

Pupil premium strategy statement: Indian Queens School 2019-20

1. Summary information					
School	Indian Queens School				
Academic Year	2019/20	Total PP budget	£130,680	Date of most recent PP Review	
Total number of pupils	379	Number of disadvantaged pupils	99	Date for next internal review of this strategy	Sept 2020

2. Current attainment				
	EXS + all School (national)	GDS all School (national)	EXS+ disadvantaged (national other)	GDS disadvantaged (national other)
Reading	62% (73%)	25% (27%)	53% (78%)	12% (31%)
Writing	68% (78%)	13% (20%)	65% (83%)	6% (24%)
Maths	58% (79%)	13% (27%)	47% (84%)	12% (31%)
RWM	48% (65%)	7% (11%)	41% (71%)	6% (13%)

3. Barriers to future attainment (for disadvantaged pupils, including high ability)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	A significant number of children enter EYFS with below age-related expectations and poor phonological knowledge (ev: Baseline Assessments and EYFS data)
B.	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.
C.	Lower % of disadvantaged children reaching EXS by the end of Year 6, smaller number of children reaching GDS.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	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.
E.	Concerns re parental support of some disadvantaged children e.g. attendance, adult support in the home. Children in receipt of pupil premium have below national and school attendance figures.
4. Desired outcomes	

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Children in EYFS to reach national average for GLD. Data will be inputted via Tapestry and data drops each term will be a focus for senior leadership team, with a particular focus on PP and SEN children.	Improvement in number of children reaching GLD by the end of EYFS. More PP children reaching GLD, with a particular focus on skills in literacy and numeracy.
B.	Children's emotional needs will have been supported through whole school TIS approach, TIS assessments to inform TIS (Trauma Informed Schools) 1:1 targeted interventions for individual pupils and small group emotional support. All of the above have direct links with more formalised/ academic learning approaches, which will improve children's outcomes.	Children will improve levels of engagement with learning and make accelerated progress academically. Children more confident with attending school and develop higher aspirations for their own future.
C.	Small group intervention for KS2 children to diminish the difference in both mathematics and reading. Difference in achievement between disadvantaged children and non-disadvantaged children diminished 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 diminish the difference between them and their peers.
D.	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.
E.	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	2019/20				
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?
All pupils access quality first teaching.	Appropriate training for all staff.	Large body of research evidences that quality first teaching is the largest impact on the progress of disadvantaged children.	Learning walks/observations. Frequent book scrutiny CAMs meetings Pupil progress review meetings	Head of School and PP lead.	Reviewed during learning walks and termly reviews.

Improve outcomes for disadvantaged children in reading, writing and mathematics.	Smaller class sizes for those year groups where there are a significant peak in numbers of disadvantaged children.	Some year groups have over 40% PP, these year groups have been kept to class sizes of 25 to ensure that staff have the time to give these children additional support/challenge	Monitoring of the progress of these children through pupil progress review meetings and analysis of year group data.	Head of school and PP lead	End of Autumn term
Increase number of EYFS children reaching GLD in all areas, with a clear focus on mathematics and language and literacy.	Early identification of difficulty with phonics and reading allows children to keep up with their peers, negating the need for later catch up. Clear focus on children who receive limited support at home.	Baseline assessments have shown that children arrive with lower literacy and mathematics skills than the national average. By the end of Foundation Stage, the difference 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 Foundation Stage staff. Staff to engage parents in activities that support the children's language and mathematical development.	PP lead and Early Years Lead	End of each term
All children able to access the required learning as they are more socially and emotionally settled.	Training for all staff (teachers and TAs) to increase understanding of the principles of Trauma Informed School (TiS) Assessments made of all children helps to identify whole class areas for development whilst also identifying individuals requiring more individualised support. Two senior members of staff trained as full TiS practitioners to support staff and children requiring more individual support	Training given in TiS 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. 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.	Staff to give feedback on training and demonstrate through leadership monitoring that they are making full use of the strategies and ideas given. 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.	SENDCo and HoS , Leadership team	July 2020
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?

Increased progress for disadvantaged children to diminish the difference between them and their peers	PP children in Year 6 (which has 42% PP) supported through teacher led intervention in maths and English. Purchase of revision books for Year 6 PP children to support home learning.	Focused and well taught intervention with highly qualified staff have been shown to be effective in diminishing the difference and increasing speed of progress PP children have previously stated that they feel more prepared for SATs with additional support through revision guides.	Extra teaching time and preparation time paid for out of PP budget, to offer support 1:1, 1:2 or in small groups where needed. Engage with parents and pupils before intervention begins to address any questions about the additional sessions.	Leadership team PP lead	Each intervention group to take a maximum of 6 weeks and then they will be reviewed.
	Non-contact time for specific teachers to lead interventions for children who have the potential to reach GDS.	Data shows that currently in Year 2 and Year 6, only a small number of PP children reach GDS in RWM. Need to	Use of experienced staff to lead sessions, use of maths lead to support most able year 6 mathematicians. Discussed and reviewed regularly in leadership meetings and pupil progress review meetings.	Teachers PP lead 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 pre-teach the required vocabulary for that week's learning.	Intervention sessions for small groups, run by HLTAs and TAs to support children in their learning. Teachers to plan and devise programmes of work for these groups linked to the work completed in class, focus on the cross-curricular vocabulary that children need to complete learning 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.	Class teachers Leadership team	Each intervention group to take a maximum of 6 weeks and then they will be reviewed.
Total budgeted cost					£55,000

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?
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Increased access to extra-curricular activities	Funding put in place for all children to take part in extra-curricular activities that interest them. Specific children to participate in masterclasses at local secondary school to support higher attaining children.	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. Evidence shows that children greatly benefit from subject specialist teaching and working alongside other higher achieving children.	Pupil Premium lead 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. HLTA to support children on these visits. Pupil premium lead to ensure that a variety of children are chosen to attend, depending on abilities and attributes.	Pupil Premium lead	July 2020
Parents able to access support and guidance they require. Attendance of children improves.	Qualified teacher given time to offer support and liaison to all parents and monitor attendance of children. Parent support teacher time to meet with parents to offer support and guidance. Signpost parents towards other support as and when required. HoS and SENDCo to hold meetings with parents re improving attendance of all pupils with a focus on PP children.	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. Greater parental involvement and support will help to develop a better ethos for learning both within the school and the home environment. Parents able to support and guide their children providing a safe and stable environment.	Frequent meetings with EWO and head teacher to ensure that attendance of all children is carefully monitored. Leadership team to support and monitor work of teacher in parental liaison and ensure that all parents get the support required.	SENDCo and HoS	Weekly welfare meetings, where attendance and vulnerable children/families are discussed. EWO meetings to discuss further support required for families.
Total budgeted cost					£35,000

6. Review of expenditure

Previous Academic Year		2018- 2019		
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 2019

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 More resources to allow children to see mathematics using concrete objects and visual representations	- School has become part of SSIF project which has led to significant training for maths lead - Maths lead able to cascade learning from SSIF project to all staff through regular staff training (teaching staff) - Fortnightly TA training has increased skills of staff for whole class lessons and interventions. - Purchase of additional manipulatives, now a non-negotiable in mathematics lessons	- School will remain part of the SSIF project for another year, this will continue to support the school with improving maths teaching. - Organising staff non-contact in order to allow all staff to attend TA training was challenging but the benefits for the children of all staff using common resources and vocabulary makes it worth continuing with, - All classes now have a good selection of manipulatives that can be used for lessons. Need to continue that they are being used consistently across the school.	£20,000
Improved oral language skills and mathematics knowledge in Foundation Stage.	Foundation Stage staff to participate in whole school training for maths mastery and embed these skills in focused teaching and continuous provision. All staff in Foundation Stage to receive support and training from SALT team to ensure high levels of language used across the Foundation Stage.	- Staff trained in 'Time to Talk' and running this programme with identified children has greatly supported the oral language skills of those children involved. - Skills learnt by staff running this programme has supported the development of S&L in the Reception classes. - Early Years lead ran specific training for Early Years TAs to support and develop skills - TAs from Early Years also attended maths training from maths lead.	- Continue to develop use of 'Time to Talk' to support identified EYFS children. Programme to begin in Autumn Term 2019 to ensure that children get the maximum benefit. - Extend EYFS interventions, with early identification of difficulty with phonics and reading allowing children to keep up with their peers, negating the need for later catch up. Clear focus on children who receive limited support at home. - Early Years Lead to continue developing a programme of training for EYFS staff to ensure that all staff are working consistently to achieve the best results for all children. - Target EYFS to reach national standard of GLD in 2019-2020 with a clear focus on mathematics and language and literacy.	£25,000
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

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.	- SENDCo took part in Nurturing Schools training to support the emotional wellbeing of children. - Staff then trained in the principles of Nurturing Schools, in order to support the learning of all children. - Number of exclusions and behavioural difficulties in class seen to be reduced	- To follow the advice of the academy, the school will move to being a TiS (Trauma Informed School), which follows similar principles to Thrive and Nurturing Schools (which the school have followed previously). - SENDCo and HoS to train as TiS practitioners (10 days training) so they will then be available to support staff with assessing children's needs and also to work with individual identified children - All staff to receive the half day introduction to TiS as part of training day in September 2019.	£20,000
Increased progress for disadvantaged children to diminish the difference between them and their peers	Funding of staff to continue to implement and monitor the Every Child a Reader (ECAR) and Better Reading (BRP) programmes across the school, including the now embedded Graded Reading Programme designed to support accelerated learning for all relevant pupils, including the more able.	- Standards in reading increased from 2018 to 2019 in both Year 2 and Year 6 for all children. (KS1 EXS 52% to 60% and KS2 EXS 52% to 62%). The percentage of children in Year 2 achieving GDS rose slightly from 8% to 11% but the rise in Year 6 was more significant 9% to 25%. However the number of disadvantaged children reaching these standards were not as high as expected. No Year 2 disadvantaged children reached the level of GDS.	- Increase numbers of interventions that are teacher led, as the impact of the reading programmes could be higher. - Year 2 children to work in small groups with teacher to promote writing skills, particularly those children identified as having the potential to reach GDS - HLTA intervention for children identified as not at ARE in phonics in both year 1 and 2. - Year 2 PP children reading 1:1 daily with adult in school to promote understanding, inference and deduction.	£35,000

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
Increased access to extra-curricular activities	Funding put in place for all children to take part in extra-curricular activities that interest them.	- Pupil Premium children given opportunity to take part in the extra-curricular clubs that they have selected with no charge. More PP children have taken up this since the charges have been removed. - Encouragement for more PP children to take musical instrument lessons, shows an increasing number of children participating in guitar, keyboard and drum lessons.	- Continue to offer subsidised clubs to PP children and give them priority when places are being allocated to ensure that they get their first choice of activity. - PP lead to conference PP children to discover other extra-curricular clubs that they would be interested in attending, to ascertain whether these can be offered by staff. - Plan assemblies where musical instruments are demonstrated to encourage more PP children to participate in lessons, making it clear to PP children that these can be funded for them.	£20,000

7. Additional detail

The school website also includes the Aspire Pupil Premium Policy that explains the rationale of the academy's approach.

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