

Pupil premium strategy statement: Indian Queens School 2018-19

1. Summary information					
School	Indian Queens School				
Academic Year	2018/19	Total PP budget	£136,860	Date of most recent PP Review	n/a
Total number of pupils	377 (+ Nursery unit)	Number of disadvantaged pupils	106	Date for next internal review of this strategy	Sept 2019

2. Current attainment						
BASED ON Yr 6 DATA 2017/2018	Disadvantaged Pupils (school) (13)	'Other' Pupils (school) (20)	All Pupils (33)	Disadvantaged Pupils (national average)	'Other' Pupils (national average)	All pupils (national average)
% achieving expected standard in reading, writing and mathematics	23%	30%	27%	44%	67%	64%
% achieving expected standard in reading	31%	65%	52%	62%	80%	75%
% achieving expected standard in writing	46%	70%	61%	64%	82%	78%
% achieving expected standard in mathematics	31%	35%	33%	58%	78%	75%

The data of the disadvantaged children within our school is compared with the national data for both 'other' children and 'all' children (including disadvantaged). This ensures that the highest standards and aspirations are set for these children and their achievements and level of progress should be on a par with or better than the achievements and progress of those children who are not eligible for this funding.

3. Barriers to future attainment (for disadvantaged pupils, including high ability)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Scores in mathematics have been seen to be lower than those scores in other subjects, at both KS1 and KS2. Pupil premium children struggling to meet the expected standard and very few Pupil Premium children reaching a greater depth.
B.	Expressive and receptive language and mathematics in Foundation Stage children are generally low on entry and especially low for disadvantaged pupils. This leads to challenges across the curriculum for these children, both through the Foundation Stage and in subsequent years.

C.	A significant number of children (with a higher percentage of those being PP children) unable to fully access learning due to barriers predominantly related to social, emotional and mental health issues.	
D.	Children with PP, on average, come into school at a lower level (in both maths and English) and therefore require intervention in order to close the gap and increase progress for these children. (ev: Baseline Assessments and EYFS data)	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	Lack of opportunities for some disadvantaged children to become involved in extra-curricular activities. This means that children do not have as many opportunities to participate in instrumental lessons and sports activities to promote a healthy lifestyle. Due also to the locality, transport issues and reduced access to a range of opportunities of a cultural, social and inspirational nature, a significant number of children have low expectations for their own future.	
F.	Concerns re parental support of some disadvantaged children eg attendance, adult support in the home, parenting skills, low parental expectations. (ev: Health Data eg Brighter Smiles / School Health Profile)	
4. Desired outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	All staff to improve quality first teaching in mathematics through implementation of the mastery approach. All staff to receive training from the maths subject leader to raise standards of teaching and learning. Peer support sessions, observations and monitoring to be focused around the teaching of mathematics.	Improved confidence in mathematics, particularly number skills. Improvement in numbers of children reaching the expected standard in mathematics. Increase in number of disadvantaged children reaching the greater depth within standard in mathematics, both at KS1 and KS2.
B.	Increase and improve the expressive and receptive language / mathematics of children in the Foundation Stage. Assess the children on entry and re-assess regularly throughout the year, in order to see the improvement in score when assessing for the Early Learning Goals. Teaching assistants to become more confident and skilled in assisting the children in Foundation Stage to improve their skills.	Narrow the gap between those with delayed expressive and receptive language skills and mathematics skills and those working at age appropriate levels. Ongoing regular review and assessment shows a continual narrowing of this gap. Observation of teaching assistants shows high level of skill in extending children's skills in these areas. Quality first teaching allows all children to succeed in increased use of complex vocabulary.
C.	More children able to access learning within the classroom as their emotional needs are being met and supported. Children have increased confidence in their own ability to achieve highly in classroom. Implementation of ideas from Nurturing Schools training to support the children in school.	Decrease in problems observed within the classrooms. Children feel more confident with participating in lessons and offering ideas and suggestions to class discussions. Children more confident with attending school and develop higher aspirations for their own future.
D.	Small group intervention for KS1 and KS2 children to close the gap in both mathematics and reading. Gap in achievement between disadvantaged children and non-disadvantaged children closed through increased progress for disadvantaged children. Support and challenge for those disadvantaged children who have the potential to reach higher levels of attainment.	Progress of those children receiving PP support is shown to be the same (or better) than those children who are not eligible for PP funding. Achievement of disadvantaged children improved to close the gap between them and their peers.
E.	All disadvantaged children to be able to participate in extra-curricular activities, with sufficient funding to allow any child who wishes to participate to do so. A range of extra-curricular clubs offered that help children to lead healthy lives.	Increase in numbers of disadvantaged children participating in extra-curricular activities, to improve healthy lifestyle and widen life choices.
F.	Parents given access to support they require to support the learning of the children and ensure good attendance from all children.	Attendance monitored to ensure that it is as close as possible to national standards. Attendance of disadvantaged children on a par with 'other' children in the school. Parents able to access support and advice regarding parenting skills and signposted towards additional support and guidance if this is required.

5. Planned expenditure

Academic year	2018/19	
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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?
A. Improve the standards of teaching and learning in mathematics, using the mastery approach	All staff, including TAs to receive training in maths mastery approach to teaching	Results at both KS1 and KS2 have demonstrated that children, particularly disadvantaged children, are generally scoring lower in mathematics than they are in reading, particularly the number of children reaching the greater depth standard.	All monitoring and peer support sessions for this academic year to be based around the teaching of mathematics and the mastery approach to teaching mathematics	Maths subject lead and leadership team	Sept. 2019
	More resources to allow children to see mathematics using concrete objects and visual representations	Children have discussed their need to see the mathematics that they are completing so that they fully understand it. Following the research for mastery approach, this has been shown to particularly support disadvantaged and less able children.	Evidence in lessons and in work scrutiny that resources have been used effectively to enhance the teaching of mathematics.	Maths subject lead and leadership team	Sept. 2019
	Purchase of specific resources for Early Years mathematics to promote mathematical vocabulary and understanding.	Lack of resources within the Early Years department to support the development of mathematics.	Early Years lead to liaise with maths subject lead about appropriate resources for very young children.		
B. Improved oral language skills and mathematics knowledge in Foundation Stage.	All staff in Foundation Stage to receive support and training from SALT team to ensure high levels of language used across the Foundation Stage.	Baseline assessments have shown that children arrive with lower literacy and mathematics skills than the national average. By the end of Foundation Stage, the gap has narrowed slightly but there are still delays which could continue to impact on the children's development later on.	Early Years Lead to monitor the standards of teaching and ensure clear guidance is given to all staff. Maths subject lead to monitor the teaching and learning of children in the Foundation Stage as part of the whole school approach	Early Years Lead/Maths Subject Lead	Sept. 2019
	Foundation Stage staff to participate in whole school training for the maths mastery and embed these skills in focused teaching and continuous provision.	Early Years Lead to offer specific training to TAs to extend their knowledge and understanding. Staff to engage parents in activities that support the children's language and mathematical development.	Well trained staff leading sessions to disseminate knowledge to other staff.		

	'PEEP' programme in Nursery to engage parents in supporting SALT and basic skills.	Early Years Lead to lead sessions for parents that help them to learn more skills surrounding supporting their child's learning.			
C. All children able to access the required learning as they are more socially and emotionally settled.	<p>Assessments made of all children in the school helps to identify whole class areas for development whilst also identifying individuals requiring more individualised support.</p> <p>Training for all staff (teachers and TAs) to increase understanding of the principles of Nurturing Schools.</p> <p>Staff in Foundation Stage to focus on PSED as key area for focused observations and widen range of activities to support this area.</p> <p>Year 6 children participate in 'Be the Best' Programme to promote and encourage children to set goals and develop greater aspirations for their future.</p> <p>Frequent opportunities for children to be pupil conferenced (individually, groups or classes) to ensure that the children become independent learners and develop resilience around their own learning.</p>	<p>This approach has been seen to increase the children's emotional well-being and reduce anxiety for children, allowing them to make better progress academically.</p> <p>Training given in Nurturing Schools will benefit all staff to understand more about the social and emotional well-being of the children. It will raise awareness in the mental health of children and ensure staff are clear on indicators to be aware of.</p> <p>Lower scores in this area (Baseline information) show that this is an issue to address in order to allow more children to enter year 1 at the standard expected (Early Learning Goal).</p> <p>'Be the Best' programme introduced by 21st Century Legacy (after 2012 Olympics) to increase children's aspirations. It has been shown to have a positive impact on the wellbeing of children who have participated in the programme of work.</p> <p>Children are much more engaged in work if they can see the purpose for it and feel that they have control over their own learning.</p>	<p>SENDCo to monitor completion of all whole class assessments and ensure that whole class data is used to inform planning of each class and year group.</p> <p>Staff to give feedback on training and demonstrate through leadership monitoring that they are making full use of the strategies and ideas given.</p> <p>Wider range of activities within the Foundation Stage continuous provision to support this area- to be monitored by Early Years Lead.</p> <p>All children in Year 6 participate in 'Be the Best' programme taught by teacher after receiving full training from 21st Century Legacy team.</p> <p>Children to be pupil conferenced at least once a half term on an individual basis and weekly as a class. All conferencing to be recorded so that it can clearly be monitored by leadership staff.</p>	Leadership team and SENDCo	Sept. 2019
Total budgeted cost					£40,000

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?
B. Improved oral language skills in Reception	Children with specific language issues will be assessed by the SAL therapist and will follow a set programme of work to improve their expressive and receptive skills. All children including those with a deficit, will receive a programme of work to increase their vocabulary, pronunciation and general oracy skills.	Needs for some children require additional support and guidance from an expert. Resources and ideas supplied by SAL therapist can then be used in a wider context to support the needs of all children requiring some level of support.	Reports given to the school by the SAL therapist to monitor the progress these children are making. Regular assessments to ensure they are on task to accelerate progress. Progress of all children monitored in school by SENDCo to ensure a consistent approach that is well managed.	SAL therapist and SENDCo	Sept. 2019
	Specific intervention for children in Reception who have poor vocabulary and require additional support with communication skills	Reception staff identify the children who require this support through their baseline assessments on entry. Intervention is then frequently reviewed to check whether children require additional support for further intervention from the SAL therapist (see above).	Staff trainird in 'Time to Talk' strategies, working 1 to 1 with children who have been identified as having a particular communication need.	Reception staff and TAs	Each intervention lasts 6 weeks before review
C. Increase and improve the PSED of children in the Foundation Stage. Reducing barriers to learning including social and emotional support	After whole class assessments, individual children will be selected to receive a whole individualised plan of work based on their needs. For those children with specific plans, there will be regular work carried out to assess their needs and maintain plans that do all that is possible to meet these needs.	Being aware of children's emotional well-being and reducing anxiety for children, allows them to make better progress academically. Progress already seen in some children who have worked on support programmes last year. Whole school approach allows children to feel safe and secure in the learning environment that they find themselves in.	SENDCo given role as a non- class based teacher to ensure time to support this. Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time. Individual support plans written for all children who require this level of targeted support. SENDCo to work with children with most acute needs and staff trained to work with other children who need 1 to 1 sessions to meet their needs. Small group work for some children to promote and develop their social skills- regularly monitored by the leadership team to assess their levels of effectiveness.	SENDCo and headteacher	Sept. 2019

D. Increased progress for disadvantaged children to close the gap between them and their peers	<p>Funding of staff to continue to implement and monitor the Every Child a Reader (ECAR) and Better Reading (BRP) programmes rigorously across the school, including the now embedded Graded Reading Programme designed to support accelerated learning for all relevant pupils, including the more able.</p> <p>Use of Educational Psychologist to assess children and offer suggestions for further support needed.</p>	<p>Reading intervention with 1 to 1 support with highly qualified staff have been shown to be effective in closing the gap and increasing speed of progress</p> <p>After analysis of data it is apparent that children are making good progress in reading (especially disadvantaged pupils) using this scheme. The aim is now to extend the intervention offered in order to increase the rates of progress within other areas of the curriculum. For those children with clear gaps in knowledge, 'Quality First' teaching is not always adequate and there is the need for pre-teaching activities and intervention work to close this gap, particularly linked to mathematics mastery.</p>	<p>Impact overseen by leadership team. & HLTA (lead additional reading); CPD for TAs supporting the sessions.</p> <p>Extra teaching time and preparation time paid for out of PP budget, to offer support across school, where needed.</p> <p>Engage with parents and pupils before intervention begins to address any concerns or questions about the additional sessions.</p> <p>Use of professional guidance from Educational Psychologist allows support to be targeted in the correct areas for all children.</p>	Leadership team	Each intervention group to take a maximum of 6 weeks and then they will be reviewed.
	TAs trained and working to introduce intervention programmes for children in mathematics and writing. Small group sessions with trained TAs to increase progress and maintain high achievement.	Intervention sessions for small groups, run by HLTAs and TAs to support children in their learning. Teachers to help plan and devise programmes of work for these groups linked to the work completed in class.	Teachers to monitor the intervention work carried out with the children in their class. Leadership to monitor the quality of intervention, monitoring the children's ability before and after the programme of work.	<p>Class teachers</p> <p>Leadership team</p>	Each intervention group to take a maximum of 6 weeks and then they will be reviewed.
Total budgeted cost					£65,000
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?

E. Increased access to extra-curricular activities	<p>Funding put in place for all children to take part in extra-curricular activities that interest them.</p> <p>Specific children to participate in masterclasses at local secondary school to support higher attaining children.</p>	<p>Children need to be encouraged to maintain a healthy lifestyle and participation in extra-curricular activities will help with this. The area has few other options within walking distance and so the school offers activities that the children were otherwise be unable to access.</p> <p>Evidence shows that children greatly benefit from subject specialist teaching and working alongside other higher achieving children.</p>	<p>Pupil Premium co-ordinator to oversee the number of children participating in extra-curricular clubs and to encourage children to try new activities that they have never tried before.</p> <p>HLTA to support children on these visits. KS2 co-ordinator to ensure that a variety of children are chosen to attend, depending on abilities and attributes.</p>	Pupil Premium Coordinator	Sept. 2019
F. Parents able to access support and guidance they require.	<p>SENDCo teacher given time to offer support and liaison to all parents and monitor attendance of children.</p> <p>Parent support teacher time to meet with parents to offer support and guidance.</p> <p>Signpost parents towards other support as and when required.</p> <p>Running of PEEP project for parents in Foundation Stage to engage them in supporting their child's learning with basic skills.</p>	<p>Children are only able to make the progress that we require them to make if they are regularly attending school to access the support given.</p> <p>Greater parental involvement and support will help to develop a better ethos for learning both within the school and the home environment.</p> <p>Parents able to support and guide their children providing a safe and stable environment.</p> <p>'PEEP' programme aimed at Foundation Stage children so that parents are engaged in their child's learning throughout the school to promote greater home support. The programme also promotes opportunities for these parents to work alongside their child to see strategies that work for each child, in improving oral and language skills.</p>	<p>Frequent meetings with EWO and head teacher to ensure that attendance of all children is carefully monitored.</p> <p>Leadership team to support and monitor work of teacher in parental liaison and ensure that all parents get the support required.</p> <p>Early Years Lead to oversee 'Learning Together' to ensure that impact and learning is maximised.</p> <p>Attendance clinic run regularly for parents whose children have attendance that has fallen below the level of 90%</p>	<p>Parental support teacher</p> <p>Early Years Lead and leadership team</p>	Jun 2019
Total budgeted cost					£35,000

6. Review of expenditure

Previous Academic Year		2017 - 2018		
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

October 2017

Increase children's pupil voice to discuss and explain their own learning and difficulties	Enable a robust programme of pupil conferencing, focused around learning, with additional support for relevant pupils	Mid/High: Conferencing has worked very well for the staff and children that have engaged well with the process. This has a very good impact on all children regardless of whether they are disadvantaged or not.	New staff to be clearly trained with the reasons for pupil conferencing and the benefits that can be generated. Refresher training for existing staff to ensure that the conferencing is carried out frequently and in a manner that benefits children the most.	Leadership time to monitor Staffing costs to ensure that all conferencing is carried out frequently enough to have an impact on the children.
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ii. `

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
i. Narrow gap at earliest age in reading attainment (from Yr 1) ii. Improved attitude to learning and confidence capacity to achieve. iii. Improve Year 6 reading score results	Implement and monitor the Every Child a Reader (ECAR) and Better Reading (BRP) programmes rigorously across the school, including the now embedded Graded Reading Programme designed to support accelerated learning for all relevant pupils, including the more able. One to one tuition delivered by experienced teacher and HLTA using planned programme to support children throughout the school, in order to achieve high standards in year 6.	Reading scores carefully tracked and monitored for all children taking part in interventions to ensure that there is a recognisable increase in the progress made. Children's reading ages re-checked on a half termly basis.	This intervention has made a big impact on the progress that the children were able to make. This will continue next year in order to ensure that this progress is maintained. Increase intervention in KS2 to include mathematics and writing for those children recognised as 'vulnerable' and not reaching the standard expected for their age. Extend to include intervention for maths and writing as the progress in these areas is lower than the progress now demonstrated in reading. Additional targeted support for PP children in maths and writing to achieve a 'high' standard, matching the achievements seen in reading. Interventions to continue, in order to sustain progress already made.	1 teacher (part time) and 1 TA (part time) to oversee provision HLTAs and TAs to run intervention sessions on a daily basis

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on all pupils, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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Ensure that a positive attitude enables effective learning to take place in the classroom.	Use of Thrive to identify children that require additional guidance and support to reach their full potential due to poor attitude to learning.	<p>High: All children received support as required and were able to discuss how this had improved their attitude to learning and maximised potential.</p> <p>Evidence of impact shown through careful monitoring of timetables for these children. Use of red, amber, green system shows reduction in number of 'red' incidents stopping the children from accessing learning successfully.</p>	<p>Continue with this approach as it appears to benefit a wide variety of children and maximises the learning for all children in the classroom as less lessons are disrupted by poor learning attitudes.</p> <p>Continue to develop even further, with focus on the social, emotional and mental health of all children in the school</p>	1 teacher (part time) to implement and monitor the progress of these children.
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7. Additional detail

Additional details regarding previous expenditure and support is available on the school website in the Pupil Premium policy, including a rationale on the spending of the school's Pupil Premium Funding.