



# Pupil Premium Plan

2019 - 2020

1. Pupil premium strategy statement: Queenswood Primary School and Nursery					
<b>School</b>	Queenswood Primary School and Nursery				
<b>Academic Year</b>	2019-20	<b>Total PP budget</b>	£67,320	<b>Date of most recent PP Review</b>	Jan 2018
<b>Total number of pupils</b>	106	<b>Number of pupils eligible for PP</b>	51	<b>Date for next internal review of this strategy</b>	March 2020

2. Current attainment		
	<i>All pupils/Pupils eligible for PP (your school)</i>	<i>All pupils/Pupils eligible for PP (national)</i>
<b>% achieving ARE or above in reading, writing &amp; maths</b>	46% / 50% PP	65%/51%
<b>% achieving ARE in reading</b>	46% all /50 % PP	73%/62%
<b>% achieving ARE in writing</b>	62% all / 67%PP	78%/68%
<b>% achieving ARE in mathematics</b>	69% all / 67% PP	78%/67%
<b>% achieving ARE in SPAG</b>	54% all / 50% PP	
<b>% Key stage 1 -2 progress in reading</b>	-5.0/ PP SUPP	
<b>% Key Stage 1-2 progress in writing</b>	-2.3/ PP SUPP	
<b>% Key Stage 1-2 progress in maths</b>	-4.3/ PP SUPP	

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
<b>A.</b>	Language and communication skills are poor on entry, and affect readiness for learning in EYFS and good progress across the school for PP eligible pupils
<b>B.</b>	Reading fluency and comprehension is a barrier to some children accessing learning across the curriculum
<b>C.</b>	Lack of a wide range of experiences leaves children with limited vocabulary and knowledge to base new learning on
<b>D.</b>	Social and emotional needs preventing children being ready for learning

<b>External barriers</b> (issues which also require action outside school, such as low attendance rates)	
<b>E.</b>	Lack of parental engagement with supporting homework, including reading at home

<b>4. Desired outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved reading outcomes for PP pupils, with all making sufficient progress, and more making accelerated progress to close any attainment gap. Reading assessments	Quality reading is taught across the school. Children have access to, and are encouraged to read a range of quality texts. Children who are in danger of falling behind are identified early and quality interventions (which re regularly monitored and evaluated) put in place.
<b>B.</b>	Improved oral language skills across the school <ul style="list-style-type: none"> <li>- 75% to achieve GLD</li> <li>- 75%ARE in reading</li> <li>- 75%ARE in writing</li> </ul>	Early Learning Journeys and observation indicate increase in language and communication; Reading comprehension shows greater vocabulary understanding Writing across the school shows the impact of oral rehearsal of ideas.
<b>C.</b>	All children take part in a wide range of activities, developing their understanding of the world, and their vocabulary <ul style="list-style-type: none"> <li>- Tracking of range of experiences</li> <li>- 75% ARE in writing</li> </ul>	The school has a clear expectation of valuable experience. Each year group takes part in a wide range of artistic, cultural, adventurous and social activities, as well as curriculum related experiences. Writing across the school shows greater imagination and ability to draw on experiences.
<b>D.</b>	Pupils are ready to learn and develop good behaviour for learning. Pupils regulate their emotional behaviour. <ul style="list-style-type: none"> <li>- Behaviour records</li> </ul>	PP children are able to access learning in the classroom without disruption Instances of disruption are dealt with effectively PP children have a support network available to them when needed
<b>E.</b>	More parents support their children with their learning at home <ul style="list-style-type: none"> <li>-homework records</li> <li>- reading attainment</li> <li>-times table knowledge</li> </ul>	Targeted families show an increase in knowledge and ability to support with their child's learning Targeted pupils' progress improves.

5. Planned expenditure					
Academic year		2019/20			
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?
A: Improve reading comprehension for disadvantaged children in y3, y4 and y5 so that progress in reading for these children is in line with their peers or better (90% sufficient progress)and the attainment gap closes.	Learning Mentor to run book clubs for year 2-6  'Book- it' Mondays, HLTA and LM to work with lower attaining PPG pupils and their parents in Y3/4/5  Daily class story-time using quality texts, in every year group  Extra adult support for small group phonics input in YR (RWInc)  TAs to read daily with those children who are not reading at home, particularly in Y3/4/5	EEF toolkit shows research evidences a high impact for a low cost on progress when focussing on reading comprehension.  Analysis of reading comprehension assessments and interventions show a clear barrier to progress is the children's ability to understand the vocabulary in the text.  Exposure to quality texts, and adult modelling of reading is key to children adopting positive reading habits themselves	LM to have budget to purchase sets of quality texts, approved and monitored by DHT  Reading leads to review assessments and direct CPD appropriately  HT to monitor Book it Mondays, and ensure quality modelling of supporting parents with developing reading comprehension in KS2.	LB    AM/MB	Appraisal cycle (Sep, Feb, July)  Termly RAP review  <b>Questions for evaluation by governors:</b> Are PP pupils in Y3/4/5 closing the gap with their peers?  What is the up-take on the library Book Club? Are PP pupils engaging in the discussions well?

<p>A: Improve reading fluency and quality of phonics teaching, particularly for lower attainers and those in intervention groups.</p>	<p>Whole staff RWInc refresher training.</p> <p>Staff to observe colleagues teaching phonics/spelling to ensure consistency of approach.</p> <p>Reading leader to monitor assessments and identify children in danger of falling behind.</p> <p>RWInc interventions regularly monitored and appropriate CPD offered to TAs to ensure the quality of teacher of reading is consistently high.</p>	<p>Teachers of readers need to be 'experts', this includes all TAs who are leading phonics groups or reading interventions.</p> <p>Synthetic phonics needs to be taught consistently across the whole school.</p> <p>Interventions will only be effective if they are of the highest possible quality.</p>	<p>Reading leaders to observe and monitor the teaching of reading, and interventions.</p> <p>Reading leaders to monitor RWInc assessments and identify gaps.</p> <p>Reading Leaders to continue to provide high quality CPD for those who need it, or for new staff.</p>	<p>AM/MB</p>	<p>Assessment data</p> <p>Termly RAP review</p> <p><b>Questions for evaluation by Governors:</b> How do you know the quality of reading teaching is good?</p>
<p>B: Improved language and communication skills – resulting in increase of PP eligible pupils achieving in line with their peers in reading and writing.</p>	<p>Oracy skills to be focus of SIP.</p> <p>CPD for all staff to develop a toolkit of oracy strategies.</p> <p>Observations of language and communication skills clearly evidenced in learning journeys and big topic books.</p>	<p>Oral language interventions have a demonstrated high impact (EEF toolkit).</p> <p>Spoken language has a large impact on written language and the acquisition of new skills.</p> <p>Getting language and communication improved at an early age has a high impact on attainment throughout a child's education.</p>	<p>Joint moderation activities</p> <p>Regular lesson obs and work scrutiny</p> <p>Sharing good practice at staff meetings.</p>	<p>LF/KR</p>	<p>Termly RAP review</p> <p><b>Questions for evaluation by governors:</b> What evidence is there of increased spoken language in school?</p> <p>What speaking and listening activities have been delivered across the curriculum?</p> <p>Do all children, regardless of background, have access to wide range of experiences? Do these</p>

	Curriculum designed to encourage speaking and listening activities				provide opportunity for spoken language? Is this impacting on outcomes?
<b>Total budgeted cost</b>					£10,260

<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>
<p><b>A:</b> Any children in danger of falling behind with phonics, receive rapid intervention.</p> <p>PP pupils achieve in line with their peers in Y1 phonics check</p>	<p>Regular assessment of phonic knowledge to allow early identification</p> <p>RWinc 1:1 sessions</p> <p>Training for TAs to deliver this.</p> <p>Additional adult support in each year group to deliver phonics interventions (2.5 hours per year group)</p>	<p>Research – 1:1 tuition • One to one tuition is very effective in helping learners catch up • Other groupings such as 1:3 can also be effective • Short periods (5-10weeks) of intensive sessions (up to an hour 3 or 4 times a week) tend to have great impact</p> <p>Structured intervention with clear entry and exit testing is shown to have impact on attainment and testing.</p>	<p>RWinc interventions regularly monitored and appropriate CPD offered to TAs to ensure the quality of teacher of reading is consistently high.</p>	AM	<p>Assessment records.</p> <p>Monitoring records.</p> <p><b>Questions for evaluation by governors:</b></p> <p>How many pupils are receiving interventions?</p> <p>How effective are interventions, and how do you know?</p>
<p><b>B</b> Improved oral language skills</p>	<p>Use ELKLAN and trained staff to support improvements in oracy for identified children.</p>	<p>Some of the students need targeted support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.</p>	<p>SENDCo to monitor impact of interventions.</p> <p>Learning walks, learning scrutiny</p>	TR/TH monitored by SENDCo	<p>Summer term RAP review</p> <p><b>Questions for evaluation by governors:</b></p>

		EEF - studies of communication and language approaches consistently show positive benefits for young children's learning, including their spoken language skills, their expressive vocabulary and their early reading skills			Is ELKLAN being used effectively? How do we know? Are PP eligible pupils achieving in line with their peers?
<p>A: Fill gaps in learning to improve progress for disadvantaged pupils:</p> <p>Disadvantaged children identified as needing additional support to make equal progress to peers:</p> <p>Year 3 reading, writing and maths</p> <p>Year 4 reading,</p> <p>Year 5 reading and maths</p>	<p>Learning Mentor to run targeted interventions to address gaps identified</p> <p>HLTA support in Y5/6 to increase numbers reaching ARE and improving progress</p> <p>Programme of CPD for all TAS, to ensure high quality support for all.</p> <p>Breakfast Booster club to fill gaps in maths skills</p>	<p>Research – 1:1 tuition • One to one tuition is very effective in helping learners catch up • Other groupings such as 1:3 can also be effective • Short periods (5-10weeks) of intensive sessions (up to an hour 3 or 4 times a week) tend to have great impact.</p> <p>Structured intervention with clear entry and exit testing is shown to have impact on attainment and testing.</p>	<p>SENDCo and DHT to set Learning mentor timetable and review impact of interventions</p> <p>Class teachers to identify children who have gaps</p> <p>SENDco to monitor quality and impact of TA led interventions</p>	LB/LW	<p>Half termly IPM reviews and data analysis</p> <p><b>Questions for evaluation by governors:</b> How are interventions being targeted at specific pupils? Do interventions have clear entry and exit testing? Is there evidence that interventions are supporting PP pupils to improve progress? Is year 6 data showing improved progress?</p>
<p>D: Improve children's readiness to learn through addressing social, emotional and mental health needs</p>	<p>Learning Mentor to run a nurture group (mini-school) and 1:1 interventions for identified children</p> <p>ELSA supervision to improve quality of</p>	<p>On average SEAL approaches have an identifiable and significant impact on attitudes to learning, social relationships in school and achievement itself. We use these within our ESLA and nurture programme of work.</p>	<p>Individuals identified through CAF and TAC process or CT recommendations</p>	HT/DHT	<p>CAF/TAC outcomes</p> <p>Half termly LM review with DHT</p>

	<p>support for emotional literacy</p> <p>Breakfast club for targeted children with attendance/family concerns</p>	<p>A number of pupils have been identified as requiring emotional and social support. Baselines for these pupils are lower than their peers.</p>			<p><b>Questions for evaluation by governors:</b> Is the nurture group and ELSA work reducing barriers to learning? How do we know? Are targeted pupils more ready to learn? How do we know?</p>
<p>E: Ensure lack of parental engagement is not a barrier to progress – all children to engage in daily reading</p>	<p>Book-it Monday where parents are invited in to read with their children. Teachers to model strategies to support children with their reading.</p> <p>HLTA/LM to work with lower attaining PP pupils in KS2, and their parents.</p> <p>Times Tables rockstars rolled out across school.</p> <p>Lunchtime club offered for those without access at home.</p>	<p>Many of our pupils do not read regularly enough –impacting on their vocabulary development, this increases the gap in attainment with their peers.</p> <p>Many of our parents do not have the skills to support their children with reading, and need support to do this.</p> <p>Many of our pupils do not know their times tables, and parents find it difficult to support with this. This online game is easy to download on phones and tablets, and is motivational and engaging.</p>	<p>HT to implement Book it Mondays and monitor the engagement of parents.</p> <p>LW to monitor use of TTRockstars, and collect attainment data.</p>	<p>LF</p> <p>LW</p>	<p>Rap review termly</p> <p><b>Questions for evaluation by governors:</b> Are more PP children reading daily? How many are attending the Mondays? Is this having an impact on progress?</p>
<p>E: Improved KS2 progress for specific</p>	<p>Structured conversations each half term to support</p>	<p>The AFA programme has led to greater parental engagement and better communication between</p>	<p>DHT to work with schools already running system to</p>	<p>DHT/HT</p>	<p>Mar 19 PP review</p>

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<p>disadvantaged in danger of falling behind</p>	<p>parental engagement in learning Interventions in KS2</p> <p>CPD for DHT and KS2 teachers to enable these conversations</p>	<p>parent, teacher and child. This greater understanding of pupil profiles supports pupil progress and attainment. We will be using this model with our structured conversations.</p>	<p>learn efficient and effective operation.</p> <p>KS2 teachers to be trained before beginning conversations</p> <p>Conversations to be documented and agreements signed by teachers and parents.</p>		<p><b>Questions for evaluation by governors:</b> What has been the impact of these conversations on progress? Has it been worth the release time of the teachers? Should the programme be expanded to KS1?</p>
<b>Total budgeted cost</b>					£45,460

<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>
<p><b>C:</b> Ensure all children have a wide range of experiences to talk about and to draw from when reading and writing.</p> <p>Increased outcomes in writing, particularly in Y3 and Y5.</p>	<p>Develop the school's commitment to providing a wide range of experiences for every child, tracking these through Passports, which children take with them through school.</p> <p>Ensure these experiences are built upon with work in the classroom, particularly in oracy in and writing, focussing particularly on experiences I nKS2</p> <p>Staff to offer after-school clubs in a range of areas.</p>	<p>Engagement in extra-curricular activities has proven to support self-esteem and engagement in learning.</p> <p>Children from disadvantaged backgrounds often have more limited experiences and have less therefore to talk about or draw upon when writing.</p>	<p>Adults to review any trips/visits and EVC to monitor for impact and value for money.</p> <p>HT to monitor broad and balanced curriculum and ensure appropriate experiences are being planned.</p>	LW/LF	<p>Termly curriculum planning meetings.</p> <p><b>Questions for evaluation for Governors:</b> What trips and experiences have taken place? Is the impact of these trips evident in learning journals and topic books?</p>

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A, C, E	Subsidise educational visits to ensure all children attend a range of experience and opportunities are equal regardless of background	To ensure equal opportunities in experiencing the whole curriculum at school.  Engagement in extra-curricular activities has proven to support self-esteem and engagement in learning.	All visits meet risk/benefit analysis standards and can show a demonstrable impact on curriculum and learning.  Value for money of trips monitored by EVC	LW	Mar 19 PP review <b>Questions for evaluation by governors:</b> Are trips and visits being accessed by all PP pupils? What additional experiences are children accessing? How is this being used to support learning and progress?
<b>Total budgeted cost</b>					£12,500

Pupil Premium Funding Plan 2019-20

Funding (to run with financial year)	
Activity	Cost
Learning Mentor support – 30 hours per week	£20, 250
Intervention Teaching Assistant - KS1 12.5 hours, KS2 12.5 hrs	£15 ,070
Breakfast Club 10 hours per week TA + resources	£9,200
ELKAN intervention 3 hours a week	£1,200
School trips	£10,000
Staffing after-school clubs	£2,500
CPD – Teachers and TAs	£10,000
Total planned expenditure:	£68,220

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