



Queenborough School and Nursery
Pupil Premium Forecast 2016-17

Pupil Premium Spending 2016-17	
<p>Pupil Premium: A rationale for Queenborough School and Nursery.</p>	<p>One of the greatest yet most rewarding challenges of educators is to try to close the achievement gap between the most disadvantaged children and their peers. In 2015, the national proportion of all children to achieve Level 4 in Reading, Writing and Maths combined was 80%. The proportion of disadvantaged children to achieve this result was only 70%, compared with 85% of non-disadvantaged. At Queenborough School and Nursery, we are relentless in monitoring the achievement and progress of all learners and in ensuring that a first rate educational experience is available for all, regardless of socio-economic background.</p> <p>In 2015, we were proud that 82% of our children eligible for Pupil Premium funding achieved Level 4 in Reading, Writing and Maths combined compared to just 70% of these children nationally. This proportion was also broadly in line with that of non disadvantaged children, which stood at 85%.</p>
<p>Key Questions for consideration</p>	<p>In our relentless strive to ensure that there is no gap between the most disadvantaged children and their peers, we continually ask and review the following key questions:</p> <ol style="list-style-type: none"> 1) What are the specific needs of the most disadvantaged children at Queenborough School and Nursery? 2) What do we want the outcomes to be for these pupils? 3) Which strategies are going to be most effective in ensuring educational excellence for all, in particular the most disadvantaged? 4) How will the impact of the strategies be monitored and what are the success indicators? 5) What impact are the strategies employed having on the achievement of the disadvantaged children?
<p>The specific needs of disadvantaged children at Queenborough School & Nursery</p>	<p><u>Pupil Premium Children and Special Educational Needs:</u></p> <ul style="list-style-type: none"> • There are 23 Pupil Premium children who are on our SEN register. This represents 13%. • There are a further 38 Pupil Premium children who are on the QB additional support register. This represents 22%. • 2 Pupil Premium children have EHCPs, representing 1%. • 26 children (15%) are diagnosed with ADHD or Autism. • In total, 63 children are listed on any form of SEN register, representing 36%. <p><u>Pupil Premium Children and Attendance:</u></p> <ul style="list-style-type: none"> • The attendance of Pupil Premium children has now improved and stands at 95% in total. • 116 children (66%) have attendance which is greater than or equal to 95%. • 38 children (22%) have attendance between 90% and 94%. • 20 children (11%) have attendance which is less than 90%. • In total, 58 children (33%) have attendance which is below 95%. <p><u>Other Barriers to Learning:</u></p> <p>In an audit of all Pupil Premium children across the school, the following barriers to learning were identified:</p>

- 10% of children display behavioural difficulties.
- 23% of children have low parental engagement.
- 13% of children have speech and language issues.
- 28% of children have issues with confidence and/or self-esteem.
- 18% of children have home issues, including those who are looked after.

Allocation of Pupil Premium funding for 2016-17

Funding for 2016-17	£213,200	Number and proportion of disadvantaged children in main school:	175 45%
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**How well are Disadvantaged Children currently performing?
Data Analysis at start of Financial Year (End of Term 4 Data)**

Year Group	Number Pupil Premium	% Pupil Premium	Progress and attainment comparison between Pupil Premium and non Pupil Premium children.
Overall Achievement of all Pupil Premium Children.			<p>Achievement data at the end of the financial year 2015-16 shows:</p> <ul style="list-style-type: none"> • 76% of PP children are on track for Reading attainment. • 79% of PP children are on track for expected progress in Reading. • 62% of PP children are on track for Writing attainment. • 85% of PP children are on track for expected progress in Writing. • 78% of PP children are on track for Maths attainment. • 83% of PP children are on track for expected progress in Maths.
Year 1	24	30% 22% with no level of SEN support.	<p>Maths</p> <ul style="list-style-type: none"> • There is a gap of 13% for in year progress. However when SEN children are discounted, progress of PP group rises to 100%. • There is a gap of 31% for Maths attainment. However when SEN children are discounted, the attainment gap closes completely. <p>Writing</p> <ul style="list-style-type: none"> • The in year progress of PP and non PP children is in line. • There is a 27% attainment gap between PP and non PP. However, when pupils with any form of SEN support are removed, this gap closes completely. <p>Reading</p> <ul style="list-style-type: none"> • There is a gap of 11% for in year progress in Reading. However, when children with any form of SEN are discounted, progress of PP is 100%. • There is a 19% gap in attainment. However, when children with any form of SEN support are discounted from PP, PP are attaining higher than non PP by 13%.
Year 2	23	39% 28 % with no level of SEN support.	<p>Maths</p> <ul style="list-style-type: none"> • PP and non PP children are broadly in line for in year progress. When all forms of SEN are removed from PP group, PP are making more progress by 10%. • PP children are making more progress over the key stage than non PP by 4%. • PP children are attaining higher than non PP children. <p>Writing</p> <ul style="list-style-type: none"> • There is a slight gap for in year progress (5%). However, when any form of SEN support is discounted, PP are making more progress by 9%. • PP children are making more progress over the key stage than non PP by 12%. • PP children are attaining higher than non PP children by 6%. <p>Reading</p> <ul style="list-style-type: none"> • PP children are making more progress than non PP by 8%. • The gap in key stage progress has now closed totally. • PP children are attaining higher than non PP children by 14%.
Year 3	25	45% 33% with no level of SEN support.	<p>Maths</p> <ul style="list-style-type: none"> • PP children making slightly less progress than non PP (9%). Gap disappears completely when children with any form of SEN are removed. • The gap in key stage progress has narrowed from 24% to 9%. • The slight gap in attainment has narrowed from 10% to 6%. <p>Writing</p> <ul style="list-style-type: none"> • PP are making slightly less in year progress but their progress is still good. When SEN children are removed from PP group, progress in Writing is in line. • PP children are making more progress over the key stage than non PP by 12%. • There is a 6% attainment gap. However when children with any form of SEN support are discounted from the PP group, attainment is above that of non PP and all pupils. <p>Reading</p>

			<ul style="list-style-type: none"> • PP children are making more in year progress than non PP. • There is no gap in key stage progress. • PP children are attaining higher than non PP children.
Year 4	27	57% 45% with no level of SEN support.	<p>Maths</p> <ul style="list-style-type: none"> • PP and non PP children are broadly in line for in year progress. • PP children are making better progress over the key stage than non PP by 11%. • The % of PP children on track for expected attainment is greater than that of non PP. <p>Writing</p> <ul style="list-style-type: none"> • PP are making slightly less in year progress but their progress is still good. When SEN children are removed from PP group, progress in Writing is in line. • PP children are making more progress over the key stage than non PP by 12%. • There is a 6% attainment gap. However when children with any form of SEN support are discounted from the PP group, attainment is above that of non PP and all pupils. <p>Reading</p> <ul style="list-style-type: none"> • PP children are making more in year progress than non PP. • There is no gap in key stage progress. • PP children are attaining higher than non PP children.
Year 5	25	46% 21% with no level of SEN support.	<p>Maths</p> <ul style="list-style-type: none"> • PP children are making more in year progress than non PP. • There is now no gap between PP and non PP in terms of key stage progress. • The attainment gap has narrowed from 26% to 19%. When children with any form of SEN support are removed, 100% of PP are on track for attainment. <p>Writing</p> <ul style="list-style-type: none"> • PP children are making marginally less in year progress than non PP in Writing, however if children with any form of SEN support are discounted, PP progress rises to 100%. • The gap in progress over the key stage has narrowed by 9% but remains significant. • There is a large gap in attainment between PP and non PP. However, if children with any form of SEN are removed, the gap narrows to 7%. <p>Reading</p> <ul style="list-style-type: none"> • PP children have made more in year progress than non PP. • There is no gap in terms of progress over the key stage. • While there is a significant attainment gap, with SEN children removed, PP children are actually attaining significantly higher.
Year 6	27	56% 22% with no level of SEN support.	<p>Maths</p> <ul style="list-style-type: none"> • In year progress between PP and non PP is broadly in line. • Gap for expected key stage progress has narrowed by 12% this year and now stands at 13%. • Attainment gap has narrowed by 14% this year but remains at 22%. However, if children with any form of SEN support are removed from this group, the gap closes completely and reaches 100%. <p>Writing</p> <ul style="list-style-type: none"> • There is a 6% gap for in year progress, which has narrowed from 17% in Term 1. However, if SEN children are removed from PP, progress of PP rises to 100%. • The gap for expected key stage progress has been inverted- PP children have now made more progress over the key stage than non PP. • There is still a gap in attainment which has not narrowed this year. However, if children with any form of SEN support are removed from this group, the gap closes completely. <p>Reading</p> <ul style="list-style-type: none"> • PP children are making less in year progress than non PP children in Reading (gap of 27%- or 19% with SEN pupils removed) • The gap for expected key stage progress has narrowed from 15% at the start of the year to 9%. • Attainment gap in Reading has narrowed since the start of the year from 27% to 9%.

STRATEGIES**Enrichment Events****Overview**

At Queenborough School and Nursery, we understand that, in order to ignite the spark of lifelong learning, children need to be exposed to a wide range of experiences that broaden and enrich the curriculum. Therefore, we frequently invest in trips, visitors and other 'wow' moments which will act as stimuli to the children's learning. These experiences have an impact on the engagement and enthusiasm of all children, as well as allowing our most disadvantaged children the opportunity to experience things which they might otherwise not encounter. We work hard to ensure that all enrichment events are in-line with core British values and offer an exposure to different cultures as we recognise that this is limited within the local area.

Item	Details	Total Cost
Nathan Timothy Music Video Days and Concerts	3 days dedicated to creating music videos across the school where all children are encouraged to sing. One concert in Term 6 for all children to perform to their peers.	£3,000
Educational workshops/ performances	Visiting theatre groups or inspirational workshops linked to the curriculum themes, including visiting authors/ illustrators.	£6,568
School Trip Subsidies	Cost for children to participate in educational visits, including part and full subsidies.	£16,280
Forest Schools	Weekly visits for one class per term to attend Forest Schools and participate in activities linked to Building Learning Power.	£3,720
	Total	£29,568

Interventions

Overview
 At Queenborough School and Nursery, we are committed to ensuring that all children have the same opportunities for learning, regardless of their economic background. We recognise that not all children have the same starting points and that quality first teaching within the classroom, although paramount, is not always sufficient to close the gap. Where there are gaps in the achievement of any children, in particular between Pupil Premium and non Pupil Premium children, these are identified swiftly and an appropriate intervention may be put into place in addition to, but never instead of, quality first teaching. Pupil Premium funding is used to provide the interventions needed to accelerate progress and close the gap.

Item	Details	Total Cost
Reading Recovery	A wave 3 intervention delivered by a highly trained teacher, working in complexity in all aspects of reading and writing. Individual programme based on child's strengths. Daily sessions for a period of 12-20 weeks.	£18,000
Drama Workshops	Weekly drama sessions for Pupil Premium children to develop confidence and speaking and listening ability.	£11,287
Additional Teaching Assistants to support in Upper Key Stage 2.	One extra TA per class in Years 5 and 6 to work in class and deliver interventions. Upper Key Stage 2 contains high proportions of Pupil Premium children. (46% in Year 5 and 56% in Year 6)	£29,774
Additional Teaching Assistants to support in Year R.	One extra TA per class in Year R to work in class and deliver interventions.	£37,370
Speech and Language Assistants	2 specialist Speech and Language Assistants to lead S&L interventions with children who require it.	£24,793
Specialist Reading Partnerships	A wave 3 intervention delivered by TAs using Reading Recovery strategies to develop pupils' reading and writing skills. Daily sessions of	£2,000

	30 minutes per week for a period of 10 weeks.	
Better Reading Partnerships	A wave 2 intervention delivered by TAs using light-touch reading recovery strategies to develop reading skills. 3 sessions of 20 minutes per week for a period of 10 weeks,	£2,000
Talking Partners	An intervention led by a TA to encourage pupils to speak in a range of registers in order to support writing and social aspects of talk. 3 sessions per week for a period of 10 weeks	£500
Easter Booster Classes	Sessions during the Easter Holidays to help Year 6 children revise for SATs tests.	£1,800
Beanstalk Reading	Weekly sessions of 30 minutes additional reading. Twice weekly.	£1,070
	Total	£128,594

Well-being and attendance

Overview

We passionately believe in the development of the 'whole child' and recognise the importance of children feeling safe and happy at school in order to learn. Therefore, Pupil Premium funding is also allocated towards helping our children to achieve this. Where attendance risks opening the achievement gap, funding is used to support families in transporting their children to school.

Item	Details	Total Cost
Family Support	A dedicated member to work alongside families requiring additional support.	£21,619
Project Salus	A service provided to work alongside children with emotional and behavioural difficulties.	£4,500
Specific Financial Support	Support for transport, uniform and additional financial costs, as required.	£1,000
Breakfast Club	50% of the cost to run our Breakfast Club. Providing children with a positive start to the school day and improving attendance.	£7,920
Speech and Language Therapy	Annual support from the Speech and Language Therapy for children who require it.	£2,000
Quiet Area at break/ lunch	For children who might struggle to cope with break times on the main playground, the Quiet Area is manned by a Teaching Assistant at break and lunch times.	£1,900
	Total	£38,939

Training and Pupil-Premium Leadership

Overview

In order to ensure that our staff have the skills, knowledge and understanding to provide the best possible education for all children, including the most disadvantaged, Pupil Premium funding is allocated towards CPD. Funding is also used to ensure that the provision for pupils eligible for Pupil Premium is monitored by senior members of staff.

Item	Total
Two days per term for DHT to gather and monitor impact of PPG.	£2,123
One week per term for Data Manager to process achievement data for Disadvantaged children.	£3,703
Target Literacy Reading Recovery Cost	£1,205
Total	£7,031

Total Income		Details		Total Budgetted	Yet to allocate
£213,200.00				£ 204,132.00	£9,068.00
				Budget	Spent
Curriculum Enrichment	Barrier to Learning Code	Details		£ 29,568.00	
Educational Workshops/ Performances	1,2,3,4,5,6,7,8,9,10,11,12,13	Inspirational workshops/visitors to school		£ 6,568.00	
Nathan Timothy Workshops	1,2,3,4,5,6,7,8,9,10,11,12,13	4 x Full days recording and performing music videos		£ 3,000.00	
School Trip Subsidies	1,2,3,4,5,6,7,8,9,10,11,12,13	Cost of full and part trip subsidies		£ 16,280.00	
Forest School	4,7,10,12,13	Weekly sessions linked to BLP for one class per term.		£ 3,720.00	
				Budget	Spent
Interventions	Barrier to Learning Code	Details		£ 128,594.00	
Reading Recovery	1,2,3,4,5	Part Time Reading Recovery Teacher		£ 18,000.00	
Drama Coach x2 days per week	7,9,10	Actor employed 2 days per week		£ 11,287	
Additional Year 6 Support Staff	1,2,3,4,5,7,10,11	2 additional TA s in Year 6 (KK, MW)		£ 29,774.00	
Additional Year R Support Staff	1,2,3,4,5,7,9,10,12	1 additional TA and 1 NN in Year R (ER, CD)		£ 37,370.00	
Speech and Language Support Staff	1,2,3,9,10	2 FT Speech and Language Assistants		£ 24,793.00	
Easter Booster Classes	10,13,8	3x teacher costs for 3 days of Easter		£ 1,800.00	
Beanstalk Reading	1,2,3,4,5,9,10,11	1:1 Adult Reading		£ 1,070.00	
Better Reading Partnerships	1,2,3,8,9,10,12	20 PP children to receive BRP		£ 2,000.00	
Specialist Reading Partnerships	1,2,3,8,9,10,12	10 PP children to receive SRP		£ 2,000.00	
Talking Partners	1,2,3,5,7,9,10,12	20 PP children to receive Talking Partners		£ 500.00	
				Budget	Spent
Well-being and attendance	Barrier to Learning Code	Details		£ 38,939.00	
Family Liaison Officer	7,8,10,11,12,13	FT FLO to work across school		£ 21,619.00	
Project Salus	5,6,7,10,12,13	Behavioural and emotional support		£ 4,500.00	
Specific financial support	8,10,12,13	Uniform/ Transport/ Living cost support		£ 1,000	
Breakfast Club	8,10,12,13	50% of cost of running Breakfast Club		£ 7,920	
Speech and Language Therapy	1,2,3,9,10	12 full day sessions of S and L Support		£ 2,000	
Quiet Area Support Staff	1,2,3,4,5,6,7,10,13	1 hour of Support Staff time per day		£ 1,900	
				Budget	Spent
Training and Monitoring	Barrier to Learning Code	Details		£7,031.00	
Deputy Headteacher Tracking Time		Two days per term for DHT to gather and monitor impact of PPG.		£ 2,123	
Data Manager Processing Time		One week per term for Data Manager to process achievement data for Disadvantaged children.		£ 3,703.00	
Target Literacy Reading Recovery		Support and monitoring of Reading Recovery		£ 1,205.00	

End of Academic Year Data Update 2015-16

Pupil Premium Achievement at Key Stage 2.

EXS (2016)	All Pupils	Non Pupil Premium	Pupil Premium	National (All Pupils)	<ul style="list-style-type: none"> At the end of Key Stage 2, PP children have attained higher than non PP and surpassed the National for all children in Reading. There is a slight gap between PP and non PP in Maths (6%), SPAG (12%) and combined (4%). However, our PP children are performing higher than the national attainment for all pupils.
Reading	73%	71%	74%	66%	
Maths	88%	91%	85%	70%	
SPAG	81%	86%	74%	72%	
RWM Combined	69%	71%	67%	53%	

Pupil Premium Achievement at Key Stage 1.

EXS and GDS	EXS+			GDS			<ul style="list-style-type: none"> For EXS, at the end of KS1, PP children have attained higher than non PP in Reading and Maths and attainment is broadly in line for Writing For GDS, PP children have achieved higher than non PP in Reading, but not as highly in Writing or Maths.
	All Pupils	Non Pupil Premium	Pupil Premium	All Pupils	Non Pupil Premium	Pupil Premium	
Reading	79%	78%	82%	35%	31%	41%	
Writing	78%	78%	77%	9%	11%	5%	
Maths	83%	78%	91%	10%	14%	5%	