



## Pupil Premium Strategy Statement

This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

### School Overview

Detail	Data
School name	Queen’s Inclosure Primary
Number of pupils in school	420
Proportion (%) of pupil premium eligible pupils	12% (52 children)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2021
Date on which it will be reviewed	July 2022
Statement authorised by	J.Allen Headteacher
Pupil premium lead	L.Burberry Assistant Headteacher
Governor / Trustee lead	M Cator, Chair of Governors

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£60,040
Recovery premium funding allocation this academic year	£13,700
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£73,740

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

We have high aspirations for all our children and aim to provide the very best learning environment and opportunities to enable all children to thrive and succeed.

Our current strategy aims to close the gap between our disadvantaged and non-disadvantaged children by ensuring the barriers that are hindering their progress are overcome. These barriers include;

- challenges in reading – particularly comprehension
- lack of secure number knowledge
- anxiety impacting on engagement in learning
- speech and language difficulties – specifically language processing difficulties, receptive language and weak articulation
- poor attendance

We aim to provide high quality inclusive teaching, continually improved with targeted Continuing Professional Development (CPD). Trained support staff will deliver specific interventions matched to learners needs and this will be regularly reviewed through evaluation and professional discussion.

Adjustments to the provision will be made each half term as necessary and additional resources purchased as required to secure successful outcomes.

### Challenges

This details the key challenges to achievement that we have identified among our disadvantaged children.

Challenge number	Detail of Challenge
1	Some children are making less progress than other children across KS1 and KS2 due to gaps in their understanding
2	Some children may be able to achieve the 'greater depth standard' (GDS) with greater challenge and targeted intervention
3	Some children have emotional barriers and struggle to fully engage in learning
4	Some children have speech and language barriers which hinder their progress
5	Some of our most disadvantaged children have attendance below 95% which is affecting their achievement.

### Intended Outcomes

This explains the outcomes we are aiming for by the end of our current strategy plan, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
To ensure all disadvantaged children are able to achieve at Age Related Expectation (ARE) in line with their peers	Higher proportion (>70%) of Pupil Premium children secure ARE by July 2024
To increase the number of most able disadvantaged children achieving GDS	Increased number of disadvantaged children achieve GDS by July 2024

through providing opportunities and challenge in learning	
To 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 to learning as a result of regular well-being support
To 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 skills and apply strategies to demonstrate progress in learning
To ensure children who have fallen behind during the time out of school are able to make accelerated progress	Specific children will achieve at least at the same standard that they did prior to the COVID-19 partial school closure
To improve the 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.

### Activity in this Academic Year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £8,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Development of Pedagogy with particular focus on the Science of Learning</i>	<i>EEF reports 'supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap'.</i>	1, 2
<i>Release for Learning Progress Meetings</i>	<i>Professional discussion supports the effective implementation of targeted interventions</i>	1, 2, 3, 4, 5
<i>CPD for Support Staff in delivering effective interventions – Precision Teaching</i>	<i>EEF Teaching Assistant Interventions Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver.</i>	1, 2, 3, 4
<i>Purchase of standardised diagnostic assessments and guidance for staff to</i>	<i>EEF – Assessing and Monitoring Pupil Progress</i>	1, 2

<i>ensure these are administered and interpreted correctly</i>	<i>Focussed intervention and support can be given as a result of analysis of the outcomes of standardised tests</i>	
<i>Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> to secure stronger phonics teaching for all children</i>	<i>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged children</i>	1, 2

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

**Budgeted cost: £58,229.55**

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Implementation of online platform for Maths Home Learning</i>	<i>EEF – focus on developing fluency in a particular area (maths) Studies involving digital technology typically have greater impact (+ 6 months)</i>	1, 2
<i>Dedicated teacher to work with Year 6 for 5 half days to address misconceptions and target gaps in understanding</i>	<i>EEF research states that small group tuition is effective in accelerating progress.</i>	1, 2
<i>Dedicated teacher to work with Year 2 for 5 half days to address misconceptions and target gaps in understanding</i>	<i>EEF research states that small group tuition is effective in accelerating progress.</i>	1, 2
<i>Intensive S&amp;L Therapy provided by a lead professional</i>		4
<i>Targeted support for reading and maths across the school (4x half days)</i>	<i>EEF research states that small group tuition is effective in accelerating progress.</i>	1, 2, 3

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,907.23

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wellbeing support provided by dedicated Support Staff	<i>EEF – Social and Emotional Learning interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment</i>	3
FEIPS supervision for Wellbeing LSA		3
Parent Support Worker employed to support families in improving attendance		3, 5
Yoga	<i>EEF – Social and Emotional Learning interventions</i>	3

Total budgeted cost: £82,736.78

## Part B: Review of outcomes in the previous academic year

### Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021.*

*Our internal teacher assessment at the end of KS2 indicated that 60% of our PP achieved combined ARE in Reading, Writing and Mathematics, and 80% of our PP children made expected progress from Year 2 to Year 6.*

	<b>% of PP children who achieved ARE</b>	<b>% of PP children who made expected progress</b>
Reading	100	100
Writing	80	100
Maths	60	80

*A high proportion of our vulnerable children accepted the invitation to come into school during the partial school closures, even though they were not children of key workers. This enabled us to continue to support their engagement in learning. We provided digital technology to a number of our vulnerable children during this time, to enable them to still access our remote learning offer when not attending school.*

## Externally Provided Programmes

*We did not purchase any non-DfE programmes during the year 2020-21.*