

Impact of Pupil Premium Expenditure 2019-2020

This statement covers the academic year 2019/20. In 2019/20 the school received £135,300 as its Pupil Premium allocation.

Summary Information	
Total number of pupils:	509
Number of pupils eligible for pupil premium:	97

Key Priorities

- Our core aim was to raise the attainment and progress of Pupil Premium students so that their performance compared favourably with Non-Pupil Premium peers.
- To address inequalities in education of pupils from low-income families and raise attainment of these pupils.
- To raise the aspirations of Pupil Premium students and ensure that they become confident and successful learners.

What we expected to see:

At Queen's Park Academy we have high expectations for all as this leads to high achievers. Outstanding teaching and learning is paramount to the progress of pupils from disadvantaged backgrounds. This remained a constant and relentless focus. In addition to this, targeted in depth programme of intervention and support strategies were deployed in order to:

- Improve levels of attainment and progress
- Close attainment gaps relative to school averages
- Teaching and learning opportunities meet the needs of all the pupils
- Enhance reading, writing, mathematics and communication skills
- Engage and develop learning through a comprehensive extra-curricular provision
- Have a clear focus on all disadvantaged pupils, including those with SEND and more able pupils
- Support pupils in becoming aspirational, confident and successful learners
- Improve attendance

Priority 1

Remove the achievement gap between Pupil Premium students and National non-Pupil Premium students ('Other').

Objective What	Actions including CPD How	Time Scale	Responsible Who	Outcomes (honest & realistic)	Resource Costs	Impact
Secure outstanding teaching and learning	Develop leadership: <ul style="list-style-type: none"> • Implement Senior Leadership Development Programme: Vice Principal and 2x Head of Year. • Adjust role of middle leader to include reading, with a focus on closing the attainment gap in reading between PPG and non-PPG pupils. • Rigorous targeting, tracking and monitoring measures to ensure pupils who are not reaching their full potential have been identified and have appropriate intervention and support in place on a half termly basis with the Principal / Vice Principal and fortnightly within year teams. • Complete in house training based on monitoring and analysis of assessments: team teaching, coaching, support and challenge. • Reviewing the impact of all provisions and interventions that are in place on a half-termly basis. 	July 2020	SS MV AW CL SM MF JR SG CS	Attainment gap in reading in all years closed by 15% from previous year. Accelerated progress (4TPs+) for PPG children +20% compared to non-PPG children in Reading, Writing and Maths (Year 3, 4 and 5). Year 6 pupil premium pupils: 100% conversion from KS1 to KS2 bandings (expected progress) in Reading, Writing and Maths. At least 20% acceleration between bandings in Reading, Writing and Maths. Attainment of PPG and non-PPG children in Reading, Writing Maths to be within 10%.	£42600	Reading-Feb data showed 96% of disadvantaged children on track to meet EXS+ and 34% pupils had accelerated progress from KS1 To KS2. Maths-Feb data showed 75% of disadvantaged children on track to meet EXS+ and 19% pupils had accelerated progress from KS1 To KS2. Writing- Feb data showed 64% of disadvantaged children on track to meet EXS+ and 11% pupils had accelerated

						progress from KS1 To KS2.
	Create smaller, focussed groupings for maths and reading in Year 6 through the employment of 2x part time experienced teachers, 5 days per week.	July 2020	CL			Booster groups run for Reading, Writing and Maths. Clear tracking of scaled scores and aspirational targets for children ensured that groups were created based on pupil's needs.
	Develop an in depth programme of intervention support groups, run by additional teaching staff/ trained teaching assistants (including after school intervention). To include: <ul style="list-style-type: none"> Pupils not making the expected progress in English and Mathematics. Pupils with social communication barriers. Pupils with very low reading ages. Extra English for pupils new to the country (EAL). 	July 2020	CL SM MF JR	Attainment gap in reading in all years closed by 15% from previous year. Accelerated progress (4TPs+) for PPG children +20% compared to non-PPG children in Reading, Writing and Maths (Year 3, 4 and 5). Year 6 pupil premium pupils: 100% conversion from KS1 to KS2 bandings (expected progress) in Reading, Writing and Maths. At least 20% acceleration between bandings in Reading, Writing and Maths.	£30800	Reading-Feb data showed 96% of disadvantaged children on track to meet EXS+ and 34% pupils had accelerated progress from KS1 To KS2. Maths-Feb data showed 75% of disadvantaged children on track to meet EXS+ and

	<ul style="list-style-type: none"> • Pupils experiencing reading and writing difficulties not only with comprehension but also with reading accuracy. • Pupils taking Grammar school 11+ examinations. 			Attainment of PPG and non-PPG children in Reading, Writing Maths to be within 10%.		<p>19% pupils had accelerated progress from KS1 To KS2.</p> <p>Writing- Feb data showed 64% of disadvantaged children on track to meet EXS+ and 11% pupils had accelerated progress from KS1 To KS2.</p> <p>Extended schools sessions once a week with focus on Reading, Maths and SPAG.</p>
Support pupil well-being	<p>Ensure pupils are supported and ready to learn:</p> <ul style="list-style-type: none"> • One to one and group mentoring from parent support worker and ELSA trained staff to support pupils with emotional and/or personal problems. • Inclusive learning room and inclusion team 	July 2020	NK DA CL DC	<p>PPG attendance in line with non-PPG pupils.</p> <p>PASS survey demonstrates high level of satisfaction related to school and self from PPG funded pupils.</p>	£30300	See data below for PASS survey.

	<ul style="list-style-type: none"> • Early identification and targeted support • Alternative provision support • Support from external agencies • Motivational support to raise aspirations 					
	Monitor pupil attitudes to school through 'Pupils' attitudes to self and school survey' (PASS) (February) – purchase and analyse in order to provide follow up support to target key pupils.	February 2020	MV	PASS survey demonstrates high level of satisfaction related to school and self from PPG funded pupils.	£800	See data below
	<p>Manage transitions to secondary provisions.</p> <p>Implement a targeted transition programme for Year 6 pupils during the summer term, allowing any disadvantaged or vulnerable pupils to gain extra support and guidance during the transition phase to Year 7.</p>	July 2020	NK DA CL	PPG funded pupils access secondary school confidently, ready for next stage in education.	£500	All children received individual transition booklets that were completed in school and shared at home with parents. Inclusion team held virtual meetings with secondary schools and parents to provide transition.
Widen curriculum opportunities for pupils	<p>Employ Curriculum Enrichment Leader to widen range of extra-curricular activities on offer (PPG pupils identified as priority for specific clubs and activities):</p> <ul style="list-style-type: none"> • engage pupils during lunch time and after school • develop inter-academy competitions 	July 2020	SSt.	100% of PPG funded pupils accessing extra-curricular provision.	£12800	52% of pupil premium attended extra-curricular activities.

	<ul style="list-style-type: none"> develop access to wider sporting events within the local area. Provide transportation to sporting / extra-curricular events to ensure inclusivity. 					
	Employ specialist cooking and textiles teachers with relevant resources to provide an opportunity for every child to benefit from specialised cooking and textiles sessions during school time and as an afterschool club.	July 2020	CP RC	100% of PPG funded pupils access cookery and textile sessions.	£17500	Up until March (Lockdown) children in Year groups 3, 4 and 5 benefitted from textile and cookery lessons. 100% of Pupil Premium children who chose cookery as an afterschool club were given a place and attended.

Pupils' attitudes to self and school (PASS survey)

Scores above the 31st percentile show high satisfaction with school experience. Disadvantaged pupils at QPA therefore have a high regard for themselves and their school experience and feel supported by their teachers.

PASS factor	1	2	3	4	5	6	7	8	9
Disadvantaged percentile Feb 2020	41.6	52.5	64.4	54.6	48.4	78.1	60.1	59.8	71.2

Scores were also unchanged or increased from the previous survey in all of the 9 areas:

PASS factor	1	2	3	4	5	6	7	8	9
Disadvantaged percentile July 2019	41.6	52.5	64.4	43.0	48.4	58.8	52.1	46.5	71.2

Difference	0	0	0	+11.6	0	+19.3	+8	+13.3	0
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1.	Feelings about school	6.	General work ethic
2.	Perceived learning capability	7.	Confidence in learning
3.	Self-regard as a learner	8.	Attitudes to attendance
4.	Preparedness for learning	9.	Response to curriculum demands
5.	Attitudes to teachers		