

Pupil premium strategy statement - Queen Victoria Primary School

1. Summary information					
School	Queen Victoria Primary School				
Academic Year	2018/19	Total PP budget	£249,480	Date of most recent PP Review	Interim Head Teacher – Summer Term 2018
Total number of pupils	497: Y1-6 673 with EYFS	Number of pupils eligible for PP	152 (30%)	Date for next internal review of this strategy	Termly Reviews

2. Current attainment and Progress			
	<i>All Pupils in school</i>	<i>Pupils eligible for PP in school</i>	<i>Pupils not eligible for PP in school</i>
% achieving (Good Level of Development) GLD in Reception	69.1% GLD (National 71%)	41.2% (LA 51.8%)	76.6% (LA 69.5%)
% achieving expected standard in Year 1 Phonics	80.2% (National 82%)	58.3% (LA 69%)	83.3% (LA 82.3%)
% achieving ARE in Reading at the end of Key Stage 1	67% (Nationally 75%) 24% Greater Depth (Nationally 26%)	57% 14% Greater Depth	72% 30% Greater Depth
% achieving ARE in Writing at the end of Key Stage 1	63% (Nationally 70%) 9% Greater Depth (Nationally 16%)	54% 4% Greater Depth	68% 12% Greater Depth
% achieving ARE in Maths at the end of Key Stage 1	71% (Nationally 76%) 18% Greater Depth (Nationally 22%)	71% 4% Greater Depth	70% 26% Greater Depth
% achieving ARE in reading, writing and maths at the end of Key Stage 1	59% (Nationally 65%) 5% Greater Depth (Nationally 12%)	54% 4% Greater Depth	62% 6% Greater Depth
% achieving ARE in reading, writing and maths at the end of Key Stage 2	55% (Nationally 64%) 5% Greater Depth (Nationally %)	36% 6% Greater Depth	70% 2% Greater Depth
% achieving ARE + in reading at the end of Key Stage 2	69% (Nationally 75%) 26% Greater Depth (Nationally 20%)	52% 12% Greater Depth	82% 36% Greater Depth

2. Current attainment and Progress			
	<i>All Pupils in school</i>	<i>Pupils eligible for PP in school</i>	<i>Pupils not eligible for PP in school</i>
% achieving ARE in writing at the end of Key Stage 2	68% (Nationally 74%) 10% Greater Depth (Nationally 20%)	58% 2% Greater Depth	77% 9% Greater Depth
% achieving ARE in maths at the end of Key Stage 2	71% (Nationally 75%) 15% Greater Depth (Nationally 24%)	48% 9% Greater Depth	86% 20% Greater Depth
Reading progress score at the end of Key Stage 2	Scaled Score :104.1 (National 105) Progress:-2.7 (National 0)	Scaled Score: 101.2 Progress:- 5.6	Scaled Score :106 Progress:-0.4
Writing progress score at the end of Key Stage 2	Scaled Score :99 (National 101.6) Progress:-3.5 (National 0)	Scaled Score: 96.9 Progress:- 4.5	Scaled Score :100.7 Progress:-2.5
Maths progress score at the end of Key Stage 2	Scaled Score :103.2 (National 104.4) Progress:-2.7 (National 0)	Scaled Score: 100.4 Progress:- 5.3	Scaled Score :105 Progress:-0.8

3. Barriers to future attainment (for pupils eligible for PP, including high ability) 2018-2019	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Improved reading, writing and maths skills for all pupils and pupils with PP and SEND leading to greater achievement in combined scores across the school. Current data shows the PP and SEND groups attainment is significantly lower than other groups
B.	Our PPG pupils also have many additional and complex educational needs: i) 72 PP children are also SEN (47%) and 13% have complex needs. ii) 37 PP children have been highlighted out of 81 as Behaviour At Risk (46%)
C.	Lack of experiences to motivate and value/extend learning, leads to limited at home reading, homework and extension activities
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	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.
E	PPG pupils (94.66%) have a lower attendance rate than national other and a 0.72 % lower rate than non PPG pupils.(95.36%) Areas for concern include families taking holidays during term time, and punctuality.

4. Desired outcomes 2018- 2019

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Use of one data tracking system to identify PP children and their attainment. Using data to identify children for intervention groups – progress monitored through half termly Pupil Progress Meetings and whole school monitoring schedule. Targets set for end of year attainment for each year group and PP children. Improved curriculum provision that highlights links through subjects. Quality first teaching – monitored through whole school schedule. Use of HLTAs to provide quality interventions.</p>	<p>Improved reading, writing and maths skills for all pupils and pupils with PP and SEND leading to a greater combined schools across the school.</p> <p>Targets set across the school and met.</p> <p>Narrowing of the gap between PP and Non PP children at the end of each Key Stage.</p> <p>Targets set for 2019: GLD : 71% Phonics: 82% Combined Key Stage 1:65% Combined Key Stage 2:69%</p>
B.	<p>Quality First Teaching monitored through whole school termly schedule and half termly assessment data. Improved provision for PP children in class, combined with quality interventions identified through data. Behaviour support in place for most vulnerable pupils, resulting in a reduction in sanctions and raised engagement in class/lessons. Monitored through Inclusion Meetings, pupil voice, and lesson observations.</p>	<p>Attainment targets met for Reading/Writing/Maths. All teaching across school deemed to be good+. Intervention strategies meeting needs of pupils resulting in narrowing of gap between PP and Non PP. Reduction in disruptive behaviour with children ready to learn in class. Reduction in fixed term exclusions. Reduction in 'purple cloud' incidents/calling parents/involvement of SLT. Increase in positive rewards like Golden Tickets.</p>
C.	<p>New Learning Journey Curriculum introduced from September 18 to engage, excite and motivate all pupils. Monitored through whole school termly schedule, pupil voice and data. Creative homework set to match new curriculum. Trialled in Y5 Autumn Term. Monitored/measured through pupil engagement, parent responses and involvement in class lessons. Re-introduction of 'wow' /'stunning' starts for both Writing and Learning Journey. Monitored through whole school termly schedule, pupil voice, and data. Engagement Days held over the academic year to stimulate excitement for subjects. Improved communication with parents, mid-year school report, increased opportunities for parents to come into school. Monitored through whole school termly schedule, pupil/parent voice , and data.</p>	<p>Improved engagement in Learning Journey lessons. Raised attainment in writing due to cross curricular writing opportunities. Positive quotes/replies via Pupil and Parent Voice. Parent Pioneers active in school. A buzz returns about learning from both pupils and staff.</p>

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
D.	<p>Improved communication with parents eg: fortnightly newsletter and new website. Inspire type workshops and other strategies to involve parents and increase learning support at home. Open door approach from Senior Leaders. Family Support Worker increased availability for advice and early help signposting. All above measured/monitored through attendance numbers, feedback from parents, and Family Support data. Use of Attendance Consultant (2 half days per week) to support and challenge families to improve their attendance. Monitored by Deputy Head, reports generated each half term for governors, parents fined, and whole school attendance figures. Parent Pioneers Group volunteering in school. For example hearing readers in Y1.</p>	<p>Parents know what is going on in school. Attendance has improved for workshops/parent groups. Parental voice indicates parents feel listened to and SLT are active.</p> <p>Family Support Worker successfully signposts vulnerable families.</p> <p>Attendance improves for PP and Non PP pupils, Targets met at end of year.</p> <p>Parent Pioneers involved with school life and recruiting more 'helpers'.</p>
E.	<p>Improve attendance for PP pupils to be more in line with non PP pupils. Improve parents awareness and understanding of the consequence of not sending child to school. Support most vulnerable families to attend school. For example funding bus passes.</p>	<p>Attendance figures for PPG pupils to increase to 95% (2018/19)</p> <p>Reduction in PA figures.</p>

5. Planned expenditure

Academic year **2018-19**

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.

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 reading/writing/ maths skills	<ul style="list-style-type: none"> • Staff training. • Data tracking for whole school. • Track attainment and progress each half term • Identify PP children for interventions – aimed at closing the gap. • 1: opportunities to read at least weekly (additional reading for identified children). • Standardised tests support teacher assessments. Introduce benchmarking (Spring Term). • Develop love for reading – improve book corners, reading resources, log books. 	<p>Gaps between PP and non PP pupils are significantly wide – these must close.</p> <p>Improvements have been made in last two years at KS1 and KS2 end of year attainment, focus now on progress made across school.</p> <p>Children do not hold reading as important – need to re-discover ‘love of reading’.</p>	<p>Half term Pupil Progress meetings held with HT/SLT – check who is on track.</p> <p>Monitoring schedule involves SLT and English/Maths Leaders.</p>	<p>HT</p> <p>SLT</p> <p>English/ Maths Leaders</p>	Half Termly at PPM
<p>HJLTA’s Intervention (not doing PPA) 50% £65,000 PPA Costs (Junior Jam) £39,150</p>				Costs:	£104,150

5. Planned expenditure (Continued)					
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. Improve quality of provision for SEND and Behaviour leading to greater progress.	<ul style="list-style-type: none"> Clearly identified through data target children, shared with staff. Staff CPD for meeting varied needs in class. Evolve mentoring for most vulnerable. Family Support Work for vulnerable families. Use of Pastoral Team to meet varied/complex needs of school. 	<p>High level of in-class disruption and children not ready to learn.</p> <p>Behaviour Policy focussed on negatives rather than positives.</p> <p>SEN Children make progress but often due to small group intervention – needs not being met in class.</p>	<p>Continue to provide tailored approaches to pupils who require additional support and guidance.</p> <p>Regular monitoring as per school schedule.</p>	<p>Deputy Head (KW)</p> <p>Inclusion Lead (JB)</p> <p>Headteacher (CR)</p>	Half Termly PP Meetings and discussions as required with parents.
Family Support Worker: £17,000; 50% of Nurture Team: £56,000; Evolve Mentoring: £30,000				Costs:	£103,000
C. Improve learning experiences both in an outside school	<ul style="list-style-type: none"> New curriculum with practical links to English and Maths. Engagement Days to motivate. Challenge homework. Jigsaw PSHE Scheme to develop learning attitudes and resilience. Resources to meet needs – WBA Coach. Music experience for Year 3 children. Trips/Visitors mapped out over year. 	<p>School curriculum was termly based on lacked excitement/engagement.</p> <p>Very few links made between English text and curriculum. Issues with Writing evidence at both Year 2 and Year 6.</p> <p>Music opportunity previously for a term only, no opportunity to fully learn an instrument.</p> <p>Ad hoc visitors/trips, school needs to map these out over an academic year.</p>	<p>Regular monitoring as per school schedule.</p> <p>Increase opportunities for extended writing across the curriculum across each year group.</p> <p>Pupil Voice combined with opportunities for the children to shape their learning.</p> <p>Take up of music beyond Year 3 during 2019/20</p>	<p>Phase Leaders</p> <p>Curriculum Team</p> <p>SLT</p>	
Music: £3,400; West Bromwich Support (50%) £3,960; 50% of Mini Buses: £6,400; Visits/visitors: £5,000				Costs:	£18,760

5. Planned expenditure (Continued)					
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?
D. Improve parental engagement	<ul style="list-style-type: none"> Fortnightly newsletters. Improved website to be launched January 2019. Regular termly opportunity for parents to attend workshops related to curriculum. New Class Assemblies and Half Termly Praise Awards to celebrate pupil achievements. Set up Parent Group, train readers, and look at ways to raise money e.g. Christmas Fair. 	<p>Parents initial feedback to new Head Teacher (July 2018) was a lack of communication from school.</p> <p>Desire to involve parents to strengthen the 'team' approach to supporting pupils both in and outside school.</p>	<p>Attendance monitoring by Deputy Head and reported half termly to Governors.</p> <p>New Governor appointed (November 2018) to be link with Parent/Pupil Voice.</p> <p>Parent's comments collected at least twice a year.</p> <p>Regular newsletters and comments space on new website.</p>	SLT and Parent Governor	Half Termly for Governors meetings.
E. Improve attendance for PP Children	<ul style="list-style-type: none"> Attendance Consultant working with Family Support worker and Deputy Head to support vulnerable families. 	Increasing number of holidays being taken in term time as it is cheaper for parents.	Attendance monitored by Deputy Head, reported half termly to Governors.	M Hall (Deputy Head)	Half Termly for Governors meetings.
Attendance Consultant: £7,875; Bus Passes: £400; Reading Strategies/Books/Resources: £15,500				Costs:	£23,775

1. 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
B. To fulfil the Ofsted Improvement Plan	<p>Clear non negotiables and milestones.</p> <p>LA consultant support plus external support from elsewhere Quality First Teaching – Pupil Premium Handbook – Pupil Premium Champion.</p>	<p>Difficult to assess impact as data system within school was not robust.</p> <p>External data for Key Stage 2 shows the gap between PP and Non PP pupils has increased across all subjects.</p> <p>Head Teacher retired (March 18) after lengthy periods of absence. A local Head Teacher covered the school.</p> <p>Interventions did not take place regularly as staff were used for cover and PPA.</p> <p>Staff issues re: absences.</p> <p>Aspire Leadership Training started.</p>	<ul style="list-style-type: none"> - New Head teacher to install one system for data collection. - PPA to be covered externally - Pupil Progress Meetings introduced half termly focus on PP children. - Interventions set up focus on PP children. - Governor to be linked to PP. - Implementation of some interventions needs to be longer than a term. 	<p>£123,069.10</p> <p>Includes: Support for Maths, extra teachers in KS2, SLT focus on PP pupils.</p>
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
C. Our PPG pupils also have special educational needs including complex needs. - to make greater progress.	<p>Bespoke interventions that promotes self-awareness and resilience as well as academic programme support.</p> <p>Nurture Unit available for most complex needs.</p>	<p>External data for Key Stage 2 shows the gap between PP and Non PP pupils has increased across all subjects.</p> <p>SEN/PP children did make some progress across the school. (difficult to confirm due to system used for internal data collection)</p> <p>Boxall Questionnaires show improvements.</p>	<ul style="list-style-type: none"> - From September 18 new Behaviour Policy that focuses on rewards rather than 'red cards'. - Identified PP groups/pupils within SEN. - Support needed to get certain children ready to learn eg: breakfast. - Identified lists of PP now correct and updated regularly. 	<p>50% Inclusion Team: £62,251</p>
Total				£62,251

6. Review of expenditure (Continued)				
Previous Academic Year		2017 - 2018		
iii. Other approaches				
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
Attendance of PP pupils in line with non PP. Experiences to support the curriculum.	Attendance Consultant employed. Mini Buses rented. Trips/Wow starters	Whole School Attendance rose to 95.38%. PP pupils rose to 94.66% Residential trips did not go ahead due to staffing issues. Wow starters and local trips did continue, linked to the curriculum during the school year.	We will continue employing the Attendance Consultant as overall there was an impact. In order to move closer to national for other children, monitoring it each half term in each year group including Persistent absence, with particular reference to Years 4 – 6.	Attendance Consultant: £3,937 0.5 Day Deputy Head: £5,707 Mini Bus: £3,959
A. Increased self-esteem and confidence demonstrated in lessons, including Learning Irresistible carousels.		Feedback from HMI and LA staff was that carousel learning was not having an impact. School abandoned this method. HLTA's continued Challenge The Gap at lunchtimes. Where set up becomes very successful.	<ul style="list-style-type: none"> - From September 18 new curriculum introduced with a progressive mix of practical and creative activities. - New Queen Vic Curriculum clearly highlights links particularly with English texts. - New resources to be purchased to support new curriculum. - INSET days to focus on quality first teaching. - Look to use Challenge The Gap with most vulnerable Year Groups 4/5. 	Challenge The Gap: £9,808 SLT Time: £11,415 SLT Time T+L: £13,738 Third Space Learning: £5,670 Junior Librarian/Bug Club: £2,240
				£56,474

1. Additional detail

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

The new Head Teacher began in September 2018, the school had not completed the previous year review of PP expenditure. Previous objectives had been rolled forward for 18/19, the new SLT have looked at this and identified in light of data new objectives.

This form has been completed by the new Head Teacher following consultation with senior leaders and governors.