

Pupil premium strategy statement

1. Summary information					
School	Queens Road Academy				
Academic Year	2017-18	Total PP budget	£101640	Date of most recent PP Review	10/1/18
Total number of pupils	239	Number of pupils eligible for PP	37%Top Quintile	Date for next internal review of this strategy	14/3/18

2. Current attainment and progress exit 2017			
KS2 Exit N=9 % of cohort	Pupils eligible for PP compared to National average		Pupils not eligible for PP national
% achieving in reading, writing and maths	22%		(Nat 67%)
% making progress in reading	60%	-0.47/ (-4.5 to +3.6)	(Nat 77% +0.33)
% making progress in writing	60%	+0.32/ Nat (-3.6 to +4.3)	(Nat 81% +0.17)
% making progress in maths	22%	-3.49/ (-7.2 to +0.3)	(Nat 80% +0.28)

Note levels of significance esp. for maths. Therefore, progress outcomes are similar to 60% of other schools and average in each subject. Comparing subjects and groups where there is greater statistical significance ie group numbers 6 or more would show that Middle PA group was greatest gap to national at -3.9, however the confidence interval is (-8.1 to +0.9)

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers		
A.	Significant low maths exit 2016-17	
B.	Issues around mobility of pupils and linked vulnerability through disadvantage	
C.	Low levels of literacy including levels of English spoken language on entry to school	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Overall attendance and punctuality of disadvantaged pupils (Not exclusively PA which is equal to National 2016/7) See SRF in attendance folder	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improvement of KS2 exit results in mathematics so that they are at least typical and no longer significantly below national	Results in mathematics improve from previous year and close the gap to non-disadvantaged. A majority of pupils positive progress, Improve the scale score above 94.6 scale score 2017 outcome
B.	Ensure pupils who are new to school are well supported to settle rapidly and make good progress	New pupils achieve at least expected progress within 2 terms Pupils make expected or better progress in year and upon exit from their starting points
C.	Develop competency in literacy and spoken language to enable pupils who have skills that prepare them well for secondary school	Children are able to engage aurally within a broad and balanced curriculum

5. Planned expenditure

Academic year

2017-18 (£97,680)

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?
Targeted support in Y4 to ensure accelerated progress of PP pupils	Quality teaching through maintaining smaller classes in this two-class year group. 0.5 teacher employed to FT.	Due to high mobility and being a bulge class this cohort has historic underperformance of some pupils from Year 2 benchmark	Lesson observation Learning audit by SMAT Routine PPM	Teacher MPS	Routine termly monitoring through PPM PM reviews twice annually
Ensure smooth induction of at-risk new to school pupils	Strengthen leadership through inclusion Assistant Head	High mobility in some year groups and high proportion of these pupils are also EAL. The high range of ethnicities means no one size fits all approach.	Leadership structure and PM monitoring EAL/Pupil premium data monitoring	Leader scale	Routine termly monitoring through PPM PM reviews twice annually
Provide pupils with experience of playing an instrument	Music Elsecar ensemble experience with other SMAT schools. Motivational/aspirational experience to perform in front of wider audiences Offer to support guitar peripatetic lesson with PADS Year and Year 4 Music service	Observed impact of this opportunity in previous year	Music service provided through PADS and by working in collaboration with other schools	PADS Y2 recorder PADS Y4 trumpet £3,000	Annual music service review
Total budgeted cost					£73,000

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?
To maximise the attendance and punctuality of all pupils including those who are disadvantaged	School attendance officer 0.4 Half-term parent attendance meetings Liaison with LA fine system Home visits	See SRF saved in attendance folder Data shows comparison of school and vulnerable groups against national benchmarks. 2016-17 FSM 93.5% late 2.1%	Half termly meetings with attendance officer Data attendance/punctuality Parent views Include attendance in PPM	£8,000	Reports to standards/LGB Case studies reviews

Phonics catch up to ensure vast majority are literacy ready by year 2	Class teacher additional input 1x per week 0.5	Low phonics scores (especially target group of PP girls) at Year 1	Literacy leader monitoring	£3,000	PPM termly End of year phonics results
Support the start and induction for new to school children/families	New to English resources including EAL assessment tool	A significant proportion of pupil premium pupils are also EAL and this supports rapid progress for these pupils	Inclusion leader monitoring	£500	Leadership reports termly
Total budgeted cost					£11,500

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?
Enterprise y4 – enhance speaking and listening opportunities.	Providing additional opportunity to publically speaking and listening Participation in Louder than Life competition	Opportunities for all, including competition beyond sporting and musical	Stakeholder feedback	£1000	Trust booking for 2019
For behaviour for learning to be outstanding	Behaviour/pastoral leader	Inspection and audit demonstrate learning behaviour is good. Previous behaviour lead work directly working with pupils and families has proven impact – see case examples	Behaviour plans Monitoring of the negative behaviours as part of school policy	£20,000	Case studies Monitoring logs
Improve extra-curricular access to homework for year 2 and year 6	SATS revision guides and preparation materials	Improved motivation, self-confidence group cohesiveness and attendance improvement. Research shows +3month estimated impact Pupil positive feedback Parent request and feedback 2017	Guide and books supported in use and shared Jan 2018	£200 rising stars resources	Exit results 2018 Pupil feedback
Access to trips and other wider experiences linked to new curriculum implementation 2017-18	Provide opportunity to subsidise trips and make specific arrangements to enable vulnerable/disadvantaged families to enable full participation	Previous experience demonstrates some disadvantages pupils not attending wider opportunities due to financial reasons	Alert parents to this opportunities 1:1 meetings with Head Parent residential briefing session	£1000 (£150/pp) Condoover residential	December 2018 Lesson feedback
To ensure pupils have calm prompt start to the day including breakfast improving attendance	Breakfast club	Review and impact of breakfast club in 2016-17 shows that breakfast club was well attended and valued by wide cross-section of the community	Magic breakfast monitoring and review	£5000	Behaviour and safety audit LGB feedback (Jan 18 update 95.7%)
Total budgeted cost					£27,000

6. Review of expenditure				
Previous Academic Year		2016-17 £100,320		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Improve quality of provision in Y4 high PP number cohort to have teacher support for the week. (Higher proportion PP in school comparison)	High quality teaching with specialism in Literacy and inclusion	Pupils in this year group made accelerated progress in reading 72% typical, writing 48% typical and mathematics 64% typical (At KS1 40% 2b+ Re/Wri/Ma)	Continue approach in new Year 4 class 2017-18	1x AHT @0.4 Leadership scale £31,000
Education welfare officer (same staff member as PSA) 2 days per week – improve attendance of this vulnerable group	Close monitoring Target incentives to pupils Close work with LA Attendance panel meetings with parents Regular communications to parents	OfSTED grade at least 2 or better for behaviour Improved attendance by whole school however PPP group by improved by 1.5% 2016-17 FSM 93.5% 2.1% late, this is an improvement on previous year 2015-16 FSM 91.4% 4.1% late 2016-17 PPP 94% 2% late 2015-16 PPP 92.2% 3.8% late	Continue approach	PSA £12,500
PSA for pupil welfare – FT Access to counselling and signposting to additional family support	Behaviour and pastoral leader – to meet the additional pupil behavioural needs across school. Including liaising with outside agencies, parents and staff to ensure poor behaviour rarely affects the quality of teaching	Reduction in behaviour incidents. OfSTED grade 2 - behaviour Reduction in significant behaviour needs pupils and subsequent plans	Continue approach	PSA £18,000
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Vulnerable pupils to have secure prompt start to the school day	Magic breakfast club – part funded initiative	FSM pupils are 30% of groups attending daily. E6 is 38% Improved club daily attendance by further 2% for PPP Reduced lateness for PPP by further 1% STAR end of year data shows improvement: 2015-16 breakfast attendees 94.1% 2016-17 breakfast attendees 94.6%	Continue, as impact both socially and on attendance is clear.	£5K
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: <http://queensroad.stmarysacademytrust.co.uk/pupil-premium-sport/>