due to parental involvement within the services | There is reduced impact on learning for SPP when parents are deployed. There is no gap between SPP children and non SPP children. | W Matthews J Hawkins S Kibble | IPads purchased to support children with their learning and communicating with parents, stress relievers purchased, meetings with children, trip to Bowood, new books regarding deployment purchased. |
| Total budgeted cost | | | | | £ 6830 |

| 5. Review of expenditure | | | | |
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| Previous Academic Year | | £ (Sept- March) £ (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 PPD, if appropriate. | Lessons learned (and whether you will continue with this approach) | |
| To accelerate progress of PPD pupils 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 | In year data demonstrates that PPD pupils have made good progress over the last 3 years. In 2014-15, 100% of PPD pupils achieved the expected progress standard in maths and writing. So although progress for this vulnerable group in 2015-16 was below National in all areas, this is not a trend and attributed to the specific needs within this cohort. In 2016-17 PPD children made just below the expected standard in writing, (24.6 TP), they made better progress in reading and were just under the expected standard, in maths they made accelerated progress (5 points) but fell below the expected standard, This was due to their very challenging emotional needs. 1 of the PPD children achieved GDS in reading and maths. | The interventions provided will be matched to suit individuals' needs. We will continue to use the expert maths and English teachers and focus of quality first teaching. | At least 10 DL children have already made 3 points progress in maths (term 4) 9 children have made 3 points+ progress in writing (term 4) 5 children have made 3 points progress (term 4) Term 6 (see below) |
| 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) | |
| To raise maths attainment of PPD pupils | Quality First Teaching DL maths lead to support in clad and | Y2 PP pupils completing the ECC programme made very good progress, on average 20 months progress within a 12 week period. One child made over 3 years progress. | | On average the DL children have made 2.2 |

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| <p>To raise attainment in writing of PPD pupils in KS2</p> | <p>carry out interventions as required</p> | <p>60% of PP pupils completing the 'Success in Arithmetic' (Y5/6 intervention) made on average 14 months progress during the intervention. Three pupils vulnerable to underachievement reached the required standard in maths at the end of KS2</p> <p>3 vulnerable Year 6 PP pupils reached the expected standard in writing at the end of the year in KS2, achieving or exceeding their end of year targets.</p> <p>Evidence in writing books demonstrates good progress for targeted pupils.</p> <p>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 PP pupils.</p> <p>However:</p> <ul style="list-style-type: none"> • End of KS1 and KS2 data show that PP pupils were below National expectations in maths, reading and writing for the similar group (3 of these pupils being on the SEND register in KS2), • As a result of the low numbers in these cohort a more individualised approach will be implemented to ensure accelerated progress in this group next year. • There will also be a greater emphasis placed on the tracking and monitoring of this group of pupils. | <p>points progress in maths. (term 4)</p> <p>On average the DL children have made 2 points progress in writing (term 4)</p> |
| <p>To raise attainment in reading of PPD pupils</p> | <p>Quality first teaching</p> <p>Booster teacher to support in class writing. Phonics support in KS1</p> <p>Quality first teaching</p> <p>Booster teacher to support in class reading</p> <p>Reading Rainbows Reading detectives interventions</p> | <p>Two vulnerable PPD pupils achieved expected progress in reading in KS1 due to reading intervention.</p> <p>3 PPD pupils, vulnerable to underachievement achieved age expected outcomes at the end of KS2 in reading.</p> <p>Reading rainbows intervention demonstrates significant progress in Year 1 targeted pupils.</p> | <p>There is a need for continued phonics support for PPD pupils in Year 2 in 2017-18. This will be priority this year for the PPD pupils to pass the phonics screening test at the end of KS1.</p> | <p>On average the DL children have made 1.7 points progress in reading (Term 4)</p> <p>Term 6: writing 2.8 points progress Reading: 2.8 points progress Maths : 3.3 points progress.</p> |

| iii. Other approaches | | | | |
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| 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) | |
| Pastoral support for all PPD 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. | PPD pupils had a greater access to a range of services, including a Parent Support Advisor, music tuition, 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. From September 2017 we will have a pastoral manager in place to support vulnerable families. | IPads purchased to support children with their learning and communicating with parents, stress relievers purchased, meetings with children, trip to Bowood, new books regarding deployment purchased. |

| 6. Additional detail |
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| The school Pupil Premium School evaluation document supports information in this report. |