

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Indian Queens Primary School
Number of pupils in school	385
Proportion (%) of pupil premium eligible pupils	28% (107 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	Autumn 2021-Autumn 2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Sue Roberts
Pupil premium lead	Tamsin Harris
Governor / Trustee lead	Aspire Trust Board

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£144,845
Recovery premium funding allocation this academic year	£15,443
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£160,288

# Part A: Pupil premium strategy plan

## Statement of intent

Decisions about how to use Pupil Premium funding are reliant on various different considerations. The context of the school, the challenges faced, alongside research carried out by the EEF have all been taken into account whilst developing this strategy.

At Indian Queens School, our aim is to ensure that all children receive an interesting, broad and diverse curriculum where they are given the opportunity to achieve and flourish in a caring environment. As a school, we are committed to raising the attainment of pupils who are eligible for Pupil Premium funding and we fully understand that these children may need to make accelerated progress compared to their non-eligible peers in order to achieve this. We also recognise the need to ensure that the children's social and emotional needs are met, to allow pupils to make good progress with their learning. The impact of the pandemic also suggests that 'primary-aged pupils have significantly lower achievement in both reading and maths as a likely result of missed learning and in addition, there is a large and concerning attainment gap between disadvantaged and non-disadvantaged pupils'. All staff know who the PP pupils are in their class and closely monitor their progress. The progress of these children is overseen by the PP lead and Head of School. Our approach to supporting the children is flexible, depending on the individual child's needs and we work hard to offer timely support, whether academic or social. We aim to

- Provide teaching and learning experiences that meet the needs of all pupils.
- Establish further provision to support the cognitive, social and emotional needs of all pupils
- Provide support for disadvantaged families (signposting towards support services and attendance)
- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils throughout the school and by the end of Key Stage Two

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Lower attainment and misconceptions in learning have been identified as a result of the school's closures and needs of identified pupils.
2	Higher attaining pupils need to continue to maintain and accelerate good progress to ensure more PP children reach GDS

3	Identified pupils requiring more frequent behavioural and emotional support to ensure they are ready to learn
4	Attendance and punctuality
5	Cultural capital- breadth of experiences, aspirations and expectations.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Consistent, sustained and accelerated progress in phonics, reading, writing and maths	Achieve equal to or above national average for phonics screening check and achieve average progress scores in KS2 reading, writing and maths.
Additional support for individual children and small groups, to ensure misconceptions and gaps in learning are addressed.	Progress is accelerated and the gap between Pupil Premium and non- Pupil Premium children is reduced.
Higher attaining pupils need to continue to maintain and accelerate progress to ensure more PP children reach Greater Depth	A higher number of Pupil Premium children are reaching Greater Depth, at least by the end of KS2.
Barriers to learning and SEMH needs are supported so that pupils will feel well supported in school and are able to flourish.	Development of whole school SEMH provision (PSHE, nature based learning, well-being curriculum). Training and deployment of TIS practitioners, ensuring support is in place for identified pupils.
Attendance rates will be the same for PP and non-PP pupils	School to work in collaboration with EWO to provide support for families where attendance is lower than expected (specific cases). School-based support, such as access to wrap around care, in place for identified families.
Raised expectation and aspirations for all stakeholders	Families feel well supported and invested in their child's education. Pupils feel a sense of achievement and have aspirations for their future.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All pupils have access to quality first teaching Regular CPD for all staff	Large body of research evidence that quality first teaching has a major impact on pupils' progress and has the most impact on the most disadvantaged pupils (EEF)	1,2,5
Comprehensive training in new, validated phonics scheme to ensure that the new Little Wandle Scheme is introduced with fidelity, closely monitored and pupils making below expected progress are identified.  Purchasing of new books for after phonics	EEF- phonics has high impact for low cost +5 months  Studies show that pupils eligible for free meals typically receive similar or slightly greater benefit from phonics interventions. Some disadvantaged children may not have developed phonological awareness at the same rate to other pupils, having been exposed to less vocabulary and fewer books read at home.	1,2
Retention of an additional adult for all KS2 classes for learning and interventions taking place in the afternoons.	Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (EEF).	1 & 2

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure use of language and communication	EEF and Ofsted have identified this as a high impact, low cost strategy, EEF	1,2

support (early intervention, NELLI project) with focus on developing vocabulary and accelerating progress	recently reported that those starting school recently needed additional support with communication and language development because of lockdown.	
Mastering Number project	This project from NCETM aims to develop good number sense and firm foundations for mathematical development. We will aim for children to leave KS1 with confidence and fluency with number. Attention will be given to key knowledge and number facts to support success in the future	1,2
Deployment of additional teaching staff to lead targeted curriculum support in identified areas (Year 5 and 6 catch-up).	Teacher-led support has a high impact on outcomes for pupils. Teachers know their pupils well, have identified misconceptions and next steps and have a secure understanding of the National Curriculum for the year group they are teaching. Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils (EEF – Teaching Assistant Interventions).	1,2

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue as a school to use the TIS approach to meet the emotional needs of children. Provide tailored small groups to support emotional wellbeing and develop social and interaction skills. Work with Primary Mental Health practitioner to provide bespoke 1:1 sessions for individual identified children	TISUK's training is highlighted in the DfE advice to schools: Mental Health and Behaviour in Schools as supporting and promoting positive mental health.	3
Identified families will receive support in school attendance, with	The attendance gap between our disadvantaged and non-disadvantaged pupils is a contributing factor for the	4

the aim of increasing attendance % and reducing persistence absence.	lower % of progress and attainment. 3% gap in attendance between PP and Non-PP pupils in 2020/21. Case studies in 2020/21 demonstrated that specific support for attendance led to a decrease in persistent absenteeism.	
Enhance pupils' cultural capital by providing a breadth of experiences and ensuring the curriculum is balanced, carefully sequenced and allows opportunities for cultural development. Development of outdoor learning area to promote nature based learning and exploration.	EEF evidence the positive impact of outdoor and enrichment activities on well-being and development.	5
Transition and small group support for identified pupils	Transition is especially important for pupils with SEND and those from disadvantaged backgrounds. Additional support with transition, particularly for identified Year 6 pupils transferring to secondary school.	1,2,5

**Total budgeted cost: £ 160,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

<p>In 2020-1, Pupil Premium children received opportunities for enhance learning opportunities, including additional whole class, small group or individual support as required to maximise learning. Pupil Premium children were encouraged to attend school during lockdown and those who did were able to receive additional support in smaller classes. Those who did not attend school were provided with Chromebooks where necessary to ensure that they were able to continue their learning at home. Vulnerable children were regularly contacted and had tailored work and support where a need was identified.</p>		
Desired outcome	Impact:	Lessons learned:
<p>Improve the standards of teaching and learning in mathematics, with support from academy trust maths lead</p>	<ul style="list-style-type: none"> <li>- School took part in SSIF project which has led to significant training for maths lead</li> <li>- Maths lead able to cascade learning from SSIF project to all staff through regular staff training (teaching staff)</li> <li>- Fortnightly TA training has increased skills of staff for whole class lessons and interventions.</li> <li>- Purchase of additional manipulatives, a non-negotiable in mathematics lessons</li> </ul>	<ul style="list-style-type: none"> <li>- School will continue to work closely with academy maths lead, this will continue to support the school with improving maths teaching.</li> <li>- 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</li> <li>- All classes now have a good selection of manipulatives that can be used for lessons. Need to continue to monitor that they are being used consistently across the school.</li> </ul>
<p>Improved oral language skills and mathematics knowledge in Foundation Stage.</p>	<ul style="list-style-type: none"> <li>- Staff trained in 'Time to Talk' and running this programme with identified children has greatly supported the oral language skills of those children involved.</li> <li>- Skills learnt by staff running this programme has supported the development of S&amp;L in the Reception classes.</li> <li>- Early Years lead ran specific training for Early Years TAs to support and develop skills</li> <li>- TAs from Early Years also attended maths training from maths lead.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue to develop use of 'Time to Talk' to support identified EYFS children. School also to participate in NELLI project.</li> <li>- 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.</li> <li>- 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.</li> <li>- Target EYFS to reach national standard of GLD with a clear focus on mathematics and language and literacy.</li> </ul>

<p>Increased progress for disadvantaged children to diminish the difference between them and their peers</p> <p>Funding of staff to continue to implement and monitor regular reading with all PP children to promote and support accelerated learning for all relevant pupils, including the more able.</p>	<ul style="list-style-type: none"> <li>- Despite no external assessments, due to Covid, teacher assessments suggest standards in reading increased in both Year 2 and Year 6 for all children. However the number of disadvantaged children reaching EXS were not as high as expected, so will continue to be a school focus, particularly the number of disadvantaged children reaching GDS.</li> </ul>	<ul style="list-style-type: none"> <li>- Increase numbers of interventions that are teacher led, as the impact of the reading programmes could be higher.</li> <li>- Year 2 and Year 6 children to work in small groups with teacher to promote writing skills, particularly those children identified as having potential to reach GDS</li> <li>- Teacher led intervention for children identified as not at ARE in phonics in both year 1 and 2.</li> <li>- PP children reading 1:1 regularly with adult in school to promote understanding, inference and deduction.</li> </ul>
<p>Increased access to extra-curricular activities</p>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- Encouragement for more PP children to take musical instrument lessons, shows an increasing number of children participating in guitar, keyboard and drum lessons.</li> </ul>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- 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.</li> </ul>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider