

# Pupil Premium Strategy Statement



1. Summary information					
<b>School</b>	Queen's Hill Primary and Nursery School				
<b>Financial year</b>	2019-2020	<b>Total PP budget</b>	£89,160	<b>Date of most recent PP Review</b>	April 2017
<b>Total number of pupils</b>	506	<b>Number of pupils eligible for PP</b>	63	<b>Date for next internal review of this strategy</b>	July 2020
1. Current attainment					
Data for Summer Term 2019:			<i>Pupils eligible for PP (your school)</i>	<i>Provisional National Average for non-PP children</i>	
<b>Good Level of Development for EYFS</b>			<b>100%</b>	75%	
<b>Phonics Screening Year 1</b>			<b>50%</b>	82% (whole cohort not just non-PP)	
<b>Expected Standard KS2 Maths</b>			<b>56%</b>	82%	
<b>Expected Standard KS2 Reading</b>			<b>56%</b>	76%	
<b>Expected Standard KS2 Writing</b>			<b>72%</b>	82%	
Progress for KS2 Summer Term 2018 (latest progress scores are yet to be released):			<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	
<b>Progress KS1-KS2 Maths (0.0 National expected score)</b>			<b>0.94</b>	0.46	
<b>Progress KS1-KS2 Reading (0.0 National expected score)</b>			<b>-1.14</b>	-1.02	
<b>Progress KS1-KS2 Writing (0.0 National expected score)</b>			<b>3.41</b>	1.38	

## 2. 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.

<b>A.</b>	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 <b>Lack of regular reading, writing and maths opportunities out of school</b> . 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 necessarily have the inclination or the skills to read regularly with the children which affects the development of their reading skills.
<b>B.</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.
<b>C.</b>	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%. in 2016-2017 whole school attendance was 96% in comparison to Pupil Premium attendance of 93.5%. In 2017-2018, whole school attendance was 95.34% in comparison to 94.36% of PP children. Whilst PP children are more likely than their peers to have poor attendance, the gap is diminishing.

### 3. Desired outcomes (*Desired outcomes and how they will be measured*)

#### Success criteria

<b>A.</b>	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>B.</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 94.36% to at least 95.34% in line with 'other' pupils.

<b>4. Planned expenditure</b>					
<b>Financial year</b>		<b>2019-2020</b>			
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					
<b>i. Quality of teaching for all</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>

Children have access to individualised and group programmes to ensure they make at least the progress of non-PP children	Pupil Premium Champion to raise the profile of Pupil Premium children, champion drive for improvement, monitor the progress and attainment and work with specific children where necessary. To ensure staff are confident in the delivery of an engaging curriculum in which all pupils make at least expected progress.	The profile of disadvantaged children will be kept high and will be rigorously monitored. 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.	Assistant Head Teacher for Behaviour £10,000  Shirley Clarke project - £6000 and access to online space	<i>End of each term in report to governors.</i>
Children have a love of books and a thirst for reading which impacts on reading ability	To provide a school librarian  To provide a library reading trail scheme for pupils who need to make more accelerated progress in reading in Years 4-5	To maintain a love of books – all research shows reading is the key to learning. Pupil engagement with reading has improved since the employment of a school librarian.	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 £10,000  Reading Trail Scheme - £200 (£100 for first term then £50 for the next two terms)	<i>End of each term in report to governors.</i>
<b>Total budgeted cost</b>					£26,200

## 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?
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Ensure needs for individual PP children are identified early, immediate feedback given and small groups to support progress	To 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.	1:1 Tuition Teacher for UKS2 x 2 days per week for two terms = £11,000	<i>End of each term in report to governors.</i>
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 10K	<i>End of each term in report to governors.</i>
<b>Total budgeted cost</b>					£20,000
<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>

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 £1,500	<i>End of each term in report to governors.</i>
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. Pupil Perception Survey.	HLTA £11,000	<i>End of each term in report to governors.</i>
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 £10,000	<i>End of each term in report to governors.</i>

Parents will feel supported in raising their children and supporting the learning process at home.	To provide parenting books, to be loaned to parents. To provide opportunities to develop parent learning in school (e.g. sessions focusing on how to support their child at home)	Parents are able to access high quality parenting books to support their child's social and academic learning. Parents feel comfortable attending support sessions at school	Marketing/advertising of books through Parent Support Advisor and monitoring of uptake.	Librarian and PSA. £200.00	<i>End of each term in report to governors.</i>
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 and seek support when needed.	Pupil progress meetings. Pupil premium impact review each term.	Teaching assistant £2,000	<i>End of each term in report to governors.</i>
To provide access to a Parent Support Advisor for families and Time 4 U sessions for	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) £15,500	<i>End of each term in report to governors.</i>
<b>Total budgeted cost</b>				<b>£40,200</b>	



# Forces Strategy Statement



1. Summary information					
<b>School</b>	Queen's Hill Primary and Nursery School				
<b>Financial Year</b>	2019-2020	<b>Total Forces Budget</b>	£4200	<b>Date of most recent PP Review</b>	April 2019
<b>Total number of pupils</b>		<b>Number of pupils eligible for PP</b>		<b>Date for next internal review of this strategy</b>	July 2019

## 2. Barriers to future attainment (for pupils eligible for forces grant)

### 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 forces group

<b>A.</b>	For some children, aspirations, self-belief and confidence – within the group of children eligible for the forces grant there is a need for them to believe that they can achieve and have high expectations of themselves. For some children this stems from family circumstances; for many of our forces children a parent may work away from home for extended periods of time. This can also result in a <b>lack of regular reading, writing and maths opportunities out of school</b> . Some of our forces families do not have the opportunity to access or practise reading, writing and number/ maths activities regularly with their children, which affects the development of their skills.
<b>B.</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.
<b>C.</b>	Social and emotional needs- for some pupils it is challenging having a parent working away from home for extended periods of time. This can affect their social and emotional wellbeing and they may need additional support to develop their confidence I school.

## 3. Desired outcomes (*Desired outcomes and how they will be measured*)

		Success criteria
<b>A.</b>	Improved progress and attainment for forces children, diminishing the difference with non-forces children.	Pupils eligible for forces 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>B.</b>	Increased confidence and good emotional well-being of forces children.	Children will enjoy coming to school and will have good attendance. In the cases where pupils have additional support in nurture groups, assessments (boxall profiles) will demonstrate the progress made in terms of their social and emotional well-being.
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#### 4. Planned expenditure

<b>Financial Year</b>	<b>2018-2019</b>
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The approaches outlined below enable schools to demonstrate how they are using the Forces grant to provide targeted support and support whole school strategies.

##### i. Approaches

<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>
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. Forces impact review each term.	Teaching assistant £5,000 (already budgeted into PP expenditure)	<i>End of each term in report to governors.</i>
Children will attend nurture groups to ensure their well-being needs are met.	To provide a nurture programme for Forces children.	Eradication of any barrier for children succeeding day to day.	Boxall Profile on entry and exit. Pupil progress meetings. Forces impact review each term.	HLTA £4000  TA from ex-forces background (£200)	<i>End of each term in report to governors.</i>

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	<i>End of each term in report to governors.</i>
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.  £200.00 (already factored into PP expenditure)	<i>End of each term in report to governors.</i>
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. Forces impact review each term.	Teaching assistant £4,000 (already factored into PP expenditure)	<i>End of each term in report to governors.</i>
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.	Forces impact review each term.	Parent Support Advisor (PSA) £15,500 (already factored into PP expenditure)	<i>End of each term in report to governors.</i>
<b>Total budgeted cost</b>					<b>£4,200</b>