

Queens Road Academy

Pupil Premium 2015-2016



About QRA	2014/2015	2015/2016
Total pupils on role	186 (At age 5 +)	212 (At age 5+)
Total % pupil premium pupils	44 (81)	39% (84)
Entitlement per pupil	£1320	£1323
Total amount PP funding received	£107,000 Allocated	£108,240.00 Indicative allocation

What is Pupil Premium?

Pupil Premium funding is an amount of money received by schools based upon the number of pupils at the school eligible for FSM and children who are looked after and children who have a parent in the Armed Forces.

The Pupil Premium funding has a number of aims:

- To increase social mobility
- To enable more pupils from disadvantaged backgrounds to access quality further education
- To reduce the attainment gap between the highest and lowest achieving pupils nationally
- To improve the achievement of pupils eligible for PP by closing the gap with their peers

How does it work?

Simply spending money on children does not necessarily improve their learning or their aspirations. If pupil premium is to succeed, the choices the school makes in allocating the money are vital so that the funding can raise pupil attainment and aspirations. The money needs to be, after consultation with staff, as part of a strategic approach to raising standards across the school, providing better opportunities academically, as well as developing life, work and personal skills to give them the best chance of a successful future.

At Queens Road we use Pupil Premium funding to enable us to provide a number of different interventions and strategies which impact, both directly and indirectly, by providing additional support for pupils highlighted by the government as needing it most.

Core educational support. – Indicative planned spending 2015-16

Core support	Total spend
Improve quality of provision in Y6 low number cohort to have additional experienced teacher support for proportion of the week	£31,000
Teacher focus on underachievement in writing and mathematics in Year 4 and 6 as low exit of PPP from previous year. 1x HLTA to targeted support in class to promote learning in KS2 from Year 4	£19,000
Education welfare officer ½ day per week – improve attendance of this vulnerable group	£7,500 (Same staff member)
PSA for parent's welfare -1 Day per week. Access to counselling and signposting to additional family support	
Behaviour and pastoral leader – to meet the additional pupil needs across school	£19,000
SATS revision guides – To provide additional homework focus and independent access to revision	£200
Milk @500 portions per week (Approx£150/month)	£1150
EMAS membership to better support EAL pupils – community	£400
Access to trips and other wider experiences linked to new curriculum implementation	£1000

2015 Condover Hall Mining museum Cover support to release sports leader for week to support pastoral needs of pupils on the trip London Year 6 experience	
Teacher focus on underachievement in writing in year 1 and EYFS as low exit of PPP from eyfs esp. Boys writing, TA cost	£12000
Magic breakfast club – part funded initiative SMSA daily 1hr	£5000
Improve opportunities to access sports 1x Sports TA (additional Hours)	£2500
Teaching apprentice to EYFS to enhance time available for target groups through release of nursery nurses	£7000
EAL language translation software	£300/yr licence
Craft club after school opportunity linked to craft skills plus, mathematics related links target KS2 pupil premium pupils	HLTA time 1hr/wk £500 £100
IES sports access opportunities to raise aspiration	£400
Music Elsecar ensemble experience with other schools	PADS Y2 recorder PADS Y3 flute £3,000
Personalised support	
Reading mentors targeted to specific pupils - Volunteers (Some training/CPD investment costs)	£100
Access to trips and other wider experiences linked to new curriculum implementation 2015 Condover Hall Cover support to release sports leader for week to support pastoral needs of pupils on the trip	£200/pupil TBC
Accessing guitar tuition 2x pupils	£50/term
	Total spend £110800

How is the impact monitored and evaluated?

Strong leadership systems ensure that Pupil Premium funding has the necessary impact. This includes governors having responsibility for Pupil Premium, the Assistant Head Teacher (AHT) and Mathematics, EYFS and Literacy leaders following the strategic development plan and a coordinated senior leadership approach to implementation. All matters relating to the Pupil Premium are reported back to the Governors performance and standards committee, ensuring that the school is held to account for the impact of spending.

As a result of all the above the impact is as follows:

- **TBC**

Your rights

As a parent you have the right to know how our pupil premium money is used within school. We hope you find this information helpful and that is provided everything you need to know.

If you require further information please contact school.

The data presented below can move positively and negatively rapidly due to % representation on small numbers. This information on the DfE performance tables is suppressed due to the very low numbers of pupils in both the 2013-14 and 2014-15 cohort. Half of the pupils who were in the pupil premium category in 2015 entered school during KS2 and therefore missed Nursery, reception and KS1 learning with QRA.

Queens Road Academy 2013/2014 and 2014/2015.

Indicator	2014 (4 pupils)	2015 (12 pupils) In progress data 8 pupils in calculation
All pupils L4+ Reading (%)	87%	71%
PP pupils L4+ Reading (%)	100%	58%
All pupils % expected progress in Reading	93%	62%
Attainment at level 4 in reading has dropped linked to the context and mobility of pupils new to school and is below national 2015 [89%]		
All pupils L4+ Writing (%)	87%	71%
PP pupils L4+ writing (%)	100%	58%
All pupils % expected progress in writing	93%	92%
Attainment in writing at level 4 has significantly fallen by 42% since 2014 linked to context and mobility of pupils new to school. PP pupils in school perform Sig worse than national in writing (national 87%). In writing 7/8 pupils made expected progress		
All pupils L4+ mathematics (%)	87%	47%
PP pupils L4+ mathematics (%)	100%	33%
All pupils % expected progress in mathematics	86%	54%

Attainment in mathematics at level 4 has significantly fallen by 67% since 2014 linked to context and mobility of pupils new to school. PP pupils in school perform Sig worse than national in mathematics [national 87%]

Expected progress – 8 pupils PP used in calculation with KS1 data.

From starting points

In Mathematics 3/8 made expected progress

1/8 made more than expected progress

(5/17 pupils arrived in KS2 all PP pupils, in addition to 1 other pupil without KS1 data who started at the end of KS1)

In maths 4 pupils made expected progress

In maths 3 pupils making greater than expected progress

Grammar, Punctuation and Spelling (GPS)

All pupils L4+ GPS (%)	87%	65%
PP pupils L4+ GPS (%)	100%	50%

Attainment in GPS at level 4 has significantly fallen by since 2014 linked to context and mobility of pupils new to school. PP pupils in school perform Sig worse than national in GPS (national 80%).