

Pupil premium strategy 2019 - 20

• Summary information

School	Queensway Infant Academy and Nursery				
Academic Year	2019/20	Total PP budget	£87,030	Date of most recent PP Review	Sept 2019
Total number of pupils	180	Number of pupils eligible for PP	57	Date for next internal review of this strategy	Feb 2020
% Girls	40%	% Free School Meals	86.6%	% SEN pupils identified as PP	51.6%

• Current attainment (2019 Results)

	Pupils eligible for PP - Academy	Pupils eligible for PP - National Average
% achieving GLD at the end of EYFS	65%	57%
% achieving the phonics screening threshold at the end of year 1	71%	70% (FSM)
% achieving expected+ levels in reading at the end of year 2	58%	61%
% achieving expected+ levels in writing at the end of year 2	47%	54%
% achieving expected+ levels in maths at the end of year 2	53%	61%

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

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

A	Teaching across Key Stage 1 is judged as requiring improvement
B	Poor oral language skills (many with recognised speech and language issues)
C	Poor writing skills
D	Poor Maths skills
E	Other special educational needs

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

F	Attendance rates for PP children are below national average
G	Welfare and social issues, particularly access to wider life experiences
H	Poor parental engagement with school

• Desired outcomes		
<i>Desired outcomes and how they will be measured</i>		
	<i>Success criteria</i>	
A	Improve the quality of teaching across Key Stage 1 to ensure that all children benefit from good quality provision that ensures excellent progress and improved outcomes for all. Ongoing monitoring of all activities used to judge the quality of teaching and learning will inform the overall judgement of the quality of teaching.	All teaching in Key Stage 1 is consistently good or better. Summative outcomes will be at least in line with national averages.
B	The Senior Leadership Team will be effective in securing improvements to the quality of provision and will ensure this is consistently delivered, of a high quality and is sustainable. Rigorous monitoring and self-evaluation will measure the impact and effectiveness of improvement priorities	The Senior Leadership Team will successfully drive school improvements so that the attainment gap between PP and non-PP children is minimal
C	Children's speaking and listening skills and vocabulary knowledge will improve in order to support their reading and writing. Those with recognised speech and language issues will be provided with consistent, targeted support to meet their needs. This will be measured through regular teacher assessment and internal/external moderation and tracking of progress in reading and writing.	Average points score in EYFS for reading and writing, year 1 phonics screening and key stage 1 reading and writing levels will be at least in line with national averages.
D	Develop the writing skills of children eligible for PP so that they can attain at least the expected standard at the end of EYFS and key stage 1. This will be measured through regular teacher assessment and internal/external moderation and tracking of progress in writing.	Average points score in EYFS for writing and key stage 1 writing levels will be at least in line with national averages
E	Develop the maths skills of children eligible for PP so that they can attain at least the expected standard at the end of EYFS and key stage 1. This will be measured through regular teacher assessment and internal/external moderation and tracking of progress in writing.	Average points score in EYFS for shape & space and numbers and key stage 1 maths levels will be at least in line with national averages
F	Children with recognised SEND will be appropriately supported to ensure that they make good progress from their starting points. Ongoing monitoring of additional support will ensure this is meeting the needs of the children to support their progress. This will be measured through regular teacher assessment and internal/external moderation and tracking of progress in reading, writing and maths.	Summative outcomes for SEND pupils will be at least in line with national averages
G	Increased attendance rates for pupils eligible for PP. Ongoing monitoring of attendance by Senior Leaders	Overall PP attendance improves so it is at least in line with national average of 96%
H	Welfare and social issues of pupils and families are addressed in partnership with school and other agencies as appropriate so that children are well supported. This will be measured by the number of families engaging with pastoral support leader.	Children with social and emotional difficulties caused by welfare and social issues will be well supported in school to ensure they are able to achieve well
I	More parents will engage with events to inform how parents can support their child's learning at home. This will be measured by tracking the number of parents attending events and supporting their child by listening to them read at home	School events will be well attended. The number of children reading at home will increase.

• **Planned expenditure**

Academic year	2019/20
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How will Pupil Premium be spent in 2019/20?

Following guidance from the Education Endowment Foundation we take a tiered approach to our Pupil Premium Strategy. The first priority is ensuring high quality first teaching. Following on from this is provided targeted academic support in the form of interventions and then wider strategies aimed at

improving attendance, behaviour and social and emotional support.

Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff lead & approx. cost	When will you review implementation?
<p>A</p> <p>Improve the quality of teaching across Key Stage 1 to ensure that all children benefit from good quality provision that ensures excellent progress and improved outcomes for all.</p>	<ul style="list-style-type: none"> Support brokered by National Leader of Education (NLE) to advise and guide through lesson planning, delivery and effective self-evaluation of practice for key stage 1 teachers Good practice visits to enable teachers to identify the features of good teaching and learning and apply to own practice Targeted individual support where needed Programme of high quality CPD linked to improving practice <p>Rationale: <i>EEF research over the past 6 years indicates that what happens in the classroom makes the biggest difference. Therefore, improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development.</i></p> <p><i>Sharing effective practice between schools – and building capacity and effective mechanisms for doing so – is key to closing the gap. Teachers and school leaders now have access to a significant and growing body of academic research with enormous potential to improve pupil attainment and save schools money. But we know that research on its own is not enough; applying the findings to the classroom is a real challenge. We believe no-one is better-placed to support schools in doing this than teachers themselves.</i></p>	<ul style="list-style-type: none"> Notes of visit from NLE support programme Ongoing monitoring of teaching Pupil voice Staff feedback on impact of CPD 	<p>JW/KF</p> <p>£15,000</p>	<ul style="list-style-type: none"> Weekly
<p>B</p> <p>The Senior Leadership Team will be effective in securing improvements to the quality of provision and will ensure this is consistently delivered, of a high quality and is sustainable.</p>	<ul style="list-style-type: none"> Roles and responsibilities of Senior Leadership Team will be clearly identified to ensure there is a strong focus on improving the quality of teaching and pupil outcomes Have an advocate for PP within the leadership team A clear monitoring schedule is devised and implemented that has a measurable impact on the quality of teaching and learning Feedback is clear and focused on the quality of learning and identifies the appropriate areas for improvement Underperformance is effectively challenged and appropriate support is provided to ensure improvements are made quickly <p>Rationale: <i>Education Endowment Foundation (June 2016) Pupil Premium funding is a valuable focus to support senior leaders in raising the attainment of disadvantaged young people. But it is vital that schools consider how all their resources can be used to achieve this goal. Good teaching for all pupils has a particular benefit for disadvantaged pupils.</i></p>	<ul style="list-style-type: none"> Regular reporting on the achievements of PP children to JAG and LGB Pupil progress is evident from half termly data analysis Improvements as a result of feedback are evident 	<p>JW</p> <p>£12,000</p>	<ul style="list-style-type: none"> Weekly Half termly reviews
<p>C</p> <p>Children's speaking and listening skills and vocabulary knowledge will improve in order to support their reading and writing. Those with recognised speech and</p>	<ul style="list-style-type: none"> All children entering EYFS will be screened by a training Speech Therapist using the Wellcomm programme. A targeted programme of speech and language support will then be delivered by a trained teaching assistant working 1:1 with identified children Children with diagnosed speech and language issues will receive a programme of support from a trained speech therapist A focus on developing oral language skills across the school 	<ul style="list-style-type: none"> Ongoing monitoring of teaching Assessment information from Wellcomm programme Notes of visit from speech therapist 	<p>KS/SP/JW</p> <p>£15,000</p>	<ul style="list-style-type: none"> Weekly Half termly reviews

	<p>language issues will be provided with consistent, targeted support to meet their needs. This will be measured through regular teacher assessment and internal/external moderation and tracking of progress in reading and writing.</p>	<p>through speaking and listening activities across the curriculum</p> <ul style="list-style-type: none"> • Ensure that the school is a language rich environment • A focus on developing vocabulary skills across the school through specific vocabulary teaching in all curriculum areas • Use of Talk for Writing, to encourage children to develop their oral retelling skills to support their writing <p>Rationale: Education Endowment Foundation (June 2016): <i>One to One tuition: evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately 5 additional months' progress. Short, regular sessions set over a set period of time appear to result in optimum impact.</i> <i>Generally, pupils who take part in oral language interventions make an additional 5 months progress. This is particularly the case for PP and younger children.</i></p>	
<p>D</p>	<p>Develop the writing skills of children eligible for PP so that they can attain at least the expected standard at the end of EYFS and key stage 1.</p>	<ul style="list-style-type: none"> • English lead to attend network meetings • Staff CPD to support subject knowledge and pedagogy • Systematic recapping on previous knowledge/skills learnt to support progress • Additional interventions planned by class teacher for children whose progress has slowed to enable them to 'catch up' rapidly <p>Rationale: Education Endowment Foundation (June 2016): <i>One to One tuition: evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately 5 additional months' progress. Short, regular sessions set over a set period of time appear to result in optimum impact.</i> <i>Small group tuition: Intensive tuition in small groups if often provided to support lower attaining learners or those who are falling behind. Evidence indicates that small group tuition can accelerate learning by 4+ months.</i></p>	<ul style="list-style-type: none"> • Pupil progress is evident from half termly data analysis and on-going monitoring <p>SP/JW £5,000</p> <ul style="list-style-type: none"> • Weekly Half termly reviews
<p>E</p>	<p>Develop the maths skills of children eligible for PP so that they can attain at least the expected standard at the end of EYFS and key stage 1.</p>	<ul style="list-style-type: none"> • Maths lead to attend network meetings • Staff CPD to support subject knowledge and pedagogy • Systematic recapping on previous knowledge/skills learnt to support progress • Additional interventions planned by class teacher for children whose progress has slowed to enable them to 'catch up' rapidly <p>Rationale: Education Endowment Foundation (June 2016): <i>One to One tuition: evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately 5 additional months' progress. Short, regular sessions set over a set period of time appear to result in optimum impact.</i> <i>Small group tuition: Intensive tuition in small groups if often provided to support lower attaining learners or those who are falling behind. Evidence indicates that small group tuition can accelerate learning by 4+ months.</i></p>	<ul style="list-style-type: none"> • Pupil progress is evident from half termly data analysis and on-going monitoring <p>KF/JW £5,000</p> <ul style="list-style-type: none"> • Weekly Half termly reviews
<p>F</p>	<p>Children with recognised SEND will be appropriately supported to ensure that they make good</p>	<ul style="list-style-type: none"> • SEND register will be reviewed regularly to ensure children are correctly identified • Provision maps will provide 'plan, do and review' cycles to ensure that the effectiveness of additional support is evaluated half termly • All teachers to maintain an inclusion file so that they have all 	<ul style="list-style-type: none"> • Pupil progress is evident from half termly data analysis and on-going monitoring <p>KS/JW £12,000</p> <ul style="list-style-type: none"> • Weekly Half termly reviews

	progress from their starting points	<ul style="list-style-type: none"> relevant information relating to PP and SEN children Support will be sought from outside professionals as soon as possible when it is identified in-school support is having limited impact Action plans detailing how recommendations of outside professionals will be implemented <p>Rationale: Education Endowment Foundation (June 2016): <i>One to One tuition: evidence indicates that 1:1 tuition can be effective, on average accelerating learning by approximately 5 additional month's progress. Short, regular sessions set over a set period of time appear to result in optimum impact.</i> <i>Small group tuition: intensive tuition in small groups if often provided to support lower attaining learners or those who are falling behind. Evidence indicates that small group tuition can accelerate learning by 4+ months.</i></p>			
G	Increased attendance rates for pupils eligible for PpP	<ul style="list-style-type: none"> All parents to receive school leaflet outlining the importance of regular attendance and the procedures that are followed to address low attendance First day calling for every occasion of absence Regular attendance meetings with Attendance Office and Principal to monitor attendance and determine next steps to address low attendance Regular meetings with parents where attendance is a concern to offer support initially and then fast track meetings and/or attendance panels Use of fixed penalty notices where appropriate Provide a variety of rewards to encourage regular attendance 	<ul style="list-style-type: none"> Termly behaviour reporting to Governors Fortnightly monitoring by Attendance Officer & Principal 	LB/JW £5000	<ul style="list-style-type: none"> Fortnightly Half termly reviews
H	Welfare and social issues of pupils and families are addressed in partnership with school and other agencies as appropriate so that children are supported appropriately.	<ul style="list-style-type: none"> Leadership team to ensure Academy ethos and values programme is embedded to ensure high standards for all Teachers to work with Pastoral Support Leader half termly to identify vulnerable children Provide a planned programme of support to address social and emotional needs of vulnerable children Work with parents to identify what support is needed to provide a more stable home environment Seek advice from outside agencies as and when appropriate <p>Rationale: Education Endowment Foundation (June 2016): <i>Interventions which target social and emotional learning can accelerate learning by 4+ months. These work best when combined with school level approaches to develop a positive school ethos</i></p>	<ul style="list-style-type: none"> Half termly update of 'vulnerable children' register Half termly monitoring of entry and exit data for interventions, via strengths & difficulties questionnaires Termly safeguarding report to Governors 	KS/JW £12,000	<ul style="list-style-type: none"> Weekly Half termly reviews
I	More parents will engage with events to inform how parents can support their child's learning at home.	<ul style="list-style-type: none"> A planned programme of 'cafes' so that parents can be encouraged to support their children's learning at home A range of parental events to celebrate learning that has taken place a school A range of more informal events (eg coffee mornings, stay and play sessions) to involve parents who are reluctant to engage with the school 	<ul style="list-style-type: none"> Regular parent questionnaires Sign-in sheets for parental events 	KF/SP/JW £4000	<ul style="list-style-type: none"> Weekly Half termly reviews

	<ul style="list-style-type: none"> Use of social media and other electronic means of communicating with parents so they feel better informed <p>Rationale: Education Endowment Foundation (June 2016): Research suggests that increasing parental engagement at primary school can result in 3 months positive impact. Furthermore, if parents are supported with their first child this will have an impact for younger siblings</p>			
Total Budgeted Cost			£85,000	

Desired outcome	Chosen action / approach What is the evidence and rationale for this choice?	Success Criteria	Staff lead	When will you review implementation?
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	<p>Welfare, emotional and social needs are met through support from additional adults in school and the school learning mentor. Bespoke work with individual children and families.</p> <p>Specialist 1:1 support for children experiencing significant difficulties in welfare and social needs such as work with the pastoral support leader and occupational therapist</p> <p>Introduce the PATHS programme, which aims to improve pupils' emotional intelligence, social skills and self-control.</p> <p><i>Rationale: Education Endowment Foundation:</i> On average, social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).</p> <p>Provide specialist behaviour intervention programmes for children with challenging behaviour</p> <p><i>Research indicates that these types of individualised interventions can accelerate progress by 3 months over the year.</i></p> <p>Provide enhanced and extended opportunities for outdoor learning, based on the 'Queensway Top 30'.</p> <p><i>Evidence indicates that outdoor learning opportunities lead to improved attainment, better overall behaviour, increased motivation and reduced stress levels.</i></p> <p>We will continue to track and monitor the data of PP children including achievement and welfare concerns.</p>	<p>Children and families welfare needs are supported and met so that children are able to learn and fully engage in school life.</p>	<p>Pastoral Support Leader</p> <p>PATHS School Co-ordinator</p>	<p>September 2017, termly thereafter</p>
<p>D.</p>	<p><u>Increase attendance rates for pupils eligible for Pupil Premium.</u></p> <p>We will continue to track and monitor data of PP children and exit data analysed for intervention programmes.</p> <p>Regular meetings with families about attendance where it is a concern.</p> <p>Regular celebration events to reward children with good/improved attendance</p>	<p>Reduce the number of persistent absentees amongst pupils eligible for PP. Improve the attendance rates so that pupils' attendance rates are in line with other pupils.</p>	<p>Headteacher</p>	<p>September 2017, half termly thereafter.</p>
Total budgeted cost				£56002

Measure of impact for Pupil Premium expenditure in 2017/18:

2017-18 Attainment

	<i>Pupils eligible for PP - Academy</i>	<i>Pupils eligible for PP - National Average</i>
% achieving GLD at the end of EYFS	50%	57%
% achieving phonics screening threshold at the end of year 1	72%	70%
% achieving expected+ levels in reading at the end of year 2	56%	63%
% achieving expected+ levels in writing at the end of year 2	50%	56%
% achieving expected+ levels in maths at the end of year 2	50%	63%