

Pupil premium strategy statement - Queen Victoria Primary School

1. Summary information					
School	Queen Victoria Primary School				
Academic Year	2016/17	Total PP budget	£245,520	Date of most recent PP Review	3.5 2016
Total number of pupils	704	Number of pupils eligible for PP	199	Date for next internal review of this strategy	Spring 2018

2. Current attainment					
	<i>Pupils eligible for PP at Queen Victoria Primary</i>		<i>Pupils not eligible for PP at Queen Victoria Primary</i>		<i>National Data</i>
	2016	2017	2016	2017	
% achieving (Good Level of Development) GLD in Reception	60%	61.5%	76%	75%	71% - all pupils - disadvantaged/other
% achieving expected standard in Year 1 Phonics check (21 pupils eligible for the check)	43%	69%	69%	81%	81% - all pupils - disadvantaged/other
% achieving ARE in Reading at the end of Key Stage 1	57%	67%	71%	76%	76% - all pupils 63% - disadvantaged/other
% achieving ARE in Writing at the end of Key Stage 1	34%	46%	52%	56%	68% - all pupils 55% - disadvantaged/other
% achieving ARE in Maths at the end of Key Stage 1	54%	63%	69%	73%	75% - all pupils 63% - disadvantaged/other
% of Y2 achieving expected standard of phonics re-take	80%	31%	87%	47%	% - all pupils - disadvantaged/ other
% achieving ARE in reading, writing and maths at the end of Key Stage 2	24%	39%	47%	47%	61% - all pupils 47% - disadvantaged/other

2. Current attainment					
	<i>Pupils eligible for PP at Queen Victoria Primary</i>		<i>Pupils not eligible for PP at Queen Victoria Primary</i>		<i>National Data</i>
	2016	2017	2016	2017	
% achieving ARE in reading at the end of Key Stage 2	44%	64%	58%	66%	71% - all pupils 60% - disadvantaged/other
% achieving ARE in writing at the end of Key Stage 2	47%	54%	69%	71%	76% - all pupils 65% - disadvantaged/other
% achieving ARE in maths at the end of Key Stage 2	44%	50%	64%	58%	75% - all pupils 63% - disadvantaged/other
Reading progress score at the end of Key Stage 2	-2.41	-2.7	-2.81	-2.2	0.00
Writing progress score at the end of Key Stage 2	-2.06	-4.4	-1.01	-1.4	0.00
Maths progress score at the end of Key Stage 2	-1.00	-3.5	-2.28	-1.8	0.00

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Low self esteem and confidence of the majority of PPG pupils in lessons lead to a lack of risk – taking and perseverance in all areas of school life, Lack of experiences to motivate and value/extend learning.
B.	Inference and comprehension skills are poor due to under- developed reading skills and low oral and written skills for KS2. Phonics skills low last year in KS1.
C.	Basic skills in maths for application
D.	52.3% of our PPG pupils also have special educational needs – 20.5% are complex needs.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Parental engagement with school of PPG pupils is low, with a need to improve understanding of how to support children, and to value education. Parental attitude to school is often influenced by their own negative experiences of school.
F.	PPG pupils (95.09%) have a lower attendance rate than national other and a slightly lower rate than non PPG pupils.(95.23) This reduces their school hours and causes them to fall behind.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Increased self esteem and confidence demonstrated in lessons and school life and in particular in Learning Irresistible and Carousel Maths lessons.</p> <p>Year 3 Challenge the Gap Project focusing on food and diet, social lunchtimes and the use of verbal feedback with evaluations and recommendations to roll out across school next year.</p> <p>Research Teams in each year group using their research against year group barriers with "Pink Poster" evaluations.</p> <p>Nurture Group with Boxall, SDQ's and Emotional Well Being Measure (NFER)</p>	<ul style="list-style-type: none"> Increased % of PPG pupils achieving ARE/ARE+ in Reading. Writing and Maths and in combined. Increased meta-cognition to recognise strengths in their learning and personal attributes. Increased % of PPG in Pupil Voice and Independent opportunities. Positive outcomes from Nurture Group to apply in class.
B.	<p>Improved inference and comprehension skills across KS2 and Year 2. Through targeted support and interventions</p> <p>Improved Phonics Skills across KS1 measured through regular data.</p> <p>Improved writing skills across KS2 measured through internal/external moderation and through regular data.-especially boys</p>	<ul style="list-style-type: none"> Greater % of PPG pupils achieve ARE/ARE+ at the end of each year in reading. Greater % of middle prior attainment PPG pupils make expected. Increase in % of PPG pupils at expected standard in Year 1 Phonics check. Increase in % of PPG pupils achieve ARE/ARE+ at the end of each year. Greater % of middle prior attainment PPG pupils make expected.
C.	<p>Improved multiplication skills and basic skills.</p>	<ul style="list-style-type: none"> Greater % of PPG pupils achieve ARE/ARE+ at the end of each year in maths. Greater % of middle prior attainment PPG pupils make expected. Greater % of high prior attainment achieving.
D.	<p>Improved outcomes both socially, emotionally and academically for these children.</p>	<ul style="list-style-type: none"> Greater % achieving in all subject.
E.	<p>Increased opportunities for parents to access help via the website and increased parental engagement. Parent/Carer voice evidencing greater confidence in their own skills and understanding of the work covered in school. And how to support their child.</p>	<ul style="list-style-type: none"> Parents and Carers are able to provide effective support with homework. Increased completion of homework tasks for disadvantaged children.
F.	<p>Improved attendance rates for PPG pupils which are in line with attendance rates for non PPG pupils</p>	<ul style="list-style-type: none"> Attendance figures for PPG pupils to increase from 94.8% to 96% at the end of the academic year 2016-17.

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

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. Increased self esteem and confidence demonstrated in lessons, including Learning Irresistible and maths carousel	Review curriculum and marking/feedback policy For PPG pupils Introduction of DIRT Time across school.	EEF toolkit demonstrates that all forms of feedback have very high effects on learning (high impact for very low cost +8 months.)	PPG books marked first. Verbal feedback given in non negotiable focus groups for PPG pupils .	Phase Leaders And Lead teachers	Termly
A. Increased metacognition to better understanding of "learning to learn"	Learning Irresistible and maths carousel lessons.	EEF Toolkit (+ 8 months)	Buddying and observations for staff in these lessons for those not as strong "children interviewed on "learning to learn " and rag rated.	KW and WR	Termly
A , B. Continuous improvement of the quality of teaching and learning through Quality Assurance Reviews and CPD opportunities	Engagement with Challenge – LA Primary Adviser- Inter school peer review, School Improvement Partner and MAT Educational Adviser. LA English Consultant.	Quality First Teaching - Pupil Premium Handbook- Pupil Premium Champion. PPG pupils suffer more negatively than other pupils with weak teaching; they benefit more than other pupils at the hands of good or better teaching. EEF Toolkit - reading comprehension strategies- +5 months progress An Updated Practical Guide to the Pupil Premium	LA English Consultant to work with weak year groups according to data. Lead teacher for English to coach weaker teachers and provide training for writing and Guided Reading. Increased focus on Guided Reading and use of inference and comprehension materials. Guidance on teacher questioning. Whole school Inset on writing. Lead Teacher for Maths supporting staff and leading training. Focus on maths training to build stronger teaching and learning. Regular visits from LA Primary Adviser to look at consistency across the school. Peer and external reviews Appraisal observations	KW, Phase Leaders and Lead Teachers.	Termly Half termly with targeted year groups/staff

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?
			<p>CPD support from Phase Leaders for identified teachers.</p> <p>Pupil Progress meetings</p> <p>SIP Reviews.</p>		
A, B and D Improved oral and written skills for children across the school	<p>Targeted interventions to improve S and L skills. Inclusion team deliver You Talk I'll Listen and Speech and Language Therapy targets in KS1.</p> <p>Nurture Programme is based on S and L skills- and written.</p> <p>Time 4 Two's deliver curriculum based around S and L for the earliest intervention. This continues throughout Foundation Stage.</p> <p>Library sessions in the school library. Debating Teams. Performances in all key Stages</p>	<p>Supporting the attainment of disadvantaged pupils articulating success and good practice research Report November 2015 (Ofsted) suggests that more successful schools " Look to identify need at every opportunity" - this is done through a baseline assessment on entry, Screening of all pupils by highly trained qualified TA's ensures that baseline data can be responded to and any interventions can be put in place early.</p> <p>EEf Oral language interventions - +5 months Early years Interventions - +5 months</p>	Highly skilled TA's are trained to a high level to deliver interventions and continue to receive CPD throughout the year.	<p>Social Inclusion Manager</p> <p>Time 4 2's Manager and Foundation Stage Lead</p> <p>Lead teacher for English.</p>	<p>Termly</p> <p>Half termly with targeted year groups/staff</p>
Improved reading skills	The use of Literacy Toolbox across KS2.	<p>This software package was trialled last year and proved successful in improving reading skills</p> <p>EEF Toolkit – use of ICT - 4 months +</p>	Class based – pupil's access independently.	Lead Teacher for English	<p>Termly</p> <p>Half termly with targeted year groups/staff</p>
C Improved basic skills in Maths	<p>The use of Maths No Problem across KS2</p> <p>The introduction of TT Rock Stars to support multiplications skills across KS2</p> <p>The use of new equipment for concrete understanding</p>	<p>Research into Singapore Maths nationally shows positive effects</p> <p>Trialled with Year 5 then rolled out.</p>	Lead Teacher support, staff meeting inset and Inset days, courses and pupil progress meetings..	Lead Teacher for Maths	<p>Termly</p> <p>Half termly with targeted year groups/staff</p>

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?
<p>Increased phonic skills in Year 1</p> <p>Added focus in Year 3 with spelling focus in Year 4-6 and across the school</p>	<p>Increase sessions with smaller groups</p> <p>Use of highly trained Inclusion Team TA's.</p> <p>Link phonics more intrinsically to reading sessions and across the curriculum.</p> <p>Link to Foundation stage and track attainment in phonics from there. Track more rigorously.</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers EEF +4 months</p>	<p>To ensure smooth transition across all aspects of phonics and reading to reinforce learning of sounds/key words especially exception words.</p>	<p>MH Phase Leaders</p>	<p>Termly or more often</p>
Total Budget Cost					£129,522

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?
Improved meta cognition/self-esteem to impact on pupil outcomes as measured in Reading, Writing and Maths	<p>Challenge the Gap Programme</p> <p>HLTA has lunch with them encouraging them to eat more healthily and to make varied choices and to discuss their learning across the week. (as all but 1 child reported they never eat at the table with family and all ate chicken wraps every day)</p> <p>The use of verbal feedback in detail is being developed.</p>	<p>We aim to help our PPG pupils to think about their learning motivation and to take responsibility for their own learning. This can only be done if they are more self aware and believe in their own abilities as learners. Target group of Year 3 pupils chosen following analysis of data, gaps in achievement and discussion with pupils and teachers.</p> <p>EEF Toolkit - + 8 months progress</p>	<p>Allocated and protected time for CtG (Teacher and paraprofessional) duo to meet, assess, evaluate etc. Engage with parents before programmes start. Track progress rigorously and deliver outcomes at whole school Inset. Inform Research Teams regularly.</p>	KF and HE with MH	Termly
A, B Improved impact from Year Group Research Teams	<p>Intrinsic links to PPG pupils barriers and gaps to fill for the weakest data in each RT staff meeting.</p> <p>More accountability for staff in the teams at Pupil progress meetings – Research Team work directly linked to Pupil Progress Action Plans.</p>	<p>Pupil Premium Review May 2016 recommendations.</p> <p>Research Teams were successfully used to support staff in overcoming learning barriers for targeted pupils in New York (Study visit by HT)</p>	<p>Support to the teams in direction and monitoring of action plans including ensuring the focus is correct according to the data.</p> <p>More rigorous impact to be measured through data with staff and followed up in Pupil progress meetings.- other than Pink Posters measuring all round learning.</p>	WR	<p>Termly.</p> <p>Use of a progress report with evidence on one child per class.</p> <p>Governors shadowing PPG pupil/s</p> <p>Case Studies from the Social Inclusion Manager.</p>
A B & C Peer to Peer tutoring- Leaders to Learners in individual lessons	<p>Provide each other with explicit teaching support</p> <p>Extending leadership skills, metacognitive learning and increase self-esteem and confidence.</p>	EEF toolkit indicates that pupils from disadvantaged backgrounds and low attaining pupils make the biggest gains with an average positive gain of +5 months.	<p>Pupil Voice</p> <p>Monitoring and evaluation</p> <p>Opportunities planned for.</p>	Class Teachers	

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 & D Research Teams supporting child initiated experiences	TA's lead these targeted sessions to support PPG children who don't get stimulation from home and to enable them to access Learning Irresistible lessons with more impact.	EEF Toolkit – meta cognitive learning - +8 months	Pupil Voice and Pink Posters evaluating all round learning.		Termly
C Improved maths skills in Year 5 and 6	Continue the 1-1 maths programme with China with targeted children who are not on track.	We are a lead school and each cohort using it is highly successful with the vast majority making progress.	Data at the end of each unit	Maths Lead	
To improve outcomes in Year 5.	A highly experienced teacher for an extra 2 days a week to target PPG pupils in Year 5 in writing and reading	EEF Toolkit – small groups +4 months. Year 5 have the weakest data.	Pupil Progress meetings Observations	Phase Leader	Termly or more often.
Year 6 booster classes after school	Teacher led by Year 5 and 6 staff for targeted children in small groups	+4 months EEF toolkit.	Observations Linked to half termly data Practice test results		
Theatre Partnership for Theatre Partnership for Year 3	Part of the Grande Theatre Wolverhampton's Education Programme to increase wider literary experiences, to link to the quality of writing with increased motivation for writing.	EEF 2+ months progress for arts participation.	Writing data	KF Arts Curriculum Team.	Yearly
To increase physical skills to support reading and writing in Year 4	Speed Up, Get Moving, Yoga, for balance and co-ordination.	Identified barrier. Hand eye co- ordination supports reading and writing from early educationalists.	Inclusion Team staff to deliver and measure outcomes	JB	Termly

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?
To improve behaviour, social and emotional wellbeing for pupils and families	Nurture programme – targeting 8 pupils at a time	Case studies, Boxall, NFER Well Being, SDQ's.	Inclusion Team staff to deliver and measure outcomes	JB	End of Unit
Total budgeted cost					£20,823

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?
Increased attendance rate	Part Time Attendance Consultant and DH half a day a wee plus a part time attendance administrator to follow up absences, make referrals to the LA,, first day calling, text message service. Linked to Social Inclusion Manager Family Liaison Manager to support families.	Children are only able to learn if they are at school. NFER briefing for school leaders identifies addressing attendance as a key step. Analysis of the data is also key. Ofsted's 2014 Pupil Premium update suggests that the most successful schools ensure that they provide support to improve attendance. Many families fail to see the importance of good attendance and punctuality/ value education and learning.	Regular reports on PPG pupil's attendance with home visit and weekly follow up reports Reported to Governors.	AL (DHT)	Monthly.
Increased and more consistent parent engagement with all areas of school life	Groupcall, Open days, parent workshops, parents evenings. Behaviour clinics, attendance clinics, Inspire sessions, Fabulous Finishes, Open evenings. Use of IT - website	Parental engagement for PPG pupils is generally low. Parents need the confidence and support to engage with their children's learning.	Parental engagement will be a focus of Challenge the Gap and for Phase Leaders	KF He Phase Leaders	Termly
Formation of a Challenge Pathway to increase aspirations and motivation to succeed. To show new experiences – mentor programmes.	Link with Wolverhampton Girls School and Wolverhampton Grammar, Wolverhampton University Red Hall High School	Although EEF says it is low impact HT previous work and research shows that greater engagement is improved (Guardian report and paper 2003 and 2004)	Regular targeted planned experiences with high school pupils – more able.	HT	Bi – annually.
Total budgeted cost					£7,376

6. Review of expenditure				
Previous Academic Year		2015-16		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned (and whether you will continue with this approach)	Cost
		Internal data at the end of the year showed that progress was “good” but attainment was “Requires Improvement “	More rigorous monitoring and direction of targeting by First Quality Teaching in class and in books. More direction and linkage for Research Teams and Pupil Progress meetings using data outcomes, barriers and gaps to fill. The Challenge The Gap programme will also help with this.	£138,496
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned (and whether you will continue with this approach)	Cost
		<p>“Softer outcomes” are always successful and were named as a strength at the Pupil Premium review.</p> <p>Pink Posters show that there is good impact in underlying outcomes of increasing confidence, increasing motivation in small group work, making links in their learning and leading their own learning and speaking and listening</p>	<p>Need to use tangible measures for outcomes. Have purchased an evaluation tool for social and emotional development. Will continue to use Boxall</p> <p>Need to develop a follow up of these skills being applied.</p>	£102,344
iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: <i>Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</i>	Lessons learned (and whether you will continue with this approach)	Cost
		Attendance Consultant was successful in improving Pupil Premium attendance to narrow the gap between Pupil Premium and non Pupil	Now need to raise attendance for Pupil premium children in school closer to national for other children.	£7,000

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

Our full strategy document can be found online at: www.aschool.sch.uk