



## Pupil Premium strategy and Impact 2020-2021

The pupil premium was introduced in April 2011. It was allocated to children from low income families who were eligible for free school meals and children who had been looked after continuously for more than six months. Eligibility for pupil premium for 2012-13 was extended to pupils who have been eligible for free school meals at any point in the last 6 years (known as the Ever6 free school's meals measure) in addition to the children who have been looked after continuously for more than six months, and a smaller amount for the children of service personnel.

Schools are free to spend the pupil premium as they see fit. However, they are accountable for how they use the additional funding if there is a gap in progress and attainment between those that have the premium and those that do not.

### Funding to narrow the gap

How the funding is broken down:

	<b>2020-21</b>
Pupils in Year groups recorded as Ever 6 FSM	£1345
Looked After Children (LAC)	£2345
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order	£2345
Pupils recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence	£310

QPA funding:

Number of pupils Eligible for PPG funding:	95
Total of funding:	£127775

At Queen's Park Academy common barriers to raising attainment for PPG funded pupils, when compared to non-PPG pupils, are:

- Lower entry point attainment in reading, writing and maths
- Higher proportion of SEN pupils
- Lower reading ages
- Reduced vocabulary range and communication skills
- Lower attendance
- Limited aspiration and home support
- Limited uptake of extra-curricular opportunities



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<b>Priority 1</b> 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)	Resources Costs
Secure outstanding teaching and learning	Develop leadership: <ul style="list-style-type: none"> <li>• Further develop role of English middle leader to focus on developing Phonics and reading progression throughout the school so that all pupils regardless of ability have access to an appropriate book that challenges them.</li> <li>• Rigorous targeting, tracking and monitoring measures to ensure pupils who are not reaching their full potential have been identified and have appropriate intervention which is reviewed for impact on a half termly basis with the Principal / Vice Principal.</li> <li>• Complete in house training based on monitoring and analysis of assessments: team teaching, coaching, support and challenge.</li> </ul>	July 2021	SG JR AW SM CL LT SS	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%.	£35875
	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 2021	CL		
	Develop an in depth programme of intervention support groups, run by additional teaching staff/ trained teaching assistants (including after school intervention).	July 2021	CL SM AW JR	Attainment gap in reading in all years closed by 15% from previous year.	



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	<p>To include:</p> <ul style="list-style-type: none"> <li>• Pupils not making the expected progress in English and Mathematics.</li> <li>• Pupils with social communication barriers.</li> <li>• Pupils with very low reading ages through systematic phonics.</li> <li>• Extra English for pupils new to the country (EAL).</li> <li>• Pupils experiencing reading and writing difficulties not only with comprehension but also with reading accuracy- phonics interventions across the school.</li> <li>• Sensory breaks to aid pupil concentration and focus</li> <li>• Further pastoral support for embedding Zones of Regulation with identified individuals.</li> </ul>		<p>SSt LT AP</p>	<p>Accelerated progress (4TPs+) for PPG children +20% compared to non-PPG children in Reading, Writing and Maths (Year 3, 4 and 5).</p> <p>Year 6 pupil premium pupils: 100% conversion from KS1 to KS2 bandings (expected progress) in Reading, Writing and Maths.</p> <p>At least 20% acceleration between bandings in Reading, Writing and Maths.</p> <p>Attainment of PPG and non-PPG children in Reading, Writing Maths to be within 10%.</p>	
Support pupil well-being	<p>Ensure pupils are supported and ready to learn:</p> <ul style="list-style-type: none"> <li>• One to one and group mentoring from parent support worker and ELSA trained staff to support pupils with emotional and/or personal problems.</li> <li>• Inclusive learning room and inclusion team</li> <li>• Early identification and targeted support. New Pupil Survey with focus on impact of Covid-19.</li> <li>• Alternative provision support</li> <li>• Support from external agencies</li> <li>• Motivational support to raise aspirations</li> </ul>	July 2021	<p>DC Cle AW AP</p>	<p>PPG attendance in line with non-PPG pupils.</p> <p>Pupil survey demonstrates high level of satisfaction related to school and self from PPG funded pupils.</p>	£30300



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	Monitor pupil attitudes to school through 'Pupils' attitudes to self and school survey' (December) – analyse in order to provide follow up support to target key pupils.	December 2020	AW	Pupil survey demonstrates high level of satisfaction related to school and self from PPG funded pupils.	
	Manage transitions to secondary provisions.  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.	July 2021	CL CLe	PPG funded pupils access secondary school confidently, ready for next stage in education.	£500
Widen curriculum opportunities for pupils	Employ Curriculum Enrichment Leader to widen range of extra-curricular activities/reviewing PE curriculum and playground activities on offer (PPG pupils identified as priority for specific clubs and activities): <ul style="list-style-type: none"> <li>• engage pupils during lunch time and after school- gather children's thoughts on preferred activities.</li> <li>• school council to survey children's thoughts on Covid-19 school and action any matters arising.</li> <li>• develop inter-academy competitions depending on government guidance and QPA risk assessments.</li> <li>• develop access to wider sporting events within the local area depending on government guidance and QPA risk assessments.</li> <li>• Provide transportation to sporting / extra-curricular events to ensure inclusivity depending on government guidance and QPA risk assessments.</li> </ul>	July 2020	SSt. AWel	100% of PPG funded pupils accessing extra-curricular provision.	£12800



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	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 after school club (depending on government guidance and QPA risk assessments)	July 2020	CP RC	100% of PPG funded pupils access cookery and textile sessions.	£17500
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