



Pupil Premium Plan 2016 - 17

School Context

Total PPG	Boys PPG	Girls PPG	Ever 6	LAC	Post LAC	Service Children
68	22	20	26	0	0	0

Review 2015 - 2016

Summary of objectives	Summary of expenditure
<i>To offer quality first teaching and in class support to children entitled to PPG</i>	<p><i>To reduce adult/pupil ratio and increase chances for S & L 15 hrs weekly TA £6,500</i></p> <p><i>CPD £450 per annum per member of staff £10,000</i></p> <p><i>Evaluating provision 9 hrs per annum DHT time £600</i></p> <p><i>PPG Pupil monitoring meetings 15 hrs per annum HT £1200</i></p> <p><i>Learning Support Advisory teacher 36 hrs per annum LSAT £2400</i></p>
<i>To provide 1-2-1 and small group interventions to help close the gap between PPG children and Non-PPG</i>	<p><i>1-2-1 and small group intervention 15 hrs per week LM £8450</i></p> <p><i>Cool Kids 2.5 hrs per week LM £1400</i></p> <p><i>After school booster clubs 10 hrs per week TA £5,700</i></p> <p><i>Rocket Readers (1-2-1) 20 hrs per week TA £7770</i></p> <p><i>Assessment and learning support 3 hrs per week SENCO £5340</i></p>
<i>To provide emotional and social support for PPG identified as needing this support</i>	<p><i>Ed Psych Silver Package 36 hrs per annum £2790</i></p> <p><i>Relateen SLA 24 sessions per annum £1010</i></p>

<p>To support behavior and attendance issues for children with PPG</p>	<p>Breakfast Club 7 hrs per annum TA £500 7 hrs per annum LM £4000 Provisions per annum £500</p> <p>1-2-1 behaviour support 30 hrs per week TA £12,700 in EYFS & Y4</p>
<p>To enable children to access the same broad-ranging curriculum offer as other children</p>	<p>ICT hardware to support Homework Club Touch Screen monitor £4000 Laptop £700 Wireless upgrade £500</p> <p>Staff training £100</p> <p>After School Homework Clubs 2.5 hrs per week TA £1100</p> <p>Outdoor Adventure 3 hrs per week Forest School leader £5340 3 hrs per week LM £1690 3 hrs per week TA £1200</p> <p>Extra-curricular sports clubs 5 hrs per week Sports leader £3700 Additional PE kit £1000</p> <p>Fund to support cost of school activities £2300</p>
<p>Allocated Pupil Premium 15/16</p>	<p>Outcomes</p>
<p>£93, 411</p>	<p>Reading PPG 55.81% ARE Non PPG 57.89% ARE PPG 16.28% Exc Non PPG 10.53% Exc</p> <p>Writing PPG 30.23% ARE Non PPG 42.11% ARE PPG 6.98% Exc Non PPG 13.16% Exc</p> <p>Maths PPG 53.49% ARE Non PPG 44.74% ARE PPG 16.28% Exc Non PPG 15.79% Exc</p> <p>PPG children are attaining at levels that are more or less equitable in reading (although they are scoring above in exceeding (the reading interventions are obviously working).</p> <p>In maths, PPG children are outperforming the non-PPG child significantly which can be attributed to the success of the booster clubs.</p> <p>However, PPG are still not attaining at the levels of non-PPG children in writing.</p>

KS2 2016 Results for disadvantaged children

	Progress	Scaled scores	% ARE	% Above ARE
Reading	-1.45	27	27	0
Writing	-0.38		55	0
Maths	1.15	45	45	9

Barriers to learning at Queenswood Primary School

- Housing in the area tends to be owned by the Housing Association, although there are some privately owned and privately rented properties.
- There are very few professional parents, although quite a large number are employed in the locality.
- Only **10%** of adults in the main catchment area of the school have undertaken higher education.
- Attainment on entry is below the national average. Children coming into the nursery generally have very poor speech and expressive language and some have little or no speech at all.
- The percentage of children on role with SEN is **33%** and **5.1%** have statements.
- **53%** claim free school meals or are counted as 'ever 6'. This is increasing annually.
- **7.7%** of children are from minority ethnic backgrounds, **4.2%** of the children have a first language other than English.

Our children experience a range of obstacles to sustained and sustainable engagement in formal learning. They typically experience a poverty of health, housing and transport, and a poverty of experience and aspiration.

Pupil premium objectives for 2016/17

Total pupil premium allocation for 2016/17:
£95,175

Objective 1 To improve outcomes for children in PPG children in writing and continue to improve outcomes for PPG children in reading and mathematics through the provision of quality first teaching.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications	Strategy (EEF and Sutton Trust)
To adopt and embed RWI as primary phonics teaching to ensure PPG children have good foundation for building reading, spelling and writing skills.	<p>Outcomes are improved for PPG children in reading and writing.</p> <p>School set targets (65 -70% attainment across the school in reading and writing are met.</p>	<p>Start: Sep 2016 1st Review: Oct 2016 Reviews in line with assessment data.</p>	<p>Reading Leader: Ali Melville</p>	<p>£10,000 for resources £700 x 2 training days £700 x 1 development day</p>	<p>Research - phonics</p> <ul style="list-style-type: none"> +4mths outcomes <p>Systematic phonics teaching, with pace will allow children quick access to reading from very early in school.</p>
To introduce the principals of Growth Mindset to improve attitudes to learning.	<p>Children's attitudes to their learning are 25% more positive than baseline</p>	<p>Start: Oct 2016 Baseline: Oct 2016 CPD through Aut 16 and Spr 17 Review: June 2017</p>	<p>Head: Judi Clarke</p>	<p>£500 Growth Mindset Trainer x 1 day £200 resources for rewards/display</p>	<p>Research - Meta-cognition and self-regulation strategies (Learning to learn)</p> <ul style="list-style-type: none"> Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential +8 mth outcomes
Develop library to provide a wide range of accessible reading materials.	<p>Timetable for all classes to use the library and evidence that every class is using their time.</p> <p>Reading records show a wider selection of books read.</p> <p>Children's enthusiasm for reading increases 20% from baseline.</p>	<p>Development; Sep 16 Start: Nov 2016 Review Mar 2017 Completed: July '17</p>	<p>Reading Leader: Ali Melville</p>	<p>Book cases: £320 Increase book stock: £3000 Environment: £1000</p>	<p>Research - Reading comprehension</p> <ul style="list-style-type: none"> +4mths outcomes <p>Give wider access to reading materials for PPG children particularly those who do not have access to books at home</p>
To support teachers with targeted planning and progress for PPG children.	<p>Children are identified in planning.</p> <p>Pupil Progress meetings include focus on PPG children.</p> <p>PPG make accelerated progress against their non-PPG peers.</p>	<p>Termly pupil progress meetings - Dec, Mar and July</p>	<p>Head: Judi Clarke DHT (monitoring): Liz Willoughby</p>	<p>Class cover: £150 x 6 (£900) DHT x 9hrs: £600 HT x 15hrs: £1200</p>	<p>Regular PPG Pupil progress meetings will ensure that the children are making the progress they need to make, ensure that the interventions planned are working, and provide opportunity to identify problems and needs as they arise.</p>

<p>CPD and opportunities to develop practice in closing the gap i.e. EYPP conference, specific training around individual needs, Growth Mindset and other school initiatives</p>	<p>Teachers are continuing to develop their skills in supporting children who are entitled to PPG and their class assessment results show a closing of the gap between them and non-PPG children or no difference at all.</p>	<p>Ongoing</p>	<p>Head: Judi Clarke</p>	<p>£5000</p>	<p>Research - Meta-cognition and self-regulation strategies (Learning to learn)</p> <ul style="list-style-type: none"> Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential <p>Research - Feedback</p> <ul style="list-style-type: none"> Feedback studies tend to show very high effects on learning Feedback has effects on all types of learning across all age groups learning <p>Feedback should be specific, accurate and clear</p>
--	---	----------------	--------------------------	--------------	--

Objective 2 To improve outcomes for children in PPG children in writing and continue to improve outcomes for PPG children in reading and mathematics through 1-2-1 interventions and small group working.

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications	Strategy (EEF and Sutton Trust)
<p>Identify those PPG children who need additional RWI intervention across the whole school and provide 1-2-1 or small group provision</p>	<p>Identified children make rapid progress on RWI scheme based on RWI assessment process.</p> <p>Identified children's progress demonstrates a closing of a gap in attainment between them and non-PPG children or no difference.</p>	<p>Ongoing</p>	<p>SENCO: Ali Melville</p>	<p>3 hrs x weekly SENCo time £5340</p>	<p>Research - 1:1 tuition</p> <ul style="list-style-type: none"> One to one tuition is very effective in helping learners catch up Other groupings such as 1:3 can also be effective Short periods (5-10weeks) of intensive sessions (up to an hour 3 or 4 times a week) tend to have great impact. A qualified teacher is likely to achieve greater progress than support staff
<p>Re-establish Rocket Reading (1-2-1 intervention)</p>	<p>Children's attitudes to reading improve 20% from baseline.</p> <p>Reading records show a wider range of material read.</p>	<p>Start: Nov '16 Review: Mar '17</p>	<p>Reading Leader: Ali Melville</p>	<p>15 hrs TA per week - £6500</p>	<p>Research - 1:1 tuition</p> <ul style="list-style-type: none"> One to one tuition is very effective in helping learners catch up Other groupings such as 1:3 can also be effective

	Identified children's progress demonstrates a closing of a gap in attainment between them and non-PPG children or no difference.				<ul style="list-style-type: none"> Short periods (5-10weeks) of intensive sessions (up to an hour 3 or 4 times a week) tend to have great impact. A qualified teacher is likely to achieve greater progress than support staff
Run Cool Kids to support those PPG children with motor skills and concentration needs.	<p>Motor Skills improve against Cool Kids assessment.</p> <p>Work Scrutiny shows improvement in presentation and handwriting.</p> <p>Reduce behavior incidents based on concentration.</p>	Start: Jan '17 Review Mar, July '17	Learning Mentor: John Rix	3hrs weekly LM - £1690	<p>Research - small group tuition</p> <ul style="list-style-type: none"> Intensive tuition in small groups is very effective Pupils are grouped according to specific level or need Pupils' needs are accurately assessed and targeted. +4 mths outcomes
Provide S & L intervention (Elklan)	<p>Speech and Language improves for identified children in line with S & L assessment.</p> <p>Reduction in children needing Elklan intervention.</p>	Ongoing	S & L: Tina Houlston Overseen: Ali Melville	3 hrs weekly TA - £1200	<p>Research - oral language development</p> <ul style="list-style-type: none"> +5 mths outcomes Children come to Queenswood with below average oral skills
Run Breakfast and after school clubs as booster lessons (maths) for identified PPG children as catch up provision	Identified children's progress demonstrates a closing of a gap in attainment between them and non-PPG children or no difference.	Ongoing	DHT: Liz Willoughby	5hrs weekly LM - £3700 5hrs weekly TA - £2000	<p>Research - small group tuition</p> <ul style="list-style-type: none"> Intensive tuition in small groups is very effective Pupils are grouped according to specific level or need Pupils' needs are accurately assessed and targeted. +4 mths outcomes
Additional staff in EYFS in order to reduce pupil/staff ratio and provide more opportunities for developing speech and language and ensure that they are given full	Identified children make GLD and make good or better progress against their baseline assessment.	Ongoing	EYFS Leader: Mel Buttery	30hrs weekly TA - £13,000 (EYPP premium)	<p>Research - Teaching assistants</p> <ul style="list-style-type: none"> Schools should think carefully about their deployment and training of teaching assistants if they hope to achieve positive impacts in terms of attainment <p>Research - EYFS intervention</p> <ul style="list-style-type: none"> +5 mths outcomes

training in order to be effective.					
------------------------------------	--	--	--	--	--

Objective 3 To provide support for behavioural and attendance issues for families with entitled to PPG.					
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications	Strategy (EEF and Sutton Trust)
To provide 1-2-1 in class behavioural support for identified PPG children in EYFS, Y4, and Y6	Identified children's progress demonstrates a closing of a gap in attainment between them and non-PPG children or no difference.	Ongoing	Head: Judi Clarke	15hrs weekly TA - £6500 15hrs weekly TA - £6500	<p>Research - EYFS intervention</p> <ul style="list-style-type: none"> +5 mths outcomes <p>Research - 1:1 tuition</p> <ul style="list-style-type: none"> One to one tuition is very effective in helping learners catch up Other groupings such as 1:3 can also be effective Short periods (5-10weeks) of intensive sessions (up to an hour 3 or 4 times a week) tend to have great impact. A qualified teacher is likely to achieve greater progress than support staff
Breakfast Club for those identified children who find coming into school on time difficult.	Attendance for PPG children improves significantly or meets the school target of 96.5%	Start: Jan '17	Attendance monitor: Teresa Smith Overseen by: Head: Judi Clarke	See above	<p>Research - Social and emotional learning</p> <p>On average SEAL approaches have an identifiable and significant impact on attitudes to learning, social relationships in school and achievement itself.</p>
Buy in Silver Package for Ed Psych support for those PPG children identified as having a need.	Staff confident in dealing with significant behavior issues improves. Appropriate support in place for each individual child. Outcomes for each identified child improve, including reduction in behavior incidents and increase in progress and attainment.	Oct 2016 Review July 2017	Head: Judi Clarke	£2790 per 36 hrs	<p>Research - Behaviour interventions</p> <ul style="list-style-type: none"> +4 mths impact Moderate outcome <p>Behavioural issues are often symptomatic of other needs and unless they are addressed, learning will not happen. Also to ensure that other children do not have disrupted learning.</p>
Buy in BSAT SLA to provide support for PPG children	Staff confident in dealing with significant behavior issues improves.	Start: Oct 2016 Review: July 2017	Head: Judi Clarke	£73 an hour (£730 x 10 sessions)	<p>Research - Behaviour interventions</p> <ul style="list-style-type: none"> +4 mths impact Moderate outcome Behavioural issues are often symptomatic of other needs

identified as having a need.	Appropriate support in place for each individual child. Outcomes for each identified child improve, including reduction in behavior incidents and increase in progress and attainment.				and unless they are addressed, learning will not happen. Also to ensure that other children do not have disrupted learning.
Purchase Child Protection On-Line Management System	Consistency in recording all incidents of behavior and attendance. Cross referenced reporting for governors and school self-evaluation process.	Start: Nov 2016 Review: Mar, Jun '17	DSL team: Judi Clarke, Liz Willoughby, Ali Melville	£600	Research - digital technology <ul style="list-style-type: none"> +4 mths outcomes if used correctly to support children's individual learning need. This system will allow us to monitor and secure support for those PPG children who need it.
Provide MAPA training to all staff	Reduced time to think sheets in behavior folders. Staff confidence in handling incidences of misbehavior improved.	Delivered: Sep 2016	Head: Judi Clarke	4 x £73 per hour (£292 total)	Research - Behaviour interventions <ul style="list-style-type: none"> +4 mths impact Moderate outcome Behavioural issues are often symptomatic of other needs and unless they are addressed, learning will not happen. Also to ensure that other children do not have disrupted learning.
Objective 4 To provide support PPG children identified with emotional and social needs.					
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications	Strategy (EEF and Sutton Trust)
To support emotional health through providing high quality counselling services (Relateen)	Improvement in child emotional health (based on their feedback). Reduced incidences (behavior, upsets etc)	Ongoing	Learning Mentor: Vacancy at present	24 sessions Relateen - £1010	Research - Social and emotional learning On average SEAL approaches have an identifiable and significant impact on attitudes to learning, social relationships in school and achievement itself. +4 mths outcomes
Train 2 staff members in Mental Health First Aid	Process for in-house referrals present. Feedback from children indicates positive outcomes. Staff confidence in dealing with such incidences has improved.	Spring 2017	Learning Mentor: Vacancy at present	2 x £150	Research - Social and emotional learning On average SEAL approaches have an identifiable and significant impact on attitudes to learning, social relationships in school and achievement itself.

					+4 mths outcomes
Purchase Child Protection On-Line Management System	Consistency in recording all incidents of disclosure or concerns with an action trail and chronology. Cross referenced reporting for governors and school self-evaluation process.	Start: Nov 2016 Review: Mar, Jun 17	DSL Team: Judi Clarke, Liz Willoughby, Ali Melville	See above (£600 per annum)	Research - digital technology +4 mths outcomes if used correctly to support children's individual learning needs This system will allow us to monitor and secure support for those PPG children who need it.

Objective 5: To ensure access to wider school curriculum

Actions	Success criteria	Timescales	Person responsible	Cost/resource implications	Strategy (EEF and Sutton Trust)
Run homework club for those children with PPG who do not have the technology nor the chance at home to do their homework.	PPG children attend homework club. Number of children completing their homework improves.	Ongoing	DHT: Liz Willoughby	See above.	Research - Homework <ul style="list-style-type: none"> It is certainly the case that schools whose pupils do homework tend to be successful. Effective homework is associated with greater parental involvement and can be developed to increase parental engagement
Widen curriculum offer to include Forest School.	PPG children's attitudes towards school and their learning improve from baseline	Ongoing	Forest School Leader: Ali Melville	3hrs weekly forest school leader - £5340 3 hrs weekly TA £1200	Research - Outdoor adventure learning <ul style="list-style-type: none"> A wide range of adventure activities are linked with increased academic achievement Experiences of over a week tend to have a greater impact and tend to produce effects of a longer duration The main effects tend to be on self-confidence, self-efficacy and motivation
Employ Sports coach to run extra-curricular sports clubs aimed at improving	At least 30% of PPG children attend a sports club. Retention levels remain constant.	Ongoing	Sports Leader: John Rix	5hrs weekly Sports coach - £3700	Research - Sports Participation <ul style="list-style-type: none"> Being involved in extracurricular sporting activities may increase attendance and retention

participation in PPG children.					<ul style="list-style-type: none"> Additional PE kit to increase participation Success in sports can lead to greater confidence and aspiration in other areas of the curriculum.
Participate in extra-curricular music events e.g. Christmas Carol concerts, musical showcass, Your Voice event and gaining the Sing Up Silver Award	At least 30% of PPG children attend or participate in a singing event. Retention levels through practices remain constant.	Ongoing	Music Leader: Becky Ball	£120 Sing Up registration as singing school £800 for resources, and transport costs	<p>Research -Arts Participations</p> <ul style="list-style-type: none"> +2mths impact Generally low cost Success in music can lead to greater confidence and aspiration in other areas of the curriculum. <p>Queenswood children, particularly those entitled to PPG money have had limited opportunities to experience a wider curriculum.</p>
Contingency fund for ensuring PPG children are able to attend school trips, residentials and events with additional costs.	At least 80% of PPG children participate in school trips and extra-curricular events . Attitudes to school and their learning is increasingly positive	Ongoing	PPG leader: Liz Willoughby	£4500	To ensure equal opportunities in experiencing the whole curriculum at school.
TOTAL				£92, 675	