



**Queenborough School and Nursery**  
**Pupil Premium Impact Report**  
**Financial Year 2016-17**

Pupil Premium Spending 2016-17	
<p style="text-align: center;"><b>Pupil Premium: A rationale for Queenborough School and Nursery.</b></p>	<p>Queenborough School and Nursery is committed to ensuring that all children have equal life chances. We recognise that many children come to us from low socio-economic backgrounds and we are dedicated to ensuring that this is never a barrier to learning. We have the highest aspirations of ALL children and use the Pupil Premium Grant effectively to ensure that disadvantaged children receive the same entitlement as their non-disadvantaged peers. These are our key principles for diminishing the difference between disadvantaged and non-disadvantaged children.</p> <ol style="list-style-type: none"> <li>1. Achievement gaps between any groups in any subject are viewed as symptoms, rather than problems themselves. We constantly strive to improve teaching for all.</li> <li>2. We know the specific barriers of our disadvantaged children and plan to overcome these accordingly.</li> <li>3. We remember that 'limited experience' is not the same as 'low ability'. We invest heavily in Early Years to give the children as many experiences as possible. All members of staff have high expectations from the very beginning.</li> <li>4. We instil a love of learning and give children the confidence to do it. We provide a broad and balanced curriculum with particular investment in the Arts to develop confidence and build cultural capital.</li> <li>5. Our children learn most when they are in the classroom with the most qualified adults. External interventions are used with caution and only when needs cannot be met within the classroom.</li> <li>6. A consistent approach to 'learning to learn' is embedded throughout the school. Children understand the learning process and articulate how to be effective learners.</li> <li>7. Teaching and Learning always comes first. Teachers have ownership of their practice and every member of the school is part of a professional learning community, constantly seeking to improve.</li> </ol>
<p style="text-align: center;"><b>Key Questions for consideration</b></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"> <li>1) <b>What are the specific needs of the most disadvantaged children at Queenborough School and Nursery?</b></li> <li>2) <b>What do we want the outcomes to be for these pupils?</b></li> <li>3) <b>Which strategies are going to be most effective in ensuring educational excellence for all, in particular the most disadvantaged?</b></li> <li>4) <b>How will the impact of the strategies be monitored and what are the success indicators?</b></li> <li>5) <b>What impact are the strategies employed having on the achievement of the disadvantaged children?</b></li> </ol>
<p style="text-align: center;"><b>The specific needs of disadvantaged children at Queenborough School &amp; Nursery</b></p>	<p><b><u>Pupil Premium Children and Special Educational Needs:</u></b></p> <ul style="list-style-type: none"> <li>• There are 23 Pupil Premium children who are on our SEN register. This represents 13%.</li> <li>• There are a further 38 Pupil Premium children who are on the QB additional support register. This represents 22%.</li> <li>• 2 Pupil Premium children have EHCPs, representing 1%.</li> </ul>

**Financial Year 2016-17**

- 26 children (15%) are diagnosed with ADHD or Autism.
- In total, 63 children are listed on any form of SEN register, representing 36%.

**Pupil Premium Children and Attendance:**

- 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%.

**Other Barriers to Learning:**

In an audit of all Pupil Premium children across the school, the following barriers to learning were identified:

- 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**

<b>Funding for 2016-17</b>	<b>£231,880</b>	<b>Number and proportion of disadvantaged children in main school:</b>	<b>175 45%</b>
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## 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	Impact
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.	£2,750	Nathan visited the school four times throughout the year, including once to assist us with a concert. The school's sense of community was strengthened as all pupils collaborated on a common project. The themes for each song were picked in line with core British values. Pupils showed enjoyment and fascination in their work and their imagination was developed as they created lyrics and dance movements. Pupils were required to work individually, in small groups and as a whole school to develop each song. Parental engagement was developed, as parents were invited into school to view the videos throughout the year. All pupils, including those with confidence issues, were able to perform to an audience of over 200 parents at the end of Term 6.
Educational workshops/ performances	Visiting theatre groups or inspirational workshops linked to the curriculum themes, including visiting authors/ illustrators.	£12,659	A range of educational workshops have taken place throughout the year, linked to the themes. Children have been engaged in workshops by musicians, poets, actors, illustrators and scientists, showing them the skills and knowledge gained at school can be applied to the wider world. These events have been used as a stimulus for writing across the curriculum and teachers report high levels of engagement during and following these events.
School Trip Subsidies	Cost for children to participate in educational visits, including part and full subsidies.	£5,922	Since the introduction of the Cornerstones Curriculum, teachers have been making greater use of the local area as a stimulus for learning. Year 6 children attended a PGL Residential in Term 6 and this was heavily subsidised. Further funding was used to subsidise part of the cost of other trips to ensure they were affordable for all.
Forest Schools	Weekly trips to the Forest Schools site for each class of children. Learning skills linked to Building Learning Power. Cost of venue and coaches.	£3,720	Throughout the year, different year groups have had the opportunity to attend weekly Forest School lessons. Here they have participated in skills and activities linked to Building Learning Power. Pupil Conferencing has shown that pupils show great enjoyment in these sessions and are able to link the activities to Building Learning Power and other areas of the curriculum.
Forest School Training	One member of staff has been trained as a Forest School leader so that Forest School can take place on site.	£995	One member of staff has successfully undergone training to be the designated Forest School Leader for the school. This comes following the impact of Forest School from previous years. We have also installed our own Forest School space so that we are able to make use of Forest School even more throughout the year.
<b>Total</b>		<b>£26,046</b>	

## 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	Impact
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.	£17,670	Since Term 5 last year, 12 children have completed this intervention- 7 are Pupil Premium. A further 4 children are currently undergoing the intervention- 2 of these are Pupil Premium children. 100% of the Pupil Premium children that have completed this intervention have made expected progress. 100% have also made at least 18 months progress on their word reading age.
Drama Workshops	Weekly drama sessions for Pupil Premium children to develop confidence and speaking and listening ability.	£12,160	Teacher feedback shows that children are displaying increased confidence in class and observations of these sessions shows that pupils display high levels of engagement and enjoyment. Drama sessions have been linked to Cornerstones themes which has shown increased engagement in the classroom. A full report detailing the impact of this intervention is produced each term by the Drama Coach and can be obtained from the Deputy Headteacher.
Additional Teaching Assistants to support in Year 6	One extra TA per class in Years 6 to work in class and deliver interventions.	£30,394	Additional TAs in Year 6 were targeted with ensuring that all disadvantaged children had the best possible chances of achieving well in their Key Stage 2 SATS and helping them to become secondary ready. At the end of 2015-16 and 2016-17, the attainment of disadvantaged children exceeded that of National non-disadvantaged children in all subjects. Many vulnerable children in Year 6 were supported in making the transition to secondary school, including some who had the potential to be at risk of exclusion in Year 7.
Additional Teaching Assistants to support in Year 5	One extra TA to work across both Year 5 classes.	£14,591	Additional support was required in Year 5 to ensure that this cohort made accelerated progress. The achievement of disadvantaged children in this cohort as they enter Year 6 is on track to exceed that of National non- disadvantaged children in all areas.
Additional Nursery Nurses to support in Year R	One extra TA per class in Year R to work in class and deliver interventions.	£45,568	Additional Nursery Nurses in each Year R class ensured that progress was accelerated. At the end of 2016-17, 73% of children reached a Good Level of Development, compared to 71% Nationally. This represents accelerated progress as, in Term 1, only 45% of children were on track to achieve this.
Additional Teaching	One part-time TA to work	£11,482	One additional TA was working across Year 1 classes with a particular emphasis on Phonics. At the end of

Assistant to support across Year 1	across Year 1 classes.		2016-17, 85% of children passed the Phonics Screening check, compared to 81% Nationally.
Additional TA support for LAC	One looked after child received part-time one to one provision.	£3,643	An additional TA was working part-time to support one LAC child with specific needs. This child's behaviour showed significant improvements in 2016-17 and progress is being seen.
Speech and Language Assistants	2 specialist Speech and Language Assistants to lead S&L interventions with children who require it.	£27,937	All children who received this intervention completed their programmes successfully. Full details of the impact of this intervention are held with the SENCO.
Specialist Reading Partnerships	A wave 3 intervention delivered by TAs using Reading Recovery strategies to develop pupils' reading and writing skills. Daily sessions of 30 minutes per week for a period of 10 weeks.	£200	Only one child received this intervention in 2016-17. The child made good progress and is expected to achieve age-related expectations in Reading by the end of 2017-18.
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,	£1,900	<p>At the end of the financial year, 27 disadvantaged children have completed this intervention and a further 14 are mid-way through.</p> <p>One measure of success for BRP is the progress in Word Reading Age (WRA) from the beginning to the end of the programme. Expected progress for this intervention is 5 months. Of the 27 PP children to complete this intervention:</p> <ul style="list-style-type: none"> <li>96% made 5 months+ progress on their WRA (in line with last year);</li> <li>89% made 12 months+ progress on their WRA (in line with last year);</li> <li>37% made 20 months+ progress on their WRA (8% above last year).</li> </ul> <p>The one child who did not make 5 months+ for WRA made 4 months progress but still progressed 5 book levels.</p> <p>This intervention is also measured by the number of Book Levels that the child advances during the course of the intervention. Of the 27 PP children to receive this intervention:</p> <ul style="list-style-type: none"> <li>96% of children advanced by 3+ Book Levels;</li> <li>56% of children advanced by 6+ Book Levels;</li> <li>22% if children advanced by 9+ Book Levels;</li> <li>7% of children advanced by 12+ Book Levels;</li> </ul> <p>The one child who did not advance 3 book levels progressed 15 months in their WRA.</p>
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	£1,000	<p>This intervention has taken place for three children start of Term 5 last year. The following shows the proportions of children to fall within each bracket of improvement from start to finish, using the Salford test:</p> <ul style="list-style-type: none"> <li>6 months+ progress - 100%</li> <li>10 months+ progress - 66%</li> <li>1 year+ progress - 67%</li> <li>18 months+ progress - 67%</li> </ul>

			<ul style="list-style-type: none"> <li>100% of children also improved their Renfrew Score from the beginning to the end of the intervention. The average improvement was 9 marks for all children.</li> </ul>
Easter Booster Classes	Sessions during the Easter Holidays to help Year 6 children revise for SATs tests.	£1,768	The Year 6 Booster Sessions were very well attended and children were very well prepared for their tests. Year 6 SATS results show that the proportion of disadvantaged children to meet age-related expectations exceeds that of non-disadvantaged children nationally in every subject.
Beanstalk Reading	Weekly sessions of 30 minutes additional reading. Twice weekly.	£2,354	This additional time spent reading continues to be a good strategy to engage more vulnerable children. The children enjoy this time with their allocated adult and, on many occasions, have been able to use this time to discuss worries or concerns they might have as well as building their reading mileage.
<b>Total</b>		<b>£170,667</b>	

### 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	Impact
Family Support	A dedicated member to work alongside families requiring additional support.	£21,619	The Family Liaison Office continues to be an asset and a strong, trusting relationship has been forged with many families. Early Help referrals are now swift and families feel supported by the school in this process. The FLO has also been trained as a Designated Safeguarding Lead which has tightened the link between Safeguarding and family support. Ofsted recognised the strength of Safeguarding and parental partnerships in October 2016.
Project Salus	A service provided to work alongside children with emotional and behavioural difficulties.	£5,000	Attendance of disadvantaged children has improved since 2015-16 but continues to be a priority. Breakfast Club is proving an effective and healthy start to the day for many children. The school invested in the Sol Attendance tracker which has helped Class Teachers to take more ownership for monitoring and tracking attendance.
Specific Financial Support	Support for transport, uniform and additional financial costs, as required.	£264	
Breakfast Club	50% of the cost to run our Breakfast Club. Providing children with a positive start to the school day and improving attendance.	£8,482	Provision for vulnerable children continues to be strong, especially those with emotional and behavioural needs. SPARKS sessions and the Lunchtime Quiet Area ensure that children with emotional and behavioural needs have the opportunity to discuss their feelings and are not put in situations which could cause issues to arise.
Speech and Language Therapy	Annual support from the Speech and Language Therapy for children who require it.	£1,615	Where appropriate, families who have required support to finance uniform or transportation have received this.  The school has invested in Speech and Language support which is proving to be a valuable asset for children

After school 'taxi club' adult.	Provision for staff to look after children who rely on a taxi to get to and from school.	£1,000
Attendance Tracker	Sol attendance tracker was purchased to more accurately measure and track attendance trends.	£500
Total		£38,480

who require this provision. Full details of the impact can be found with the SENCO.

Training and Pupil-Premium Leadership		
<b>Overview</b>		
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	Impact
Two days per term for DHT to gather and monitor impact of PPG.	£2,123	DHT continues to dedicate time to the tracking and monitoring of the PPG.
One week per term for Data Manager to process achievement data for Disadvantaged children.	£3,703	Data Manager provides all staff with detailed impact reports to show the achievement of disadvantaged children, allowing them to adjust their provision as necessary.
Target Literacy Reading Recovery Cost	£1,230	Reading Recovery Teacher has been well supported in her role.
Speech and Language ICAN training.	£450	Staff are better equipped to support children in the development of Speech and Language.
Total		£7,506

Achieving EXS+ 2017		School	National 2016	Summary
Reading	Disadvantaged	88%	52.4	Based on the National scores for 2016 (2017 not currently available), by the end of Key Stage 2, disadvantaged children leave school out-performing non-disadvantaged children Nationally in all subjects. This represents significant progress from their starting points in EYFS.
	Non-disadvantaged	93%	71.8	
Writing	Disadvantaged	92%	63.2	
	Non-disadvantaged	93%	78.7	
Maths	Disadvantaged	92%	56.7	
	Non-disadvantaged	90%	75.3	
SPAG	Disadvantaged	88%	60.2	
	Non-disadvantaged	93%	77.7	
RWM Combined	Disadvantaged	83%	38.4	
	Non-disadvantaged	90%	59.7	

£231,880

£ 242,769

Curriculum Enrichment		Barrier to Learning Code	Details	
Educational Workshops/ Performances	1,2,3,4,5,6,7,8,9,10,11,12,13		Inspirational workshops/visitors to school	£12659
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	£2750
School Trip Subsidies	1,2,3,4,5,6,7,8,9,10,11,12,13		Cost of full and part trip subsidies	£5992
Forest School Training	4,7,10,12,13		Training of one Forest School Leader	£995
Forest School Trip	4,7,10,12,13		Weekly sessions linked to BLP for one class per term.	£3720
Interventions		Barrier to Learning Code	Details	
Reading Recovery	1,2,3,4,5		Part Time Reading Recovery Teacher	£17670
Drama Coach x2 days per week	7,9,10		Actor employed 2 days per week	£12160
Additional Year 6 Support Staff	1,2,3,4,5,7,10,11		2 additional TA s in Year 6	£30394
Additional Year R Support Staff	1,2,3,4,5,7,9,10,12		2 additional Nursery Nurses in Year R	£45568
Additional Year 1 Support Staff	1,2,3,4,5,7,9,10,12		1 additional TA across Year 1	£11482
Additional Year 5 Support Staff	1,2,3,4,5,7,9,10,12		1 additional TA across Year 5	£14591
Speech and Language Support Staff	1,2,3,9,10		2 FT Speech and Language Assistants	£27937
Easter Booster Classes	10,13,8		2x teacher costs for 3 days of Easter	£1768
Beanstalk Reading	1,2,3,4,5,9,10,11		1:1 Adult Reading	£2354
Better Reading Partnerships	1,2,3,8,9,10,12		Wave 2 Reading Intervention	£1900
Specialist Reading Partnerships	1,2,3,8,9,10,12		Wave 2 Literacy Intervention	£200
Talking Partners	1,2,3,5,7,9,10,12		Intervention to develop confidence in speaking	£1000
1:1 for one CLA child	1, 3, 4, 5, 7, 10, 11		Afternoon support for one CLA child.	£3643
Well-being and attendance		Barrier to Learning Code	Details	
Family Support	7,8,10,11,12,13		Designated member of staff to support families	£21619
Project Salus	5,6,7,10,12,13		Behavioural and emotional support	£5000
Specific financial support	8,10,12,13		Uniform/ Transport/ Living cost support	£264
Breakfast Club	8,10,12,13		50% of cost of running Breakfast Club	£8482
Speech and Language Therapy	1,2,3,9,10		12 full day sessions of S and L Support	£1615
After School Taxi Support	4,5,6,7,10, 11, 12,13		Time for staff to supervise children before/ after taxi	£1000
Attendance Tracker	8, 10, 12, 13		Investment in attendance tracker for whole school	£500
Training and Monitoring		Barrier to Learning Code	Details	
Deputy Headteacher Tracking Time			Two days per term for DHT to monitor impact of PPG.	£2123
Data Manager Processing Time			One week per term for Data Manager to process achievement data for Disadvantaged children.	£3703
Target Literacy Reading Recovery			Support and monitoring of Reading Recovery	£1230
Speech and Language ICAN training	9, 10		Training for Support Staff in supporting S and L	£450

Breakdown of the needs of disadvantaged children 2016-17			
Barrier to Learning	Code	Number of PP children	% of PP children
SEN Register	1	23	13%
QB Register	2	38	22%
EHCP	3	2	1%
ADHD	4	14	8%
ASD	5	12	7%
ODD	6	1	0.6%
Behavioural Needs	7	17	10%
Parental Engagement	8	40	23%
Speech and Language	9	23	13%
Confidence	10	49	28%
CLA	11	2	1%
Home Issues	12	30	17%
Attendance	13	20	11%