

Queens Road Academy

Pupil premium strategy statement 2021



This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

The report also outlines the 'Catch-up' recovery premium following the pupil absence during Covid-19 lock down. Research shows that disadvantaged pupils have been significantly affected by school closures. Previously this was reported separately.

<https://queensroad.org.uk/catch-up-premium>

School overview

Detail	Data
School name	Queens Road Academy
Number of pupils in school (fte. 4-11)	203
Proportion (%) of pupil premium eligible pupils	31% (63)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 Years
Date this statement was published	7/10/21
Date on which it will be reviewed	7/10/22
Statement authorised by	S. Kaufman
Vulnerable Pupil lead	B. Karan
Governor / Trustee lead	T. Rodger

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (dfeSep21)	£91,460
Recovery premium funding allocation this academic year	£7,492.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£98952.50

Part A: Pupil premium strategy plan

Statement of intent

At Queens Road we use Pupil Premium funding to enable us to provide a number of different interventions and whole-class strategies which impact, both directly and indirectly, by providing additional support for pupils highlighted by the government as needing it most.

Key Principles

- To promote the welfare and well-being of all pupils
- To provide professional development to enable staff to provide high quality teaching and learning (both class and intervention).
- To develop further the quality of the wider curriculum ensuring it is broad, balanced, and challenging; reflects our community and meets the needs of all of our learners.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge	Detail of challenge approach
1. Children start school with lower levels of literacy and talk	Oracy/ Language development – To provide professional development to enable staff to provide high quality oracy addressing gaps in learning.
2. Children at risk of lower achievement (inc higher) in KS2 subjects	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. (New school topic cycle)
3. Impact of absence (Inc. c-19) results in learning gaps	Ensure that high quality interventions , including tuition and specialist phonics intervention are implemented and monitored for impact.
4. PP pupils attendance is less than school typically	Ensure that a robust attendance strategy is maintained to target persistent late and persistent absent children, working with children, families and external agencies, where appropriate
5. Historic pupil gender gap in mathematics	To support pupils at risk of underperformance in mathematics (Particularly PP Girls)

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils	High quality differentiated learning Provision of challenge across subjects Maximise pupils awarded greater depth at KS2 exit
For all disadvantaged pupils in school to make or exceed nationally expected progress rates.	Reading and mathematics above +0.4
Holistic support for vulnerable pupils to maximise pupil well being	Pupils' attendance improves to Nat. typical+ Increased extended pupil learning opportunities Achievement of Wellbeing standards Award Parents clearer on how to provide curriculum help for their children
Teachers maintain high skill levels through ongoing CPD access	Staff voice identifies impact to the range of CPD offered

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 31,590

Activity	Evidence that supports this approach	Challenge number(s) addressed
EYFS EAL research project	Use of thinkingtalking resource generating word awareness. Based upon evidence Early Outcomes Fund Project in conjunction with Sheffield Hallam University	1
NPQ-LT to support staff development	Leader development based upon latest research. DFE world-class teacher development	1
CPD input for mathematics approaches	Further development of White Rose approaches. High quality early numeracy education can have long-lasting effects and can be a major predictor of later success in school and in work. Research also suggests that too few early years teachers receive the specialist training they require to deliver this high-quality mathematics education.	5,2
CPD to use of Blooms Taxonomy for challenge	Curriculum adaptation to encourage higher-order thought in our pupils by building up from lower-level cognitive skills. To deepen knowledge and promote challenge. Mastery Learning, EEF high impact low cost (+5mnths)	2
CPD to think 3 pedagogy to pupil recall	Reflective activities in the short term appear to affect students on an affective level rather than a cognitive level. D Cavilla · 2017 Metacognitive pupils EEF studies (+7mnths)	2
CPD and leadership for cross-school planning – addressing KPI/topic (Link)	Collaborative design positively affects both professional development and the implementation of curriculum change, because teachers develop competencies and practice and develop ownership of the change. Curriculum adaptation and time to implement CPD	2,5

DT/life-skill curriculum investment of resources (e.g., Enterprise)	Parent voice tells us of the skills of independence they would want to see in their children	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £35,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
FFT tutoring intervention	LightningSquad- Reading speed and comprehension activity. EEF (+6mnths), mentoring approaches (+2mnths). Last year QRA saw significant improvement in pupils reading speed for those tutored. (FFT learning gains of between 3 and 5 months in reading)	3
Analysis group time	Daily input for misconceptions addressed through AFL. Teaching assistant intervention (+4mnths)	1,2,3
Learning village	EAL language development research impact studies (Link) and Build upon impact from introduction of programme at QRA 2021	3
Teacher based intervention	Used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. Reading, Mathematics, Writing KPI small groups tuition reflecting teacher AFL (+4mnths)	2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £31,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing award standard (Social and emotional learning)	Accrediting School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning (+4mnths)	4
Mental Health Lead training	Children with better emotional wellbeing make more progress in primary school	4,3,5

	Children with higher levels of emotional, behavioural, social, and school wellbeing, on average, have higher levels of academic achievement and are more engaged in school, both concurrently and in later years	
SLT attendance lead	Overall absence has a statistically significant negative link to attainment – i.e. every extra day missed is associated with a lower attainment outcome. DFE QRA Reduction of the proportion of pupils persistent absent in 2020-21	4
Parent workshops to support curriculum	Parental engagement in learning and parental voice through 'You said we did' (+4mths)	1,2
Access to wider curriculum experiences	Pupil voice in the impact of attending memorable experiences (lifetime)	2,4
Magic breakfast	Independent research, funded by the Education Endowment Foundation and carried out by the Institute for Fiscal Studies, found that Y2 pupils in schools providing a free, nutritious 'magic' breakfast boosted their reading, writing and maths by an average of 2 months' progress per year, compared to pupils in schools with no such breakfast provision.	4

Total budgeted cost: £99.045

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, National performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. However, QRA has conducted and shared data against NCER (76140 pupils) data collections which enable impact analysis to be reported against benchmarks.

• Disadvantaged pupil progress and performance for last academic year

• KS2 Exit N=12/29 41% of cohort	Pupils eligible for PP			National Pupils not PP exp+ (vsNCER)
% Achieving in reading, writing and maths	58% exp+	25% high	Progress	Nat 69% (PP48%)
% attainment/ progress in reading	75% exp+	25% high	-0.65% (NatPP -1.04)	Nat 81% +0.6 (PP64%)
% attainment/ progress in writing	58% exp+	25% high	-0.31% (NatPP -0.84)	Nat 76% +0.5 (PP56%)
% attainment/ progress in maths	75% exp+	25% high	+0.59% (NatPP -1.11)	Nat 79% +0.5 (PP59%)

- PP group achieved better in comparison to PP nationally and similarly in mathematics. Pupils did less well in attainment of Writing compared to NON-PP group
- PP group higher-standard outcomes proportionally were higher than NON-PP group (25%vs18%)
- PP group made broadly typical progress and outcomes were less impacted in comparison to the National group

<p>Teaching strategies</p> <ul style="list-style-type: none"> • Achieve national average progress scores in KS2 Reading (0) and increase proportion working at higher level 	<p>Results in mathematics improved from previous year and closed the gap to non-disadvantaged. Progress was less strong than previous years with typical progress in 2021.</p> <p>The proportion of pupils achieving a higher level has improved above that national comparative in all subjects</p> <p>Progress in writing was overall typical however C19 absence had greater impact on this subject 2021.</p> <p>Progress 3 years average trend:</p> <ul style="list-style-type: none"> • R+1.72, W+1.32, M+1.05
<p>Targeted strategies</p> <ul style="list-style-type: none"> • Develop staff pedagogy in approaches to phonics through EYFS/KS1 • To develop appropriate learning environments to enable precise teaching of phonics 	<p>Early Reading NELI - generated clear baselines to enable teachers to plan and pitch work efficiently</p> <p>Topics in all subjects are now established with clear intent and implementation, pupils are well engaged in these. The topic cycle plans are embedded, progressive in challenge</p> <p>FFT NTP programme sig improved individual pupil reading speed and access to texts</p> <p>Learning village intervention approach provided individual pupil reports of an increase in learnt vocabulary. Pupil work scrutiny and assessment reports evidence this. Pupils who arrived non-English speaking are now English writing.</p>
<p>Wider strategies</p> <ul style="list-style-type: none"> • ensure holistic approach to pupil support • Magic Breakfast Club • Providing wider opportunities 	<p>The curriculum opportunities mapped with intent including appropriate challenge and skills for life.</p> <p>Magic breakfast adapted and continued provision through C19 period and supporting vulnerable and new vulnerable families. We ensured children not left hungry</p> <p>Due to the nature of the pandemic we were unable to provide mixed after-school club/residential opportunities however made in class opportunities e.g. YMCA and particularly emphasised wellbeing. Pupil voice reported</p> <p>Established SLT role for inclusion support resulting in pupils returning to learning swiftly following absence. Parents surveys eg Mar20 enabled ongoing feedback and targeting 86% felt</p>

	<p>learning well during C19. Google data analytics demonstrated high engagement in remote learning</p> <p>NB prior year target exit monitoring: Girls develop confidence in learning. Signs of PP girls attaining outcomes at expected standard in mathematics now a 3yr upward trend to 82.4%.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Lightning Squad – NTP Reading	FFT
NELI	Nuffield
Learning Village	Across cultures

Service pupil premium funding

No service pupil funding allocations 2020-21

Further information

QRA has a comprehensive solution to remote learning utilising the Google classrooms platform. In the event of pupil absence or cohort 'lock-downs' requiring home learning, QRA has the capacity to help dis-advantaged pupil's through laptop loans and internet access. This ensures continuity of access to learning through technology.

Research notes (Also see hyperlinks within the doc)

“Research shows that participating in organised sports and joining after school clubs can help to improve children’s academic performance, as well as their social, emotional, and behavioural skills. This is particularly the case for children from disadvantaged backgrounds.” Gov.uk: 27 September 2021

https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak?utm_source=11%20October%202021%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19

<https://sandbox.educationendowmentfoundation.org.uk/guidance-for-teachers/covid-19-resources/best-evidence-on-impact-of-covid-19-on-pupil-attainment>

Curriculum adaptation and enhancement is core to the work of school improvement. Many pupils have lost out on time in the classroom this year, which means that adaptations to the curriculum may be necessary; EEF

<https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching>

Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support>