



Queen's Inclosure Primary School

Pupil Premium Strategy 2019-20

Summary Information										
Academic Year	2019/20	Total PP budget	£49,360		Dates for Internal Review of this strategy			December 2019		
Total number of children on roll	422	Number of children eligible for PP	36					April 2020		
								July 2020		
Current Attainment										
	Expected Level			Higher level			Average Scaled Score			
	QI	PP	National	QI	PP	National	QI	PP	National	
Reading	83%	100%	73%	34%	20%	27%	106.2	104.4	104.4	
Writing (Teacher assessment)	86%	100%	78%	19%	0%	20%	NA	NA	NA	
GPS	83%	100%	78%	38%	40%	36%	107.2	106.9	106.3	
Mathematics	88%	100%	79%	29%	0%	27%	106.4	105.6	105.0	
RWM	79%	100%	65%	7%	0%	11%	NA	NA	NA	
Progress Benchmarks from the end of KS1 to end of KS2										
	QI		Pupil Premium		National		National Disadvantaged			
Reading	+ 1.96		+ 0.20		+ 0.03		- 0.61			
Writing	+ 0.77		+ 0.43		+ 0.03		- 0.49			
Mathematics	+ 1.80		+ 0.81		+ 0.03		- 0.70			
<p>The average progress measure of a school nationally is '0'. A minus is below the national benchmark for progress. A positive result, above '0' indicates that the school is performing well and above National. The whole cohort performed above average in Reading, Writing and Maths with our PP children significantly out performing disadvantaged and non-disadvantaged children nationally.</p> <p>Our PP children also achieved a higher Average Scaled Score than children nationally and in GPS and Maths this is almost in line with their peers, showing the gap is reducing.</p>										
Barriers to future attainment (for children eligible for PP)										
In-school barriers										
A	Some children are making less progress than other children across KS1 and KS2 due to gaps in their understanding									
B	Some children may be able to achieve the 'greater depth standard' (GDS) with greater challenge and targeted intervention									
C	Some children have emotional barriers and are less motivated to engage in learning									
D	Some children have Speech and Language barriers which hinder their progress									

External Barriers	
E	Average attendance rates for children eligible for PP are excellent at 98% (all children 97.5%) However, a small number of children have poor attendance, which is affecting their achievement.
F	Some children present with behaviour challenges – particularly at home, and parents are keen to receive support with managing these

Outcomes and how they will be measured

	Desired outcomes	Success Criteria
A	Ensure all disadvantaged children are able to achieve at ARE in line with their peers	Higher proportion of PP children secure ARE by July
B	Increase the number of most able disadvantaged children achieving GDS through providing opportunities and challenge in learning	Increased number of disadvantaged children achieve GDS by July
C	Reduce the impact of emotional barriers and mental health issues on children's attitudes and engagement in learning	Individuals will demonstrate increased engagement and more positive attitudes as a result of regular well-being support
D	Improve children's speech and language so they can access the curriculum and secure progress	Specific children will show improvement in the Speech and Language and demonstrate progress in learning
E	Improve attendance of disadvantaged children falling below 95%	Reduce the number of PP children with <95% attendance from 25% to 15% or below. Overall PP attendance is maintained at 97.5% in line with all pupils
F	For children to develop self-regulation and positive behaviour at home and school	Children will demonstrate improvement in their behaviour and parents will feel supported by Parent Support Worker

Planned Expenditure 2019-20

Below are areas where the school plans to use the PP funding

Item/Project	Objective
Continue to embed Philosophy for Children (P4C)	To further develop thinking skills
Provide additional targeted teaching to focus on reading, phonics, writing and maths	To improve the outcomes for children below age related expectation (ARE) through targeted individual and small group teaching
Emotional Well-being Support and Yoga for SEMH	To provide specific children with emotional support for mental health to enable them to better access and engage in their learning
Parent Support Worker	To provide support for families to improve children's behaviour and/or attendance
Allocation of Speech and Language intervention	To provide high quality targeted intervention to improve children's speech and language
OT Intervention for physical development	To improve children's gross motor skills
Allocation of funding for resources	Encourage all children to develop a love of reading and harness their motivation and enthusiasm by purchasing reading resources to support their interests
Subsidising visits and trips for curriculum enrichment	To enable all children to participate and engage in enrichment opportunities