

Queen Eleanor Primary Academy Annual Pupil Premium report – September 2020

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged students of all abilities and to close the gaps between them and their peers.

The impact and spending strategy for pupil premium funding is reviewed at every Academy Council/ Rapid Improvement Board meeting. The annual review is published on the academy's website in September each year.

The main barriers to achievement for disadvantaged pupils in this academy are:

- 1.) Barriers in early language development, including phonemic awareness and early experiences with reading
- 2.) Knowledge of vocabulary, sentence syntax for reading comprehension, reasoning and argumentation in a subject-specific way
- 3.) Length of time on FSM affecting academic achievement
- 4.) Access to opportunities beyond the school curriculum

Total pupil premium funding for current year: £82,045

Pupil premium expenditure plan 2020/21

Strategy	Cost	Success criteria	Effect of spending on pupil premium pupils
1.) Two additional phonics groups in Year 1 and two additional groups in Year 2 to improve phonics screening check outcomes	£3116	80% of Year 1 pupils working at expected standard in June 2021 90% of Year 2 pupils working at expected standard in June 2021	
3.) Third Space Learning to provide individualised maths tuition in Year 4	£2998	Maths progress gap between Year 4 disadvantaged pupils and other pupils is statistically insignificant by December 2020	



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3.) Small group tuition for two Year 6 groups in maths	£4000	90% of those pupils achieve 100+ scaled score in maths during live SATs.	
2.) Access to maths challenges for higher attaining pupils: Mathematical Assoc First Maths Challenge (Y3-4) Mathematical Assoc Primary Maths Challenge (Y5-6) Access to UKMT Primary resources	£150	Sustained proportion of disadvantaged pupils achieving at a higher standard Pupil voice shows pupils are enthusiastic about maths and show resilience in problem solving	
3.) TAs to provide small group tuition and same day intervention Overtime hours are included in this to provide TAs with enough time to plan and resource interventions with teachers.	£7000	Progress gap in reading and maths are statistically insignificant in each year group	
1.) Increase levels of oracy through specialist speech and language training and use of WellComm programme to screen and support	£790	Increased proportion of Reception pupils achieve ELG in Listening & Attention as well as Speaking	
3.) Insight Tracking software package purchased to facilitate data analysis of pupil needs	£890	Teachers report reduced workload preparing for data meetings DHT reports reduced workload preparing for data meetings During monitoring, teachers explain how data informs action rather than simply summarising data	



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1, 2, 3.) Purchase quality fiction and non-fiction to increase breadth of reading for pleasure choices.	£500	<p>Pupils can discuss which authors are their favourite, comparing and contrasting authorial style. Higher level vocabulary in texts expands pupils word knowledge. Pupils perform at national average on content domains 2a (explain the meaning of words in context); 2g (explain how meaning is enhanced through choice of words); and 2h (make comparisons within the text). Expanded word knowledge improves accuracy of spelling in KS2.</p> <p>Pupils use authorial elements learned in reading improves use of vocabulary and grammatical structures in writing genres.</p>	
1, 2, 3.) Professional reading provided for staff to develop knowledge of how pupils learn to read. Release time for staff to undertake professional development to improve teaching of reading.	£2000	Reading progress gap between disadvantaged pupils and other pupils is statistically insignificant.	
4.) Family support worker to liaise with families to ensure attendance is high and pupils are able to attend school	£9738	<p>Pupil attendance remains high</p> <p>Parenting support reduces number of behavioural incidents</p> <p>Parents report closer relationship with school, feeling more</p>	



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		comfortable to work with school support	
4.) Disadvantaged pupils provided with uniform when necessary	£500	Pupils take pride in their uniform Parent feedback reports that they have enough uniform items	
4.) Behaviour assistant to ensure pupils receive behavioural support they need to maximise learning	£14,240	Continuing low number of behavioural incidents	
4.) Free music tuition for all PP pupils to ensure PP pupils have equal access to a well-rounded education	£5500	All pupils take up music lessons Pupils who are continuing music lessons from 2019-20 show progress in accuracy of playing and breadth of pieces played independently	
4.) Breakfast club and after-school places to provide pupils with soft start to the day and opportunities to complete homework after school	£4500	High rates of homework completion Attendance and punctuality remains high Progress gap in reading and maths is statistically insignificant	



Pupil premium expenditure and impact 2019/20

Strategy	Cost	Success criteria	Effect of spending on pupil premium pupils
3.) Third Space Learning – additional maths tuition sessions for all disadvantaged pupils in KS2.	£8955	Narrowing of achievement gaps between disadvantaged pupils and their peers in maths.	9 out of 12 Year 6 pupils taking part passed mock SATs in maths. 2 other scored 99 scaled score. Final pupil improved scaled score.
4.) PASS survey to assess pupils' well-being and attitudes to learning	£260	Interventions are targeted at barriers to learning	Impact of identifying barriers from PASS survey will wait until progress data from 2020-21 is available to be analysed.
3.) 1:1 tuition for identified pupils in Spring and Summer terms	£5000	Closing achievement gap in reading and maths between disadvantaged pupils and other pupils in school.	Unable to complete due to Covid. No data available for Summer term as exit data.
2.) Creative writing and reading workshops with authors, across the school, targeting underachieving disadvantaged writers	£4000	An increased proportion of disadvantaged pupils achieving both expected standard and greater depth in reading and writing.	Author days across the school gave pupils broader access to high quality literature. Unable to assess impact on data because no summer term assessment results.
4.) Free breakfast club places offered to disadvantaged pupils	£3500	Improved punctuality and attendance amongst disadvantaged pupils.	Approximately 30% of attendees at breakfast club are disadvantaged. This is in proportion to school population.
4.) After-school clubs made available to disadvantaged pupils free of charge.	£1500	High proportion of disadvantaged pupils attending after-school clubs.	After-school club data unable to be collected due to Covid. Will be re-evaluated in 2020-21.
4.) After-school provision for Homework Club available to pupils at subsidised rate.	£2500	Increase in homework being complete by disadvantaged pupils.	High rates of homework completion resulted in high mock SATs results.
4.) Behaviour support assistant employed to support identified pupils receiving social and behavioural support.	£14,240	Continued low numbers of behaviour incidents involving disadvantaged pupils. As a result, disadvantaged pupils	Very low numbers of behaviour incidents continue across the school.



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4.) Resources and incentives for pupils receiving social and behavioural support.	£350	make better progress than in previous year.	
4.) Family link worker employed to develop relationships with parents and support with parenting at home.	£9738	Increased parental engagement leads to improved attendance, behaviour and academic achievement.	Family link worker supported parents through 1-2-3 Magic parenting programme. Delivered food parcels to families through Food Aid Far Cotton during lockdown. Disadvantaged pupil engagement with remote learning was high because FLW distributed devices to disadvantaged pupils who needed devices.
4.) Subsidise cost of school uniform for disadvantaged pupils.	£500	Very high proportion of pupils in correct uniform.	All pupils in school uniform, all pupils look the part of belonging to QEP community.
4.) Music tuition offered to all disadvantaged pupils free of charge.	£5500	High number of disadvantaged pupils take up or continue learning a musical instrument.	Vast majority of pupils learning an instrument are continuing to learn the same instrument in 2020-21 to further develop musical skills.
3.) Enrichment activities to ensure all disadvantaged pupils experience a broad and engaging curriculum.	£10,000	No disadvantaged pupils miss out on educational enrichment opportunities.	Programme of enrichment activities was made accessible. Full programme not completed due to Covid.
3.) Summer camp places subsidised for Y3, 4, 5 pupils.	£4000	Pre-teaching of key skills in core subjects after the summer holiday	Camp did not take place due to Covid. Funds held for 2020-21 pupil premium plan.
4.) Assertive Mentoring programme purchased to support identified pupils	£850	Increased level of engagement with learning, resulting in improved progress.	Anecdotal evidence suggests scheme had some impact on attitudes to learning.
3.) Maths workshops and events for disadvantaged pupils	£2250	Raised levels of enthusiasm for maths, particularly the more able feeling challenged.	Mock SATs results show Year 6 pupils were on track to achieve above national average attainment.
4.) Inspire Programme – inspirational visitors and events targeted around interests and needs of disadvantaged pupils	£6500	Raised levels of aspiration amongst disadvantaged pupils, particularly the more able.	Pupils show a strong work ethic in lessons and seek challenges.



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4.) IQM Excel programme	£2000	Pupils taking greater pride in their work, better able to discuss their progress and attainment.	Pupils and parents reported positively about Excel Portfolios at December parent-teacher consultations.
Funds set aside for further initiatives identified by pupil premium lead throughout the year.	£5377	Success criteria will be determined by area of need identified.	Well-being project commenced January 2020, targeting social-emotional needs of disadvantaged pupils across the school. Impact will be evaluated by end of Spring 2021 when project is due to finish.
Additional provision for Looked After Child	£2300	See LAC report	Impact evaluated in LAC report.