

Pupil Premium Strategy Statement

1. Summary information					
School	Queen's Hill Primary and Nursery School				
Financial year	2020-2021	Total PP budget	£67,935	Date of most recent PP Review	April 2017
Total number of pupils	541	Number of pupils eligible for PP	49 (53 in 2019-2020)	Date for next internal review of this strategy*	December 2020
<p>N.B. This strategy has been written during a period of school closure (due to the outbreak of COVID-19). Strategies, as outlined below, will be explored to support PP and Forces children on returning to school and this strategy will be updated in light of this at the time.</p>					
1. Current attainment					
Data for Summer Term 2019 <i>No data available for 2020 at present</i>			<i>Pupils eligible for PP (your school)</i>	<i>Provisional National Average for non-PP children</i>	
Good Level of Development for EYFS			100%	75%	
Phonics Screening Year 1			50%	69%	
Expected Standard KS2 Maths			56%	82%	
Expected Standard KS2 Reading			56%	76%	
Expected Standard KS2 Writing			72%	82%	

Progress for KS2 Summer Term 2019:	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Progress KS1-KS2 Maths (0.0 National expected score)	-3.23	0.37
Progress KS1-KS2 Reading (0.0 National expected score)	-3.28	0.32
Progress KS1-KS2 Writing (0.0 National expected score)	-0.27	0.27

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.

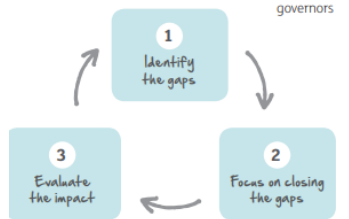
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| A. | For some children, aspirations, self-belief and confidence – within the group of children eligible for pupil premium there is a need for them to believe that they can achieve and have high expectations of themselves. For some children this stems 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 necessarily have the inclination or the skills to read regularly with the children which affects the development of their reading skills. |
| B. | Attendance. Children need to be in school in order to learn and reach their potential. In 2017-2018, whole school attendance was 95.34% in comparison to 94.36% of PP children. In 2018-2019, whole school attendance was 96.4%, non-PP children's attendance was 96.41% and PP attendance was 96.39. Whilst PP children are more likely than their peers to have poor attendance, the gap is nearly diminished at Queen's Hill Primary School and we need to continue this good practice. |

3. 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. To ensure ways are explored to close the gap.	<p>Pupils eligible for PP make as much progress as non-PP 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.</p> <p>Pupils eligible for PP make as much progress a non-PP pupil in EYFS and Key Stage 1, as measured by KS1 SATs, Year 1 Phonics Screening and EYFS GLD.</p>
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 continues to improve in line with that of the whole-school, building upon good practice that is established.

4. Planned expenditure					
Financial year		2020-2021			
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	<p>Pupil Premium Champion to raise the profile of Pupil Premium children, champion drive for improvement, monitor the progress and attainment of specific children.</p> <p>To ensure staff are confident in the delivery of an engaging curriculum in which all pupils make at least expected progress.</p>	The profile of disadvantaged children will be kept high and will be rigorously monitored. Picking up misconceptions early and providing immediate and timely feedback.	<p>Pupil progress meetings. Termly impact measured.</p> <p>Pupil premium impact review each term.</p> <p>Teachers conduct QLA on summative test papers to identify gaps in learning</p>	<p>Assistant Head Teacher for Behaviour</p> <p>Shirley Clarke project - £6000 and access to online learning platform</p>	<i>Strategy reviewed termly.</i>

<p>Children have a love of books and a thirst for reading which impacts on reading ability</p>	<p>To provide a school librarian</p> <p>To ensure the two school libraries are engaging and help pupils to develop a love of books.</p>	<p>To maintain a love of books – all research shows reading is the key to learning. Historically, pupil engagement with reading improved since the employment of a school librarian. Further pupil voice needs to be sought to see if this is still the case.</p> <p>Targeted small group work with the school librarian (e.g. Beautiful Books interventions) has had a positive impact upon pupil engagement</p>	<p>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.</p>	<p>Librarian £8,500</p> <p>Reading focus TA £1,500</p>	<p><i>Strategy reviewed termly.</i></p>
Total budgeted cost					£16,000

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?
<p>Ensure needs for individual PP children are identified early, immediate feedback given and small groups to support progress</p>	<p>To provide 1:1 mentoring for all PP pupils from KS1 and KS2.</p> <p>Each pupil will be assigned a lead adult (either TA, HLTA or teacher in phase). They will lead weekly mentoring session (10 minutes max), which will track ongoing progress, identify gaps, and compile this evidence in a digital PP scrapbook/Notebook for each pupil</p>  <pre> graph TD 1[1 Identify the gaps] --> 2[2 Focus on closing the gaps] 2 --> 3[3 Evaluate the impact] 3 --> 1 </pre>	<p>The introduction of tutoring and mentoring approaches appears to have a positive impact on learning.</p> <p>The reading support which was provided from volunteers before lock-down had a positive impact on both the enthusiasm and the outcomes on reading for PP pupils.</p> <p>The 1:1 sessions the headteacher held for year 6 last year had a positive impact on pupils' understanding of the gaps in their learning.</p>		<p>Assistant Head for behaviour (To train all staff on mentoring programme, and to monitor regularly)</p> <p>Cost: £1,000 initial setup costs</p> <p>Cost: £500 resources for mentoring packs for pupils and mentees.</p>	<p><i>Strategy reviewed termly.</i></p>

	<p>To provide 1:1 and small group tuition in Year 5.</p>	<p>Children have access to individualised and small group provision to ensure they make at least the progress of non-PP children. Evidence shows that 1:1 tuition has resulted in increased standardised scores for pupils in Y6.</p> <p><i>Evidence from EEF indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.</i></p>	<p>Pupil progress meetings, data analysis from tuition teacher.</p>	<p>1:1 Tuition Teacher for UKS2 x 2 days per week for two terms = £5,500</p>	
	<p>PP Year 6 Teaching Assistant.</p>	<p>Following school closures due to Covid-19, employment of an additional TA for PP children in Year 6 where there is a high proportion of PP children.</p>	<p>Pupil premium impact review each term.</p>	<p>PP TA Y6 = £8739</p>	

	Small classroom sizes in year 6 (from 2 to 3 form cohort) to provide higher teacher to student ratio	Reducing class size appears to result in around three months' additional progress for pupils, on average (Data: EEF foundation)	Termly data for PP pupils from class teacher. Pupil progress meetings Reports from the inclusion team offering nurture and in-class support	NQT Teacher (£24,000) Part funded by SEN funding, school budget and pupil premium funding £2,767	
Total budgeted cost					£18506

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 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. When the school reopens, we will explore ways in which we can support pupils' mental well-being and transition.	Eradication of any barrier for children succeeding day to day.	<ul style="list-style-type: none"> • Boxall Profile on entry and exit. • Pupil progress meetings. • Pupil premium impact review each term. • Pupil voice. 	HLTA £10,000 Additional Nurture TA £5929	<i>Strategy reviewed termly.</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. Equality funding may be used to support with educational trips and/or equipment to support learning. Following school closures in light of Covid-19, school to explore purchasing of small set of tablets to support remote learning if necessary.	Issued on a need led and individual assessment basis at discretion of the HT.	Head Teacher £1,000	<i>Strategy reviewed termly.</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 and progress. Parental engagement improves.	PP families and pupils have been supported successfully by PSA. Pupils speak of enjoying sessions and finding that they support them in school. Parents are supported and pupils enjoy the Time 4 U sessions and find them beneficial.	Pupil premium impact review each term. Termly summary from PSA to DSLs and PP lead. Further pupil voice needs to be sought.	Parent Support Advisor (PSA) £15,500	<i>Strategy reviewed termly.</i>
Total budgeted cost					£32429

Overall total spend

Other approaches	£32429
Targeted support	£18506
Quality of teaching for all	£16,000
Overall total spend	£67,935

Forces Strategy Statement

1. Summary information					
School	Queen's Hill Primary and Nursery School				
Financial Year	2020-2021	Total Forces Budget	£3410	Date of most recent PP Review	April 2017
Total number of pupils	541	Number of pupils eligible for Forces PP	11 (funded for 12 as per September 2019 census)	Date for next internal review of this strategy	December 2020

2. Barriers to future attainment (for pupils eligible for forces grant)	
<p>Barriers</p> <p>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</p>	
A.	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 some of the children who are eligible for Forces PP, a parent may work away from home for extended periods of time. This can also result in a lack of regular reading, writing and maths opportunities out of school . 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.	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.
C.	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 in school.

	N.B. As this report is being written, the school is temporarily closed due to the outbreak of COVID-19. This presents additional challenges for pupils in relation to their social and emotional needs.	
3. Desired outcomes (<i>Desired outcomes and how they will be measured</i>)		Success criteria
A.	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 EYFS, KS1 and Y3-5 using teacher assessments. Measure in Y6 in SATs assessments.
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.

4. Planned expenditure					
Financial Year	2020-2021				
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					
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 2 times in a week	To provide additional TA to hear children read / play games	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 (already budgeted into PP expenditure) School Librarian (£410)	<i>Strategy reviewed termly.</i>
Children will attend nurture groups to ensure their well-being needs are met.	To provide a nurture programme for Forces children. During school closure, signpost to parents support for child well-being. Following school closure, to explore provision to support pupils' mental well being	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 (£3000)	<i>Strategy reviewed termly.</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 for both parents and pupils.	Forces impact review each term.	Parent Support Advisor (PSA) £15,500 (already factored into PP expenditure)	<i>Strategy reviewed termly.</i>
Total budgeted cost					£3410