

# Pupil premium strategy statement

Summary information					
<b>School</b>	Queens Road Academy				
<b>Academic Year</b>	2020-21	<b>Total PP budget</b>	£98,185 (allocated)	<b>Date of most recent PP Review</b>	26/11/20
<b>Total number of pupils</b>	226	<b>Number of pupils eligible for PP</b>	73 (32%)	<b>Date for next Governor review of this strategy</b>	
<b>Statement set by</b>	Mr S. Kaufman		<b>Vulnerable Lead</b>	Mrs. B. Karan	
<b>Governor Lead</b>	T. Roger				

Disadvantaged pupil progress and performance for last academic year				
KS2 Exit N=23/51 45% of cohort	Pupils eligible for PP			National Pupils <b>not</b> PP exp+ (NCER NO)
<b>% achieving in reading, writing and maths</b>	56.5% exp+	0% high	<b>Progress</b>	Nat 77% (PP58%)
<b>% attainment/ progress in reading</b>	69.6% exp+	4.3% high	+3.5% (Nat -0.76)	Nat 85% +0.6 (PP69%)
<b>% attainment/ progress in writing</b>	65.2% exp+	0% high	+3.9% (Nat -0.56)	Nat 82% +0.5 (PP65%)
<b>% attainment/ progress in maths</b>	60.9% exp+	8.7% high	+2.6% (Nat -0.74)	Nat 84% +0.5 (PP68%)

Strategic aims for disadvantaged pupils	
<b>Measure</b>	<b>Activity</b>
<b>Priority 1</b>	Oracy/ Language development – To provide professional development to enable staff to provide high quality oracy learning. This includes specific access to Nuffield Early Language Intervention
<b>Priority 2</b>	To develop further quality of the wider curriculum ensuring it is broad, balanced and challenging; reflects our community and meets the needs of all of our learners.
<b>Barriers these priorities address</b>	Low levels of literacy including levels of English spoken language on entry to school. Significant low writing and mathematics attainment KS2 exit 2019. Signs of improvement 2020.
<b>Projected spending</b>	£61,880

<b>Teaching priorities for current academic year</b>		
<b>Aims</b>	<b>Target</b>	<b>Target date</b>
<b>Progress in Reading</b>	Achieve national average progress scores in KS2 Reading (0) and increase proportion working at higher level	Sept 2021
<b>Progress in Writing</b>	Achieve national average progress scores in KS2 Writing (0) and increase proportion working at higher level	Sept 2021
<b>Progress in Mathematics</b>	Achieve national average progress scores in KS2 Mathematics (0) and increase proportion working at higher level	Sept 2021
<b>Phonics</b>	Achieve national average expected standard in PSC	Y2Jan21, Y1Sep 21
<b>Other</b>	Improve attendance of disadvantaged pupils particularly unauthorised absence by 2.7%	Sept 2021
<b>Phonics Strategic aims for disadvantaged pupils</b>		
<b>Measure</b>	<b>Activity</b>	
<b>Priority 3</b>	Develop staff pedagogy in approaches to phonics through EYFS/KS1	
<b>Priority 4</b>	To develop appropriate learning environments to enable precise teaching of phonics	
<b>Barriers these priorities address</b>	Low levels of literacy including levels of English spoken language on entry to school. Gaps in learning as a result of long periods of missed learning (Covid-19 pandemic)	
<b>Projected spending</b>	£9,000	
<b>Wider aims for disadvantaged pupils</b>		
<b>Measure</b>	<b>Activity</b>	
<b>Priority 5</b>	Realign attendance monitoring and subsequent processes with inclusion to ensure holistic approach to pupil support	
<b>Priority 6</b>	Extending and embedding a Magic Breakfast Club (adapting appropriately within pandemic constraints)	
<b>Priority 7</b>	Providing wider opportunities (e.g. music PADS, YV21, making trips financially accessible)	
<b>Barriers these priorities address</b>	Improving attendance and readiness to learn for the most disadvantaged pupils	
<b>Projected spending</b>	£29850	

Monitoring and implementation		
Area	Challenge	Mitigating action
<b>Teaching strategies</b>	Ensuring enough time is given over to allow for staff professional development	Use of Staff meetings, INSET days and additional cover being provided by HLTA
<b>Phonics strategies</b>	Developing consistency in approach within pandemic restrictions	Use of OnlineTeams to support CPD, EYFS Leader and SLT management time to action plan fortnightly
<b>Wider and targeted strategies</b>	Engaging the families facing most challenges (Inc attendance)	Inclusion SLT leader as single point of contact to signpost support as appropriate

Review of previous year aims and outcomes	
Aim	Outcome
<b>Teaching strategies</b> Improvement of KS2 exit results in writing and <b>mathematics</b> so that they are at least typical in progress and not significantly below national	Results in mathematics improved from previous year and closed the gap to non-disadvantaged, outcome Progress was +2.6 and above those nationally non-disadvantaged  Progress in writing was good and above that of nationally non-disadvantaged
<b>Targeted strategies</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	Reading KS2 100 and is equitable to peers, increase proportion AES at EYFS2 to peers Maintain good VA for KS1 pupils (PP2019 +3.2)
<b>Wider strategies</b> Promote skills for life ensuring preparation for next stages of learning especially (Esp. KS2 girls), including providing curricular challenge	The curriculum opportunities mapped with intent including appropriate challenge and skills for life. Girls develop confidence in learning. Signs of PP girls attaining outcomes at expected standard in mathematics halting the historic trend.

## 1. 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/performance data: Perspective LA data reports/NCER national data set of 43000 pupils vs SATS 2019 of approx. 650000
- 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