

# Pupil premium strategy statement

1. Summary information					
School	Queens Road Academy				
Academic Year	2018-19	Total PP budget	£99,000 (allocated)	Date of most recent PP Review (V2 Aut data)	10/1/19
Total number of pupils	243	Number of pupils eligible for PP	38% Top Quintile	Date for next internal review of this strategy	14/3/19

2. Current attainment and progress exit 2018			
KS2 Exit N=12 39% of cohort (10 coverage)	Pupils eligible for PP		Pupils not eligible for PP (national other)
% achieving in reading, writing and maths	40%		(Nat 70%)
% attainment/ progress in reading	50%	+1.0 (-2.7 to +4.7)	(Nat % +0.3)
% attainment/ progress in writing	60%	+1.6 (-2 to +5.2)	(Nat % +0.2)
% attainment/ progress in maths	50%	-0.9 (-4.3 to +2.5)	(Nat % +0.3)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b>	
A.	Significant low maths exit 2016-17 All and low maths progress for 2018 disadvantaged
B.	Issues around mobility of pupils and linked vulnerability through disadvantage (Percentage of FSM in Year 6 and 5 higher than other year groups)
C.	Low levels of literacy including levels of English spoken language on entry to school
<b>External barriers (issues which also require action outside school, such as low attendance rates)</b>	
D.	Overall attendance and punctuality of disadvantaged pupils (Not exclusively PA which is equal to National 2016/7) See SFR in attendance folder Nat 95.8% (2017-18)

4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	Improvement of KS2 exit results in mathematics so that they are at least typical and no longer significantly below national	Results in mathematics improve from previous year and close the gap to non-disadvantaged. Most pupils' positive progress, Improve the scale score above 98.7 scale score 2018 outcome
B.	Ensure disadvantaged pupils who are vulnerable to typical progress in reading are well supported to settle rapidly and that reading is accessible for them, leading to expected or better (esp. Y5 Low PA grp, FS CLL, girls)	Ensure average scale score remains above 100 and is equitable to peers, increase proportion AES at EYFS2 to peers
C.	To promote skills for life ensuring preparation for next stages of learning especially (Esp. KS2 girls), including providing curricular challenge	The curriculum opportunities pose challenge and skills for life and girls develop confidence in learning. Signs of PP girls attaining outcomes at higher standard

## 5. Planned expenditure

**Academic year**

**2018-19 (£99,000) allocated**

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?
Targeted support in Y5 to ensure accelerated progress of PP pupils	Quality teaching through maintaining smaller classes in this two-class year group.  0.5 teacher employed to FT.	Due to high mobility and being a bulge-class, this cohort has historic underperformance of some pupils from Year 2 benchmark	Lesson observation Learning audit by SMAT Routine PPM	Teacher MPS	Routine termly monitoring through PPM PM reviews twice annually
Develop competency in literacy and spoken language to enable pupils to have skills that prepare them well for secondary school	Develop and implement Enterprise, British Council, Cultural and other identified topic projects to expand pupil opportunity in language skill development	Previous year focus on induction to promote language, this develops previous approach and widens it.	Leadership structure and PM monitoring EAL/Pupil premium data monitoring CLL data review	Leader scale	Routine termly monitoring through PPM PM reviews twice annually
Provide pupils with experience of playing an instrument	Music Metrodome ensemble experience with other SMAT schools. Motivational/aspirational experience to perform in front of wider audiences  Offer to support instrument peripatetic lesson with PADS  Year and Year 4 Music service	Observed impact of this opportunity in previous year	Music service provided through PADS and by working in collaboration with other schools	PADS Y2 recorder PADS Y4 trumpet  £3,000	Annual music service review
Targeted support in Y6 to ensure accelerated progress of PP pupils  Reduce scale score gap in RWM KS2 to Non PP pupils	Provide release to class teacher to undertake additional preparation analysis group sessions in Spring term.	Observation and data from previous years shows vulnerability in outcome for pupils who are disadvantaged	Investment in project time for AHT NPQH qualification	£2000	Summer/Autumn 2020 AHT will present findings to governors as course requirement

<b>Total budgeted cost</b>					£73,000
<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>
To maximise the attendance and punctuality of all pupils including those who are disadvantaged	School attendance officer 0.4 Half-term parent attendance meetings Liaison with LA fine system Home visits	See SRF saved in attendance folder Data shows comparison of school and vulnerable groups against national benchmarks. 2016-17 FSM 93.5% late 2.1% Y6 2018 (KS2 FFT overview shows PP 94% / NonPP 96% and PA higher for this group than national	Half termly meetings with attendance officer Data attendance/punctuality Parent views Include attendance in PPM	£8,000	Reports to standards/LGB Case studies reviews
Phonics catch up to ensure clear majority are literacy ready by year 2	Class teacher additional input 1x per week 0.5	Low phonics scores (especially target group of PP girls) at Year 1	Literacy leader monitoring	£3,000	PPM termly End of year phonics results
Support the start and induction for new to school children/families	Develop the phonics phase 1&2 resources to support emergent readers. Focus group in FS2	A significant proportion of pupil premium pupils are also low in CLL at EYFS2 and this approach supports rapid progress for these pupils	EYFS/Lit leader monitoring	£500	Leadership report Exit CLL results for PP improve
<b>Total budgeted cost</b>					£11,500
<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>
To develop confidence in girls	Develop curricula themes to promote and tackle wider SMSC - Specifically Workshops tackling gender stereotypes and embedding these in ongoing topics	There are cohorts with high proportions of girls (QRA is in top 20% for gender sig girls) esp. at upper key stage 2  A number of pupils found pressure in partaking in summative tests and could have performed better	Investment in the totally runnable programme  This approach has an element of sport, so some funding is accessed via sport premium  Topic review	M. Carter  £1600 (£400)	Y5 and trust sport leader having oversight Pupil feedback
Enterprise y4 – enhance speaking and listening opportunities.	Providing additional opportunity to publicly speaking and listening Participation in Louder than Life competition	Opportunities for all, including competition beyond sporting and musical	Stakeholder feedback	£1000	Trust event Jan for 2019, pupil feedback following events

	Participation in Trust based enterprise competition				
For behaviour for learning to be outstanding	Behaviour/pastoral leader, to drive ongoing initiatives and to work pro-actively with pupils	Inspection and audit demonstrate learning behaviour is good. Previous behaviour lead work directly working with pupils and families has proven impact – see case examples PSA/Inclusion	Behaviour plans Monitoring of the negative behaviours as part of school policy	£20,000	Case studies Monitoring logs – see SIMS Section 175 audit report as presented to Govs. Dec 18
Improve extra-curricular access to homework for Year 2 and Year 6	SATS revision guides and preparation materials	Improved motivation, self-confidence group cohesiveness and attendance improvement. Research shows +3month estimated impact Pupil positive feedback Parent request and feedback for these materials in provision 2017	Guide and books supported in use and shared Jan 2018	£200 rising stars resources	Exit results 2019 Pupil feedback
Access to trips and other wider experiences linked to new curriculum implementation 2018-19	Provide opportunity to subsidise trips (inc residential) and make specific arrangements to enable vulnerable/disadvantaged families to enable full participation	Previous experience demonstrates some disadvantages pupils not attending wider opportunities due to financial reasons	Alert parents to this opportunity 1:1 meetings with Head Parent residential briefing session	£1000 (£150/pp) Condover residential	December 2018 Lesson feedback Pupil trip feedback Topic engagement and consequent topic book quality SMSC/learning review example folder
To ensure pupils have calm prompt start to the day including breakfast improving attendance	Breakfast club. Introduce new offer to nursery	Review and impact of breakfast club in 2016-18 shows that breakfast club was well attended and valued by wide cross-section of the community. Jan 18 – attendance of 68 pupils per day	Magic breakfast monitoring and review reports	£5000+	Behaviour and safety audit LGB feedback (pupil attending breakfast Jan 19 T1 update 96.5% matched pupils)
<b>Total budgeted cost</b>					£24,000

6. Review of expenditure				
Previous Academic Year		2017-18 (£97,680)		
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

Targeted support in Y4 to ensure accelerated progress of PP pupils	Quality teaching through maintaining smaller classes in this two-class year group.  0.5 teacher employed to FT.	Due to high mobility and being a bulge class, this cohort has historic underperformance of some pupils from Year 2 benchmark  From low prior attainment baseline the cohort are making sig progress and are on-track to perform typically to school by exit.	Cohort progress in year needs to be maintained	Teacher MPS
Ensure smooth induction of at-risk new to school pupils	Strengthen leadership through inclusion Assistant Head	High mobility in some year groups and high proportion of these pupils are also EAL. The high range of ethnicities means no one size fits all approach. - Resources have been purchased and support the induction of new arrival pupils. These resources also have the benefit of supporting language acquisition at early years. - As a result, pupils have early baseline assessments and a swift pathway to the national curriculum expectations within 2 terms - See case studies	Eal race to English resources etc	£200 +Leader scale
Provide pupils with experience of playing an instrument	Music Metrodome ensemble experience with other SMAT schools. Motivational/aspirational experience to perform in front of wider audiences  Year and Year 4 Music service	Observed impact of this opportunity in previous year  - Good attendance to the music festival at Barnsley Metrodome showcase by parents of the music as taught - Few children chose to follow additional music lesson, only 1 – survey and question this with PADS - See twitter feed	PADS Y2 recorder PADS Y4 trumpet  Offer of exit peri – ind. lessons support to costs	£3,000
<b>ii. Targeted support</b>				
To maximise the attendance and punctuality of all pupils including those who are disadvantaged	School attendance officer 0.4 Half-term parent attendance meetings Liaison with LA fine system Home visits	See SRF saved in attendance folder Data shows comparison of school and vulnerable groups against national benchmarks. 2016-17 FSM 93.5% late 2.1% 2017-18 whole school 94.7% 3 year improving trend	Although positive trend – aim is to meet/beat National percentage attendance and continue to reduce unauthorised absence	£8000
Phonics catch up to ensure clear majority are literacy ready by year 2	Class teacher additional input 1x per week 0.5	Low phonics scores (especially target group of PP girls) at Year 1 At Year 1 82.8% (20.7% rise since 2017) and comparable to national At Year 2 87.1% (70% of Yr2 check), Lower but like national PP pupils size of group has increased in significance (Y1 PP phonics gap to national non-PP pupils has widened)	This is an increasingly key area to support for pupils and requires redress from EYFS, develop new approach	£2,000
<b>iii. Other approaches</b>				
Enterprise Y4 – enhance speaking and listening opportunities.	Providing additional opportunity to publicly speaking and listening Participation in Louder than Life competition	Opportunities for all, including competition beyond sporting and musical -Best individual speaker award -pupil positive reflection on the enterprise competition and the characteristics this has promoted in creativity, determination, adapting and confidence to speak in front of audiences -See twitter feedback	Continue: This poses unique opportunity for participation in competition beyond sport	£1000

For behaviour for learning to be outstanding	Behaviour/pastoral leader, using nurture principles  Adaption of curriculum to meet needs/context of pupils including learning characteristics themes	Inspection and audit demonstrate learning behaviour is good. Previous behaviour lead work directly working with pupils and families has proven impact – see case examples Section 175 shows a reduction in number and significance of negative behaviour events Sig investment in positive behaviour activities and engagement from pupils (See Gold Pupils N=increase)	Continue but maintain early intervention approach	£10000
Improve extra-curricular access to homework for year 2 and year 6	SATS revision guides and preparation materials  STEM club 1x week (Imagineering)	Improved motivation, self-confidence group cohesiveness and attendance improvement. Research shows +3month estimated impact Pupil positive feedback Parent request and feedback 2017 -good use of e-resources by pupils in Education city, Times table Rock stars, Bug club and test-base. The usage stats show this is particularly so for Y3,4,5 - weekly STEM club ran by HLTA and teacher specifically gave opportunity for girls and PP pupils to attend an afterschool engineering club (n=15), sig engagement evident. See twitter and pupil feedback	Continue: Ensure best VFM through usage monitoring and further investment in infrastructure to support access -club outcome to look at how this can influence daily practice	£4000
Access to trips and other wider experiences linked to new curriculum implementation 2017-18	Provide opportunity to subsidise trips and make specific arrangements to enable vulnerable/disadvantaged families to enable full participation	Previous experience demonstrates some disadvantages pupils not attending wider opportunities due to financial reasons  <ul style="list-style-type: none"> <li>- Pupils made significant memorable experiences that developed and challenged confidence, see twitter</li> <li>- Range of trips promoted engagement by all pupils in new topics, see cohort work books</li> </ul>	Continue: Promotion of pupil engagement in wider curriculum, school development point for 2018-19	£1000 (£150/pp) Condover residential
To ensure pupils have calm prompt start to the day including breakfast improving attendance	Breakfast club	Review and impact of breakfast club in 2017-18 shows that breakfast club was well attended and valued by wide cross-section of the community Approximately 60 attending daily 2017-18 whole school 94.7% Pupils attending breakfast club 95%, which is at school target Observation that this also has sig positive affect on calm start of the day for other pupils at traditional arrival time, due to reduced footfall The pupils also have social opportunity - talking around the table during eating promoting etiquette/manners expectations	Continue: Significant impact upon attendance and punctuality and wellbeing of pupils in start of day routine	£6000

### Summary reflecting on desired outcomes 2017-18

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)
Improvement of KS2 exit results in mathematics so that they are at least typical and no longer significantly below national	Results in mathematics improve from previous year and close the gap to non-disadvantaged. A majority of pupils' positive progress, PPM and target differentiation. Quality first teaching.	<i>Results in mathematics improve from previous year and close the gap to non-disadvantaged. A majority of pupil's positive progress, Improve the scale score above 94.6 scale score 2017 outcome</i>  KS2 Mathematics outcomes: See outcomes data above (Progress-0.9, SS 98.7)	Continue this focus (form a trend of improvement), however target issues relating to gender specifically in mathematics

		Improvement of outcome by 4.1 scale points for the identified group in comparison to previous year	
Ensure pupils who are new to school are well supported to settle rapidly and make good progress	New pupils achieve at least expected progress within 2 terms Pupils make expected or better progress in year and upon exit from their starting points	<i>New pupils achieve at least expected progress within 2 terms</i> <i>Pupils make expected or better progress in year and upon exit from their starting points</i> <i>Outcomes for EAL learners is at least typical and in some year groups better than peers</i> <i>Pupils now have early assessment based upon NASSEA best practice. Inclusion leader now showcasing outcomes and practice beyond Trust</i>  See Inclusion case studies	Inclusion approach to new arrival pupils ensures learners settle quickly and have early success
Develop competency in literacy and spoken language to enable pupils who have skills that prepare them well for secondary school	Children can engage aurally within a broad and balanced curriculum	<i>Children can engage aurally within a broad and balanced curriculum</i>  <i>Pupils are beginning to reflect and however need to further develop critical thinking and wider skills and characteristics</i>  <i>Award attained in enterprise and British Council communication projects</i>  <i>See SMSC/wider curriculum portfolio e.g. crucial crew</i>	Develop further and develop wider solutions to this aspect
To maximise the attendance and punctuality of all pupils including those who are disadvantaged	School attendance officer 0.4 Half-term parent attendance meetings Liaison with LA fine system Home visits	<i>Data shows comparison of school and vulnerable groups against national benchmarks. Disadvantaged attendance was comparable to the school overall. Swift intervention and thorough monitoring through PSA involvement.</i> <i>2016-17 FSM 93.5% late 2.1%</i> <i>2017-18 whole school improved to 94.7%</i> <i>2017-18 disadvantaged attendance 94%</i>	Maintain approach, so that both groups (All PP) are continuing 3-year trend of improvement and that outcome EOY is above 95% target

## 7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: <http://queensroad.stmarysacademytrust.co.uk/pupil-premium-sport/>

### Data sources:

- Year group characteristics: ASP basic characteristics by year group
- In year pupil performance: SIMS assessment data/Discover attendance group data
- Attendance data: Perspective LA data reports
- Progress source: validated data as published in IDSR (Dfe school data source)
- Attainment source: FFT aspire disadvantage self-evaluation