# Pupil premium strategy statement Queensway RC Primary School

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| 1. **Summary information**
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| **School** | Queensway RC Primary School |
| **Academic Year** | 2016-17 | **Total PP budget** | £66,000 | **Date of most recent PP Review** | 09/16 |
| **Total number of pupils** | 195 | **Number of pupils eligible for PP** | 35 | **Date for next internal review of this strategy** | 10/16 |

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| 1. **Current attainment**
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| July 2016 | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)*  |
| **% achieving expected standard in: Reading** | **71%** | ***66%*** |
| **Writing** | **61%** | ***74%*** |
| **Maths** | **65%** | ***70%*** |
| **% making at least 5 steps of progress in reading (or equivalent)** | **88%**  |   |
| **% making at least 5 steps of progress in writing (or equivalent)** | **85%**  |  |
| **% making at least 5 steps of progress in maths (or equivalent)** | **82%**  |   |
| 1. **Barriers to future attainment (for pupils eligible for PP)**
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| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* |
|  | Social and emotional barriers to learning: Providing funding for dedicated Emotional and Psychological support for vulnerable pupils to raise their self-esteem and confidence, so that they are ready for learning. Use of the THRIVE and SEAL programmes within school. Children in Y2, Y3, Y5 and Y6 have identified emotional needs that impact on their behaviour and ultimately affect whether or not they present to be learning ready. Using the THRIVE assessment at the beginning and end of the planned sessions we aim to show progress. can measurethrough thrive |
|  | Access to extra-curricular activities - educational experiences such as trips, and participation in additional activities. The percentage of Pupil Premium children accessing clubs is 44% (20/45) Residential visits (Y5 and Y6 only) is 80% and 83% (5/6) who have been nominated for an Enrichment Workshop so far have attended these. Our target is for at least 80 % to access these activities this academic year.Why? Is this something they wouldn’t access otherwise? Give % of pupils who do not access so you can show increase. |
|  | Raise the level of current academic achievement for ALL Pupil Premium children by at least 5 steps of progress. Improve learning outcomes in reading, writing and maths meeting **or exceeding** end of year age-related objectives.  | More Able Pupil Premium children: SEND Pupil Premium children: EAL Pupil Premium children: Pupil Premium children who have identified social and/or emotional behaviours:Other identified cohorts of Vulnerable Pupil Premium children including those who have FSM, Summer born birthdays:  |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.**  | Attendance and in particular punctuality. Up to and including the end of Autumn half-term 1, the 40% (18/45) Pupil Premium children have an attendance of below 96%. With the exception of one child – whose parent is now being supported by the Family Support Worker, the remaining children have a valid medical reason for being absent or they have suffered prolonged illness. We have introduced the weekly ‘Attendance Aspiration’ competition during our Friday Celebration Assemblies. This will communicate the message that attendance at school is extremely important and that as individual classes we should all strive for the best it can be. The class with the highest attendance will win and this will be recorded on a hall display board for all to see throughout the year. The class with the highest attendance each week will also expect a small treat from their class teacher to be decided by the children. Friday Celebration Assemblies are attended by parents/carers, so they too will receive the message clearly that we have high expectations regarding attendance – and punctuality, unless there is a significant reason. We will keep track of the winners, to measure trends in the outcome of this. Analysing the Pupil Premium attendance data from 2015-16 demonstrated that there were 3 families that needed an intervention to improve their children’s ATTENDANCE at school. **The data for 2015-16 is as follows: 89.2% for child (family 1) 92.1% for child 1, 92.4 % for child 2, 91.6% for child 3 (family 2) 86.3% for child 1 and child 2 (family 3)** **The data so far for 2016-17 is as follows: 86.9% for child (family 1) \*This includes 8 late arrivals after the register closed – 9.5%\* 100% for all three children (family 2) 97.6% for child 1 90.5% child 2 (family 3)**We are monitoring closely the attendance of child 2 from family 3. One of the three identified families who were causing concern have improved their children’s attendance; family 2 is working hard to ensure the attendance percentage remains high. We are continuing to monitor all three families closely to ensure we can further encourage a positive percentage of attendance above 96% overall by the end of the year. The family that remains a concern is working alongside our Family Support Worker to improve their child’s punctuality, ensuring the child is in school BEFORE the register closes; therefore reducing the amount of unauthorised absences. Overall, the data from 2015-16 does not demonstrate any serious concerns regarding the punctuality of our Pupil Premium children, apart from the one family now receiving interventions from the Family Support Worker. 2016 – 17 data to date: Attendance: % of authorised absence: 64% (29/45) % of unauthorised absences: 20% (9/45) % for persistent absence 2% (1/45) Punctuality: % of children who are late BEFORE the register closes: 27% (12/45) % of children who are late AFTER the register closes: 13% (6/45) % for persistent absence 2% (1/45) Reducing the number of children who arrive late into school is a priority and a target to improve. |
| 1. **Desired outcomes**
 | **Success criteria**  |
|  | Providing funding for dedicated Emotional and Psychological support for vulnerable pupils to raise their self-esteem and confidence, so that they are ready for learning: * Use of the THRIVE and SEAL programmes within school provide dedicated time and support to help build pupils emotional development and/or assess cognitive development. Regular use of THRIVE questionnaires, completed by teachers, will regularly assess the needs of each child to inform of future social and emotional interventions.
* Programmes of appropriate interventions will be designed to fulfil the needs of each child based upon the outcomes of these questionnaires.
* Use of the correct procedures in place to allow the social and emotional interventions to take place appropriately.
* Feedback meetings to families regarding progress and additional support signposted when necessary
 | * The self-esteem, social skills and behaviour of identified pupils will improve leading to increased confidence and attainment in the classroom.
* A regular review (half-termly) of the designated children involved in the THRIVE and SEAL programmes, will ensure the correct children are always identified and receiving support.
* Regular opportunities for support staff to feedback to relevant parties – SLT, SENCo, teachers and parents will enable a whole school approach to improving the social and emotional needs of the identified children.
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|  | Access to extra-curricular activities - educational experiences such as trips, and participation in additional activities:* Pupils are able to participate fully in school trips and residential trips
* Learning is supported by trips that are carefully planned to enhance the school’s curriculum
* Initial letters and meetings include information for parents about available funding
* PTA to liaise with parents and HT regarding specific requests for funding
* Teachers made aware of funding available – can approach parents if appropriate
 | * Pupil Premium children do not miss out on social skills, independence, perseverance and team-work which are developed through participation in group activities and/or over- night stays on residentials.
* Children involved in the THRIVE and SEAL programmes within school have further opportunities to put the skills learnt at these interventions into practice.
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|  | * Raise the level of current academic achievement for ALL Pupil Premium children by at least 5 steps of progress. Improve learning outcomes in reading, writing and maths meeting end of year age-related objectives:

**TEACHING AND LEARNING STRATEGIES:*** Consolidation of learning completed in classes – time for practise and application of skills. More Able Pupil Premium children are given the opportunity to attend Enrichment workshops run by the University of Exeter Graduate School, in addition to workshops and ‘Booster Groups’ that can be designed and delivered by experienced members of staff within school.
* Specified teaching staff are being trained using ‘Lilac Sky Coaching strategies: Staff will be more confident in planning lessons and small group intervention activities using the skills of Co-operative learning, frequent assessment and questioning - and learning to learn strategies to be used in daily teaching and learning activities for the benefit of ALL children.
* Pre-teaching to prepare all for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology.
* Where Pre-teaching tasks are set as home learning, Pupil Premium children will have time to complete these tasks in school if they are unable to do so at home.

**FOCUSED INTERVENTIONS AND TA SUPPORT WITHIN CLASS:*** Learning tasks are tailored to meet the specific needs of all Pupil Premium children, therefore ‘closing the gaps using clear and specific AFL activities and strategies such as PALS to allow the children to assume an active role in their own learning and take more responsibility for their learning in a less prescriptive manner.
* 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting)
* Support within lessons to improve understanding of learning in reading, writing and maths.
* Homework will be completed regularly, including entries in Reading Diaries.
* Priority reading with TAs if pupils are unable to read at home
* Tracking of pupils who are also on SEN register – teaching tailored to needs of pupils in specific areas
* Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress.
* Interventions will adopt the proven classroom management strategies – rapid pace of instruction, valuing all pupil responses and maintaining the common language for discipline outside the classroom.
* Teacher and SENCO reviews – careful planning of interventions to be completed each half term/phase
* Close communication between TAs, teachers and HT to track pupils with concerning attendance and/or punctuality and develop action plan as necessary to ensure the gap does not widen due to absence. See below.

**ENGAGEMENT OF PARENTS OF PUPIL PREMIUM CHILDREN:*** Improve Outdoor Learning Opportunities: Encourage parents and carers who have low aspiration and disenfranchisement with education to involve themselves in the project to further improve the school grounds for the benefit of their children (and the school overall)
* Through the use of workshops e.g. Maths workshops, parents will have the opportunity to participate in learning alongside their children.
 | * All Pupil Premium children will have improved their learning outcomes in reading, writing and maths (meeting end of year age-related objectives)
* All Pupil Premium children will be developing confidence in these specified areas of the curriculum both within school and in wider school initiatives.
* All Pupil Premium children will have developed a love of learning and a willingness to improve their academic ability further outside the school environment e.g. analyse the completion of home learning tasks to monitor how far Pupil Premium children and their families are engaging with these set tasks. Monitor Reading Diaries for recorded and dated entries. Pupil Premium children are reading independently and with enjoyment both within and outside the school environment.
* Clear communication with the SENCO will ensure that strategies utilised in interventions remain as robust and relevant to raising the achievements of all Pupil Premium children.
* Pupil Premium children will receive high level, quality interventions leading to improved learning outcomes overall.

As a result, Pupils who are on the SEN register and in receipt of PP have theirindividual targets reviewed regularly and aspirational targets areset for their progress each half-term.* Pupil Premium children will regard school not just as an indoor classroom and that learning can successfully take place outdoors too.
* Parents are informed about the modern teaching and learning strategies that are being taught in school and they feel empowered to help their children with their learning at home.

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|  | **EAL CHILDREN:*** Support specific concepts such as comprehension, sequencing, actions, pronoun usage, categorization & grammar through regular intervention groups and strategies such a PALS to improve reading fluency and comprehension.
* Support pupils to develop appropriate social skills which are a key component to interacting with others through close communication between TAs, teachers and HT to track pupils with concerning difficulties with S&L and develop action plan as necessary
* Feedback meetings to families regarding progress and additional support signposted when necessary.
 | * EAL Pupil Premium children will reach their fullest potential in terms of their speech, language and communication development, which in turn will enable them to function and participate more fully in all aspects of daily life, both in school and in a wider school or home learning environment.
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|  | Attendance and in particular punctuality:* All Pupil Premium children will be in school at the correct time – calm and ready to learn. Support will be given to children and families by the newly appointed Parental Support Advisor (PSA)
* Support to children and families requiring additional support including working with multi-agency approach to ensure children are ready for learning and are supported by their families.
* Children who are deemed ‘at risk’ are closely monitored and tracked and early intervention ensures that school and families work together to meet the needs of the child.
 | * Punctuality of Pupil Premium children will improve. The intervention of the PSA as appropriate will help to reduce the number of persistent number of absentees among pupils eligible for Pupil Premium and ensure that all these children meet the expected attendance target of 96%.
* Use of CPOMS will be used efficiently to highlight and monitor children who are deemed at risk.
* The PSA will communicate with the school safeguarding team on a weekly basis, ensuring that all children and their families are receiving the correct support as required.
* Direct communication with the on-site Pre School, ensures that the families who require support are identified early.
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| 1. **Planned expenditure**
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| * **Academic year**
 | **2016 - 17** |
| 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 |
| 1. **Quality of teaching for all**
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| **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?** |
| Target Pupil Premium children for support within the lesson. | Check the children understand what is required of them and challenge their knowledge through questioning e.g. Blooms Taxonomy.Check the children know exactly where they are aiming for within the lesson and they know what they need to do to improve. | PP children feel supported with their learning IN SCHOOL, even though this might not be the case at home. PP children’s belief in their own ability should develop, especially if this is used alongside Growth Mindset strategies for improving the attitudes to learning for the class as a whole group. | Ensure staff know confidently who their PP children are through regular monitoring e.g. lesson drop in, learning walks, formal observations |  | Ongoing throughout the academic year; termly. |
| Support for More Able children. | Encourage the More Able Pupil Premium children to attend an Enrichment Workshop where possible.(University of Exeter) | Workshops led by well-qualified and specialist teachers will enhance the existing strengths, skills and abilities of the children where relevant. Children will be able to meet with their peers from other schools with the aim of challenging their thinking and to improve their self-esteem and confidence. | A register of attendance and the workshops attended will be recorded in school.Discuss the workshops and their outcomes with parents to gauge their opinions on the Enrichment opportunities provided. |  | Ongoing with the relevant children and their families. |
| To provide additional support to children who are Statement of Special Educational Need or are on School Action or School Action Plus\* | Small Group Education plans detail additional interventions that are needed to close the attainment gap. | Enables these children to fully access all of the curriculum and allows one to one support to ensure the child is able to progress as quickly as possible. \* This is in addition to the support we are required to provide by any statement of SENTeaching Assistants alongside teachers work directly with children eligible for Pupil Premium and support them with their learning and development. | Teachers monitor, adapt and adjust teaching and learning targets as appropriate for the designated children. |  | Weekly as appropriate and once per half-term. |
| **Budgeted cost** | £59,490 |
| 1. **Targeted support**
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| **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?** |
| Meeting the children’s specific learning needs: Appropriate and timely interventions | Group Learning Plans, Individual Learning PlansThree distinct waves of intervention:Wave 1: Quality first classroom teaching.Wave 2: Time limited small group intervention outside the classroom.Wave 3: Specific targeted interventions for children outside the classroom, | Specific learning targets and small group interventions planned and managed by experienced teaching staff, have proven effective in enabling all children to aspire and achieve their potential. This approach will tackle fundamental gaps in skills, knowledge and understanding which is preventing progress.These could be conducted on a 1 to 1 basis where the teacher does not expect pupils to make the expected progress in a group situation.  | Regular review of group and individual targets by all teaching staff will enable targets and approaches to be changed and amended as necessary.  |  | Half-termly/Termly reviews |
| To further improve School Attendance  | Employment of an experienced and well-qualified parental support advisor.Hall Display to encourage attendance through weekly Assembly class competition. | Attending a ‘Late Gate,’ once per week will identify families who are in need of support in ensuring their children arrive in school promptly and ready to learn. The parental support advisor will also be able to visit the home addresses of children who fail to attend if there is not any prior evidence of communication between home and school. | The Head and SLT will monitor the names of individual families who are persistently late arriving in school during our weekly SLT Meeting and Vulnerable Children meetings. SLT members will be present in the morning when the parental support advisor is attending the gate.Children with attendance issues will be provided with work to ensure they catch up with their peers. |  | Weekly during our whole school SLT Meeting and weekly Vulnerable Children Meeting. |
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| 1. **Other approaches**
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| **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?** |
| Help the children view school as a positive and engaging place to be. | Appoint Curriculum Ambassadors who first and foremost are Pupil Premium More Able children who can appoint their own Deputy from other PP children in their class. | Curriculum Ambassadors should be more engaged with school as a learning environment as a mutually respectful relationship should develop as their role is recognised as significant. Use of praise and rewards, including a visible ‘badge of honour’ should lead to an improvement in their own self-esteem as learners and their aspirations. | Curriculum Ambassadors will meet regularly with senior members of staff to review and highlight their work.The Curriculum Ambassadors should aim to visit at least two other schools throughout their time in their role, to observe and report on the curriculum elsewhere to inspire them and think of ideas to enhance their home school curriculum. |  | Appoint Pupil Premium Curriculum Ambassadors annually, with the aim that each child should be in role at some point in their Primary School career. |
| Raise the self-esteem of Pupil Premium children as individuals and learners. | To develop our use of the THRIVE and SEAL initiatives to enhance our nurturing and supportive learning environment in addition to academic interventions. | Both the THRIVE and SEAL initiatives are successfully used in daily school life. Our THRIVE room provides a secure and safe environment for those children who need it. | Teachers and support staff receive regular training and advice. Weekly meetings are held to discuss the support required by individual children. We are proactive in ensuring all of our children are closely monitored and receive the correct input as appropriate to nurture and support their needs. |  | THRIVE and SEAL needs are reviewed daily and weekly. |
| TUFC In The Community  | Encourage Pupil Premium children who might not necessarily be involved in sports clubs. | Specialist coaches from TUFC ITC are contracted to come in and deliver organised sports coaching and games.  | The TUFC sessions are timetabled into our school day, so that children receive quality first teaching in multi-skills sports. |  | Weekly. The TUFC coaches share their planning and outcomes with members of staff. |
| Lunchtime Play Leaders | Encourage Pupil Premium children who might not necessarily be involved in sports clubs. | Play Leaders give time to support children and develop games at lunch time, particularly in supporting those who do not otherwise participate in sport clubs in school | Lunchtimes are used proactively to encourage children to participate in a variety of activities in different playground zones. |  | Daily and weekly. |
| Give children the opportunity to experience extra-curricular activities e.g. Residential trips. | The school will subsidise the cost of activities to enable children to participate where they might not have done so before. | Children will have the opportunity to experience Outdoor Education activities. | No child will feel excluded from attending Residential trips and these children will have the same opportunities as their peers. |  | As appropriate – at least monthly dependent upon the activity. |
| **Budgeted cost** | **£7,141** |

Pupil Premium Strategy Statement: Queensway Catholic Primary School

We recognise Queensway's Catholic uniqueness as a place where Christ's presence is evident to see. We provide opportunities for the whole school community to celebrate and share the word of God through daily acts of Worship, collective prayer – and through our hard working ethos. All members of our school community recognise each other as individuals, uniquely created by God. Our mission is to ensure that children’s learning outcomes are not dependent on their family’s income level. We support each other to fulfil our potential, academically, socially, morally and personally.

**How will the school measure the impact of the Pupil Premium?**

To monitor progress on attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. At Queensway Catholic Primary School, the usual cycle of data collection and the monitoring and tracking of the cohort’s attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place at each milestone (approximately every half term) and will include a member of Senior Leadership, teachers and feeds in information from TAs.

At each milestone, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item on the Governors’ Pastoral, Achievement, Leadership & Effectiveness committee

meetings.

Designated staff members in charge:

HT Mrs Jane Fraser

DHT: Mrs Saffy Griggs

SENCo: Mrs Fiona Dean

Nominated governor: Mr Stephen Corline

Date of next Pupil Premium Strategy Reviews and Progress meetings:

W/B Nov 7th 2016

W/B 5th Dec 2016

Dates TBC during: February 2017 April 2017 May 2017 July 2017