

Pupil Premium Strategy Statement



1. Summary information					
School	Queen's Hill Primary and Nursery School				
Academic Year	2016-2017	Total PP budget	£95K	Date of most recent PP Review	Dec 2016
Total number of pupils	356	Number of pupils eligible for PP	75	Date for next internal review of this strategy	April 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Standardised scores in Reading at KS2 (100 expected level)	103.5	103.8
Standardised scores in Maths at KS2 (100 expected level)	100.5	104.1
Standardised scores in Grammar at KS2 (100 expected level)	100.6	105.0
Expected standard in Writing at KS2	83%	79%
Good Level of Development for EYFS	83%	
Phonics Screening Year 1	83%	70%
Progress KS1-KS2 Maths (0.0 National expected score)	1.59	0.0
Progress KS1-KS2 Reading (0.0 National expected score)	5.63 (Top 3% nationally)	0.0
Progress KS1-KS2 Writing (0.0 National expected score)	4.06 (Top 7% nationally)	0.0

3. Barriers to future attainment (for pupils eligible for PP)

Barriers

The barriers and challenges disadvantaged children face at Queen's Hill Primary & Nursery School are complex and varied – there is no single difficulty faced by all but the following barriers are generalised to the Pupil Premium Group.

A.	For some children, aspirations, self-belief and confidence – within the group of children eligible for pupil premium there is a need for them to believe that they can achieve and have high expectations of themselves. For some children this stems from low parental engagement and support, or a lack of understanding of how to enable their children to flourish academically. For many of our Pupil Premium there is a Lack of regular reading, writing and maths opportunities out of school . Many of our Pupil Premium families do not have the opportunity or the skills to access or practise reading, writing and number/maths activities regularly with their children, which affects the development of their skills. Many of our PP families do not have the inclination or the skills to read regularly with the children which affects the development of their reading skills	
B.	Mobility of the Pupil Premium children and the associated challenges and barriers that can be brought about when children have joined school at a mid-way point in their schooling – including transition, social and emotional support, curriculum coverage and engagement. Currently 17% of the Pupil Premium Group on roll have not been at our school for their entire school age. For the cohort of Year 6 in 2015-2016, 33% of the Pupil Premium group joined in Year 6. 42% joined during midway through KS2 with only 42% being on roll from Reception to Year 6. For the Year 6 cohort of 2015-2016 a total of 23 Pupil Premium children joined the cohort midway through their school life with 15 children leaving before the end of year 6.	
C.	Attendance. Children need to be in school in order to learn and reach their potential. In 2014-15 whole school attendance was 95.93% in comparison to Pupil Premium attendance of 93.02%. In 2015-16 whole school attendance was 96% in comparison to Pupil Premium attendance of 94.50%. Therefore, Pupil Premium children are less likely than their peers to come to school.	
4. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	Improved progress and attainment for Pupil Premium children, diminishing the difference with non-pupil premium.	Pupils eligible for PP make as much progress as ‘other’ pupils, across Key Stage 2 in maths, reading and writing. Measured in Y4 and 5 by teacher assessments and successful moderation practices established. Measured in Yr6 by SATs.
B.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees among pupils eligible for PP to 10% or below. Overall PP attendance improves from 94.50% to 96% in line with ‘other’ pupils.

5. Planned expenditure					
Academic year		2016-2017			
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?
Children have access to individualised and group programmes to ensure they make at least the progress of non PP children	Pupil Premium Champion to be non-class based and working with specific children (x 3 adults).	Picking up misconceptions early and providing immediate and timely feedback. This was seen as successful in schools visited in London.	Pupil progress meetings. Termly impact measured. Pupil premium impact review each term.	Inclusion lead. Deputy head. Intervention teacher.	End of each term.
Children have a love of books and a thirst for reading which impacts on reading ability	To provide a school librarian	To maintain a love of books – all research shows reading is the key to learning. Reading results improving since her employment.	Pupil progress meetings. Termly impact measured. Perception surveys. All children will achieve at least bronze award in reading challenge. Pupil premium impact review each term.	Librarian	End of each term.
Staff will have confidence to teach the most vulnerable groups and will be kept well informed of latest research	To provide staff with access to Shirley Clarke website for ongoing CPD	Sutton Trust.	Teaching is at least good across the school and vulnerable groups attain and progress in line with their peers. Pupil premium impact review each term.	All staff	End of each term
Total budgeted cost					£9.3K

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?
Teacher to work with small groups in Y5/6 and with pairs and individuals in Y2 to raise attainment so PP attain and progress in line with their peers.	To continue to provide an additional specialist teacher (All Children developing, Oracy, Reading and Numeracy)	Previous intervention has proven successful.	Pupil progress meetings. Pupil premium impact review each term.	Numbers count teacher.	End of each term.
Ensure needs can be identified early, immediate feedback and focus on small groups.	To provide an additional teacher within Year 6 and provide 1:1 tuition.	Children have access to individualised and small group provision to ensure they make at least the progress of non PP children.	Pupil progress meetings. Pupil premium impact review each term.	UKS2 phase leader.	End of each term.
Children make better than expected progress in reading. Engagement and progress in lessons further improves.	To maintain “Fast Forward” to improve reading, memory, processing skills – software and TA support.	To improve reading, memory, processing skills. Pilot programme very successful.	Pupil progress meetings. Pupil premium impact review each term.	Librarian.	End of each term.
Children make at least the progress of non PP children in reading.	To provide a Teaching Assistant for focussed groups inspiring children to read.	Engagement; Reluctant readers will be inspired to read with TA and school dog.	Pupil progress meetings. Pupil premium impact review each term.	Teaching assistant.	End of each term.
Total budgeted cost					£56.7K

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?
Children will read at least 4 times in a week and will have a positive start to the school day.	To provide additional TA for breakfast club to hear children read / play games and start the day positively.	Eradication of any barrier for children succeeding day to day (Diet, social development, parental engagement/support)	Pupil progress meetings. Pupil premium impact review each term.	Teaching assistant	End of each term.
Children will attend nurture groups to ensure their well-being needs are met.	To provide a nurture programme for the most vulnerable groups including Pupil Premium and Forces children.	Eradication of any barrier for children succeeding day to day.	Boxall Profile on entry and exit. Pupil progress meetings. Pupil premium impact review each term.	HLTA	End of each term.
Children given every opportunity possible to develop a love of learning.	Equality funding	Finance is not a barrier to children having equality of opportunity.	Issued on a needs led and individual assessment basis at discretion of the HT.	Head Teacher	End of each term.
Parents will feel supported in raising their children and supporting the learning process at home.	To provide parenting books, to be loaned to parents.	Parents are able to access high quality parenting books to support their child's social and academic learning.	Marketing/advertising of books through Parent Support Advisor and monitoring of uptake.	Librarian. PSA.	End of each term.

To provide a home learning club	Children will have the opportunity to complete work outside of school hours.	All children are able to complete home learning.	Pupil progress meetings. Pupil premium impact review each term.	Teaching assistant	End of each term.
To provide access to a Parent Support Advisor for families and Time 4 U sessions for vulnerable children.	Barriers to learning in school are overcome leading to raised attainment.	Previous support has proven successful and frees teachers to teach.	Pupil premium impact review each term.	Parent Support Advisor (PSA)	End of each term
Total budgeted cost					£29.2K