



## Pupil premium strategy statement: Indian Queens School 2016-17

1. Summary information					
<b>School</b>	Indian Queens School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£107,820	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	325	<b>Number of pupils eligible for PP</b>	84	<b>Date for next internal review of this strategy</b>	Sept 2017

2. Current attainment			
	<i>Pupils eligible for PP (school)</i>	<i>All pupils (national average)</i>	<i>Pupils <b>not</b> eligible for PP (national average)</i>
<b>% achieving expected standard in reading, writing and mathematics</b>	57%	53%	60%
<b>% achieving expected standard in reading</b>	79%	66%	71%
<b>% achieving expected standard in writing</b>	86%	74%	79%
<b>% achieving expected standard in mathematics</b>	79%	70%	75%

The data of the Pupil Premium children within our school is compared with the national data for the non-Pupil Premium children. 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 pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Expressive and receptive language and PSED in Foundation Stage children are generally low on entry and especially low for pupils eligible for PP. This leads to challenges across the curriculum for these children, both through the Foundation Stage and in subsequent years. (ev: Baseline Assessment and EYFS data)
<b>B.</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. (ev: Thrive assessment)
<b>C.</b>	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 Assessment and EYFS data)

**External barriers** (*issues which also require action outside school, such as low attendance rates*)

<b>D.</b>	Lack of opportunities for some PP 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.
<b>E.</b>	Concerns re parental support of some PP 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**

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Increase and improve the expressive and receptive language / PSED 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. The Thrive whole school approach targets, through online assessment, those children with low PSED skills, specifically with regard to resilience and through a targeted programme of support, increases their scores to within the expected range for the age group in question.	Narrow the gap between those with delayed expressive and receptive language skills and those working at age appropriate levels. Ongoing regular review and assessment shows a continual narrowing of this gap.
<b>B.</b>	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.	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.
<b>C.</b>	Gap in achievement between PP children and non-PP children closed through intervention to encourage increased progress for PP children. Support and challenge for those PP 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 PP children improved to close the gap between them and their peers.
<b>D.</b>	All PP 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.	Increases in numbers of PP children participating in extra-curricular activities, to improve healthy lifestyle and widen life choices.
<b>E.</b>	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 PP children on a par with non-PP 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**

**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.

### i. Quality of teaching for all

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved oral language skills in Reception	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 significantly lower literacy 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.	All staff in Foundation Stage to write clear plans that indicate how each group of child will be supported (monitored by the leadership team).  Foundation Stage co-ordinator 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 development.	Foundation Stage co-ordinator	June 2017

<p>A and B. All children able to access the required learning as they are more socially and emotionally settled.</p>	<p>Thrive 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 social, emotional and mental health provided by Social, Emotional and Behaviour Support Service.</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</p>	<p>The Thrive 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 by Social, Emotional and Behaviour Support Service 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 21<sup>st</sup> 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 Foundation Stage co-ordinator.</p> <p>All children in Year 6 participate in 'Be the Best' programme taught by teacher after receiving full training from 21<sup>st</sup> 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>	<p>Leadership team</p>	<p>July 2017</p>
<b>Total budgeted cost</b>					<b>£40,000</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. 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 I monitored in school by SENDCo to ensure a consistent approach that is well managed.	SAL therapist and SENDCo	July 2017
A and B. 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 Thrive 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.	The Thrive approach has been seen to increase the children's emotional well-being and reduce anxiety for children, allowing them to make better progress academically.  Progress already seen in some children who have worked on Thrive programmes last year.  Whole school Thrive 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 Thrive 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	July 2017

<p>C. Improved progress for children identified as requiring additional intervention to increase progress.</p>	<p>Continuation of funding staffing to release experienced teacher and higher level teacher assistant 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>Using the model of ECAR and BRP to introduce intervention programme for children in mathematics and writing. Small group sessions with trained TAs to increase progress and maintain high achievement.</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 (see data at end of this document relating to the achievement and progress shown during previous academic year)</p> <p>After analysis of data it is apparent that children are now making good progress in reading (especially those eligible for PP). 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.</p>	<p>Impact overseen by leadership team. &amp; 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>	<p>Leadership team</p>	<p>Each intervention group to take a maximum of 6 weeks and then they will be reviewed.</p>
<b>Total budgeted cost</b>					<b>£55,000</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
D. 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	Jan 2017
E Parents able to access support and guidance they require.	<p>Qualified 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 'Learning is Fun' programme for parents 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>'Learning is Fun' programme aimed at KS1 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.</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>Deputy head to run 'Learning is Fun' activity to ensure that impact and learning is maximised.</p>	Parental support teacher and leadership team	Jun 2017
<b>Total budgeted cost</b>					<b>£15,000</b>

6. Review of expenditure				
Previous Academic Year		2015-16		
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
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 eligible for PP or not.  Success criteria: met	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.
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
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.	High: observed good 'average progress' scores in year 6 SATs 2016.  PP children made even better progress than their non-PP peers. (Average progress PP 7.3 and non-PP 4.3)  79% PP children reached the expected standard and 21% reached a high scaled score.  Success criteria: met	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.  Extend to include intervention for maths and writing as the progress in these areas is lower than the progress now demonstrated in writing.  Additional targeted support for PP children in maths and writing to achieve a 'high' standard, matching the achievements seen in reading.	1 teacher (part time) and 1 TA (part time) to oversee provision



<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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>Success criteria: met</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.

## **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.