



Queen's Inclosure Primary School

Pupil Premium Strategy 2020-21

Summary Information						
Academic Year	2020/21	Total PP budget	£56,301	Dates for Internal Review of this strategy		December 2020
Total number of children on roll	420	Number of children eligible for PP	44			April 2021
						July 2021
Current Attainment (TA July 2020)						
	Expected Standard			Higher Standard		
	*2019 National Data has been used as a comparator as there was no National Data set in 2020 due to the COVID-19 Pandemic					
Teacher Assessed	QI	QI Pupil Premium	*National 2019	QI	QI Pupil Premium	*National 2019
Reading	88%	50%	73%	45%	38%	27%
Writing	83%	50%	78%	20%	7%	20%
Mathematics	85%	75%	79%	25%	38%	27%
RWM Combined	78%	50%	65%	13%	0%	11%
Progress Benchmarks from the end of KS1 to end of KS2						
	% of children eligible for Pupil Premium who achieved greater than expected progress					
Reading	25%					
Writing	13%					
Mathematics	50%					
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 struggle to fully engaging in learning					
D	Some children have Speech and Language barriers which hinder their progress					
E	Some children's attainment has not been maintained since returning to school after the partial closure during the COVID-19 Pandemic					
External Barriers						
F	Average attendance rates for children eligible for PP are very good at 97.4% (all children 98.3%) However, a small number of children have poor attendance, which is affecting their achievement.					
G	Some children present with behaviour challenges – particularly at home, and parents are keen to receive support with managing these					
H	Some families are unable to provide equipment and learning resources to support their child at home					

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 their Speech and Language and demonstrate progress in learning
E	Children who have fallen behind during the time out of school are able to make accelerated progress	Specific children will achieve at the same standard that they did prior to the COVID-19 partial school closure
F	Improve attendance of disadvantaged children falling below 95%	Reduce the number of PP children with <95% attendance from 34% to 18% or below. Overall PP attendance is maintained at 97.5% in line with the target for all children.
G	For children to develop increased 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
H	All children will be able engage in online learning and have the appropriate equipment and resources to support this	Full participation in Remote Learning and Home Learning activities
Planned Expenditure 2020-21		
Below are areas where the school plans to use the PP funding		
Item/Project	Objective	
Providing 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 To ensure children who are able to, secure GDS	
Providing emotional Well-being Support and Yoga for children with SEMH	To provide specific children with emotional support for mental health to enable them to better access and engage in their learning To provide weekly Yoga sessions to help support self-regulation	
Allocating Speech and Language interventions	To provide high quality targeted intervention to improve children's speech and language	
Deploying our Parent Support Worker	To provide support for families to improve children's behaviour and/or attendance	
Allocating funding for equipment and resources	<u>Reading</u> To encourage all children to develop a love of reading and harness their motivation and enthusiasm by purchasing reading resources to support their interests <u>Technology</u> To enable children to access remote learning opportunities and participate in Home Learning	
Subsidising visits/trips or visitors for curriculum enrichment	To enable all children to participate and engage in enrichment opportunities	