

Pupil premium strategy statement

1. Summary information					
School	Queens Road Academy				
Academic Year	2019-20	Total PP budget	£104,280 (allocated)	Date of most recent PP Review (V2 Aut. data)	06/12/19
Total number of pupils	250	Number of pupils eligible for PP	39% Top Quintile	Date for next internal review of this strategy	04/04/20

2. Current attainment and progress exit 2018			
KS2 Exit N=15/31 48% of cohort (12 in coverage)	Pupils eligible for PP		Pupils not eligible for PP (national other)
% achieving in reading, writing and maths	40%	DFE validated	(Nat 71%/PP51.3%)
% attainment/ progress in reading	71%	+2.31 (Nat 0.32)	(Nat 78.1% +0.3)
% attainment/ progress in writing	64%	+0.39 (Nat 0.27)	(Nat 83.2% +0.2)
% attainment/ progress in maths	50%	+0.04 (Nat 0.37)	(Nat 83.7% +0.3)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Significant low writing and mathematics attainment KS2 exit 2019.
B.	Issues around mobility of pupils and linked vulnerability through disadvantage (Percentage of FSM in Year 6 (51%) and 5 (43%) higher than other year groups)
C.	Low levels of literacy including levels of English spoken language on entry to school
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	Overall attendance and punctuality of disadvantaged pupils (National 96%) See SFR in attendance folder Nat 95% (2018-19)

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improvement of KS2 exit results in writing and mathematics so that they are at least typical in progress and not significantly below national	Results in mathematics improve from previous year and close the gap to non-disadvantaged, Improve the scale score above 100 (scale score 98.7% 2018, 100.1% 2019 ~Nat 105) outcome Progress in writing is at least typical
B.	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	Ensure Reading KS2 average scale score remains above 100 and is equitable to peers, increase proportion AES at EYFS2 to peers Maintain good VA for KS1 pupils (PP2019 +3.2)

C.	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
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5. Planned expenditure

Academic year	2019-20 (£104,280) allocated
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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?
Develop pupil competency in literacy and spoken language to enable pupils to have skills that prepare them well for secondary school	<p>BMBC EYFS action research project</p> <p>Support and develop early approaches to reading, phonics book resource investment</p> <p>Develop vocabulary in wider subjects, inc Stem sentences</p> <p>Promote a pupil 'love' of reading, by raising profile of books in school</p> <p>Develop and implement Enterprise, British Council, Cultural and other identified topic projects to expand pupil opportunity in language skill development</p>	<p>Baseline data 14% age related on entry to reception in reading Baseline data 41% age related on entry to reception in S&L</p> <p>Phonics at Year 1 is below National benchmark (Gap 10%) The proportion of pupils at KS2 is below those pupils typically (Gap 12%)</p>	<p>Leadership structure and PM monitoring EAL/Pupil premium data monitoring CLL/Reading data review</p> <p>Attendance to family reading sessions at FS/KS1</p> <p>Attainment of etwinning/international schools award British council</p>	Leader scale	Routine termly monitoring through PPM PM reviews twice annually Pupil voice
Targeted support in Y6 to ensure accelerated progress of PP pupils especially boys reading and writing	<p>Quality teaching through maintaining smaller classes in this two-class year group.</p> <p>0.5 teacher employed to FT.</p>	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

Provide pupils with experience of music/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 Participation in Young voices event Jan2020	Observed impact of this type of 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 Transport and staffing to events £250	Annual music service review
Total budgeted cost					£63,000

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?
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 BMBC education welfare legal team Home visits Linked SENd pupil agenda Mode Shift Gold	See SFR saved in attendance folder Data shows comparison of school and vulnerable groups against national benchmarks. 2016-17 FSM 93.5% through this funding 2019 attendance of PP was the same as whole school at 95%	Half termly meetings with attendance officer Data attendance/punctuality Parent views Home visits Governor attended panel meetings Include attendance in PPM Attain mode shift Gold Award	£8,000	Reports to standards/LGB Case studies reviews T1(2019) PP 92.2%
Phonics catch up to ensure clear majority are literacy ready by year 2	Phonics champion to lead school approach and increase levels of challenge Purchase phase 5 decodable books Purchase UKS2 fiction books	Low phonics scores (especially target group of PP girls) at Year 1 Low on entry data	Literacy leader monitoring Timetabled Phonics champion staff member	£4,000	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 Weekly parent and toddler/baby networking Link with family support service	A significant proportion of pupil premium pupils are also low in CLL at EYFS2 and this approach supports rapid progress for these pupils	EYFS/ Literacy leader monitoring Timetabled Phonics champion staff member	£2000	Leadership report Exit CLL results for PP improve Parent feedback

Targeted support in Y6 to ensure accelerated progress of 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		£2000	
Total budgeted cost					£16,000
iii. 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?
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 following PPM staff feedback	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 £3500 (some of this sports premium)	Y6 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 Participation in Trust based enterprise competition	Opportunities for all, including competition beyond sporting and musical Participation in Young voices 2020	Stakeholder feedback	£1000	Trust event Jan for 2019, pupil feedback following events
For behaviour for learning to be outstanding	Behaviour/pastoral leader, to drive ongoing initiatives and to work pro-actively with pupils Pupil voice prize initiatives House competition events	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 School council voice	£20,000	School council minutes Case studies Monitoring logs – see SIMS Section 175 audit report as presented to Govs. Dec 19
Improve extra-curricular access to homework for Year 6	SATS revision guides and preparation materials Online? School club?	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 2019	£200 rising stars resources	Exit results 2020 Pupil feedback
Access to trips and other wider experiences linked to new curriculum implementation 2019-20	Provide opportunity to subsidise trips (Inc. residential) and make specific arrangements to enable vulnerable/disadvantaged	Previous experience demonstrates some disadvantage pupils not attending wider opportunities due to financial reasons Participation in Young voices 2020	Alert parents to this opportunity 1:1 meetings with Head Parent residential briefing session	£1000 (£150/pp) Caythorpe residential	Lesson feedback Pupil trip feedback Topic engagement and consequent topic book quality

	families to enable full participation				SMSC/learning twitter
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 2016-19 shows that breakfast club was well attended (40%) and valued by wide cross-section of the community. Dec 19 – attendance of 70 pupils per day, ext audit	Magic breakfast monitoring and review reports 28/11/19	£5000+	Behaviour and safety audit LGB feedback (pupil attending breakfast Jan 19 T1 update 96.5% matched pupils)
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. Positive impact upon EAL exit pupils progress 2019 <ul style="list-style-type: none"> - 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 (aim within 2 terms) - See case studies 	Eal race to English resources etc	£200 +Leader scale Volunteer time	
Total budgeted cost					£30,750

6. Review of expenditure				
Previous Academic Year		2018-19 (£99,000)		
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 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 From low prior attainment baseline the cohort are making sig progress and are on-track to perform typically to school by exit. Reading PA:41.5% EOY5:67% Writing PA:26% EOY5:57% Mathematics PA:49% EOY5:71%	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. <ul style="list-style-type: none"> - 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 pupils did equally well as EfL peers 2019 exit in Reading exe 67%. EAL progress +1.57 - EAL pupils did better than EfL peers 2019 exit in Writing exe 78% (matched Nat). EAL progress +2.79 - EAL pupils did less well in attainment, better in progress than EfL peers 2019 exit in Mathematics exe 56%. EAL progress +0.75 	Eal race to English resources etc Support for target differentiation as appropriate	£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 Year2 and Year 4 Music service	Observed impact of this opportunity in previous year <ul style="list-style-type: none"> - Good attendance to the music festival at Barnsley Metrodome show-case by parents of the music as taught - Few children chose to follow additional music lesson, now 3 - See twitter feed 	PADS Y2 recorder PADS Y4 trumpet Offer of exit peri – ind. lessons support to costs	£3,000
ii. Targeted support				
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 through this funding 2019 attendance of PP was the same as whole school at 95%	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 Investment	Low phonics scores (especially target group of PP girls) at Year 1 At Year 1 71% At Year 2 96.6% (86% of retake)	key area to support for pupils in longer term reading aims and requires redress from pupil arrival, develop new approach	£2,000
iii. Other approaches				
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 -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 -also took part in additional LA event at Barnsley Metrodome	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=52) Pupil voice indicates positive implementation of traffic light system and rewards policy Parent voice included in ongoing developments	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	Improved motivation, self-confidence group cohesiveness and attendance improvement. Research shows +3month estimated impact Pupil positive feedback Parent request and feedback 2017 -this cohort had low uptake of homework – therefore resource used to support targeted pupils during day (CT release to work with these pupils) -funding used for Timetables Rockstar's for all-school pupils' access, to support mathematics and quick recall of number facts. Children well motivated in achieving certificate levels in school as a result	Continue: Ensure best VFM through usage monitoring	£4000
Access to trips and other wider experiences linked to developing curriculum implementation 2018-19	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"> - Pupils made significant memorable experiences that developed and challenged confidence, see twitter and pupil voice - Range of trips promoted engagement by all pupils in new topics, see cohort work books 	Continue: Promotion of pupil engagement in wider curriculum, school development point for 2019-20	£2000 (£180/pp) Caythorpe residential
To ensure pupils have calm prompt start to the day including breakfast improving attendance	Breakfast club	2016-19 shows that breakfast club was well attended (40%) and valued by wide cross-section of the community. Pupil voice report sept 19 indicates positive impact upon friendships, early learning activities, pupil responsibility Parent voice report sept 19 indicates club supports parents supported in working patterns, good care, improved punctuality	Continue: Significant impact upon attendance and punctuality and wellbeing of pupils in start of day routine Offer expanded to include reception/nursery age pupils	£6000 Year attendance improved by group by 1.5% matched group to previous year
Summary reflecting on desired outcomes 2018-19				
Desired outcome	Indicator	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	Results in mathematics improve from previous year and close the gap to	Results in mathematics have strengthened through school as seen in internal data, however the changes made did not yield as significant	Continue this focus (form a trend of improvement), however target issues	

so that they are at least typical and no longer significantly below national	non-disadvantaged. A majority of pupils' positive progress, PPM and target differentiation. Quality first teaching.	an impact upon the exit Year 6 attainment. The progress for PP maths was average and above 0 and scale score has reached 100, however needs to continue to improve towards national averages. Attainment for girls maths exe standard is not yet at National Average	relating to gender specifically in mathematics
Ensure disadvantaged pupils who are vulnerable to not attaining 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 Group monitoring and consequential teacher targeting as appropriate as identified through Pupil Performance meetings New arrival pupils have appropriate support and make good progress	<ul style="list-style-type: none"> - 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 pupils did equally well as EFL peers 2019 exit in Reading exe 67%. EAL progress +1.57 - EAL pupils did better than EFL peers 2019 exit in Writing exe 78% (matched Nat). EAL progress +2.79 - EAL pupils did less well in attainment, better in progress than EFL peers 2019 exit in Mathematics exe 56%. EAL progress +0.75 - KS2 Reading exe girls pupil premium attainment above national average for the group - Pupils exiting EYFS (Pupil Premium) all made outstanding progress (6.23 average steps as accounted by Learning book tracking) 60% CLL achieved which is ~10% less National similar 	Inclusion approach to new arrival pupils ensures learners settle quickly and have early success – maintain success through Pupil Performance Meeting process Tackling early reading especially for disadvantaged remains a priority aim
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 Outcome of internal and exit data	See links to sport premium - Girls developed greater confidence in upper KS2 though goal setting workshops Reading, Writing and Mathematics internal data scores from end of year tests would show that attainment results are comparable to peers and more in keeping with national trends (one cohort excepted) At KS1 For PP girls RWM group attainment was above national average for the group (FFT dashboard data) (especially mathematics)	Are there pupils we can support earlier in schooling to capitalise on the increase in confidence Consider opportunities for the most able disadvantaged

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: <https://queensroad.org.uk/pupil-premium> and <https://queensroad.org.uk/sports-premium>

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
- Individual progress: Perspective LA data reports

