

Queensbridge Primary School
Pupil Premium Strategy 2019 – 2020

Summary: In school barriers		
Barrier	Desired outcome with key objectives	Success Criteria
<p>Literacy skills– upon entry into Reception and Year 1 –language, reading and oracy skills for most PP children are lower than non PP children.</p> <p>This limits the development of comprehension and writing skills</p>	<ul style="list-style-type: none"> • To improve Language and Literacy skills including oracy • Children that are not the most confident in writing have the resilience and motivation to put pen to paper and to verbalise what they want to say initially 	<ul style="list-style-type: none"> ➤ Reading comprehension in line with age related expectations ➤ Maths outcomes in line with age related expectations ➤ PP children can access the curriculum and participate in class discussions ➤ Effective Launchpad provision embedded ➤ Forest school enhances oracy EYFS pp
	<p>Literacy 1: Teachers adopting the Chris Quigley didactic approach to teaching vocabulary- Tier 2 and Tier 3 words taught explicitly and drip-fed through the curriculum to close PPI gap. This is in line with the new EIF framework that states: “over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.”</p>	<ul style="list-style-type: none"> ➤ PDS- link with science, reading and history ➤ Lesson planning ➤ Phase meetings ➤ Book looks ➤ Pupil Voice ➤ Teacher questionnaire
	<p>Literacy 2: Research based initiatives based on Neil Mercer (Cambridge University) to develop talk strategies. Teacher subject knowledge and plugging gaps</p>	<ul style="list-style-type: none"> ➤ Talk Charter ➤ IRIS Connect to develop and try grouping
	<p>Literacy 3: Teachers adopt new working wall display- PP children see success criteria which is built as learning progresses. It is revisited and reviewed with explicit vocabulary links.</p>	<ul style="list-style-type: none"> ➤ Learning walks ➤ Pupil Voice ➤ Triangulation ➤ Badges ➤ New handwriting scheme- Magic Inc from Jan 2020

	<p>Literacy 4: Children in Y1-6 to write in their 'Best Books' on a fortnightly basis- for children to show off their edited writing/take pride in a finished piece of writing. (Inclusion triangulation, pupil voice and greater depths for PP)</p>	<ul style="list-style-type: none"> ➤ Teachers teach once fortnightly ➤ Best books on display in class ➤ Pupil Voice
Fewer children across the school achieve Greater Depth	To increase percentage of PP children working at greater depth	<ul style="list-style-type: none"> ➤ End of term and year data shows increase in numbers of PP children attaining GD ➤ Raised self-esteem/ confidence
Access to enrichment opportunities	To ensure a wide range of opportunities in music and the arts for PP chn	<ul style="list-style-type: none"> ➤ A growing number of PP children receive musical tuition ➤ A growing number of children have access to the choirs and orchestra ➤ 1:1 and small groups
Emotional Wellbeing	To increase levels of engagement with learning Increased confidence, resilience and self-esteem causes improvement in learning outcomes overall	<ul style="list-style-type: none"> ➤ Monitor and log learning mentor sessions ➤ Target specific needs of children ➤ Place 2 Be ➤ SEMH groups with LM

Planned expenditure 2019 - 2020					
Desired outcome	Approach	Evidence base	Actions	Staff Lead	Review Date
Improved academic outcomes for PP children across Key Stages in core areas	<ul style="list-style-type: none"> • DSR (R and 1) • Phonics interventions (1) • EMA (2-6) • Catch Up Maths (2-6) • Targeted PP groups in EYFS (FS) • Launchpad (FS) • Beanstalk readers (3-6) • RAG reading project (3-6) • After school boosters (6) • Reading Comprehension tutorials (6) • Maths booster (2/6) • Forest School (FS/1 currently) • Launchpad 	<ul style="list-style-type: none"> • PP reviews show these targeted interventions have a high impact on learning outcomes • See Pupil Premium Review 2017 - 2018 	<ul style="list-style-type: none"> ➤ Named staff to oversee interventions ➤ Monitor targeted chn termly ➤ Visit Comet Nursery – Impact of Forest School in EYFS 	<ul style="list-style-type: none"> ➤ KD ➤ Phase Leaders ➤ Teaching Staff ➤ Reading Recovery Specialists ➤ ESOL/EMA teacher ➤ Forest School trainees (busy outdoors- EYFS lead) 	February 2020
Total Cost: £141,088					
More children across the school achieve Greater Depth	<ul style="list-style-type: none"> • Growth Mindset • After School Booster for targeted children • Soft Start as of 1/9/19 for Y6 • Targeted Y2 intervention 	<ul style="list-style-type: none"> • Research from EEF to support PP chn • Small group target for PP chn • 2019 Data Success closing the gap particularly in maths • KS2 Reading-vocab/cross-curricular PP enhancement 	<ul style="list-style-type: none"> ➤ Research and training on Growth Mindset ➤ Embed Growth Mindset ➤ Monitor progress of booster chn 	<ul style="list-style-type: none"> ➤ KD ➤ Phase leaders ➤ Y6 teachers ➤ Y2 teachers ➤ Reading lead AB 	March 2020
Improved access to enrichment	<ul style="list-style-type: none"> • Access to school journey for PP chn • Family workshops 	<ul style="list-style-type: none"> • Research demonstrates a link between the arts and wellbeing- impact 	<ul style="list-style-type: none"> ➤ Named staff to oversee interventions ➤ Monitor targeted chn 	<ul style="list-style-type: none"> ➤ KD ➤ Music specialists MW/Osnat 	Dec 2019

opportunities	<ul style="list-style-type: none"> • Music show specialist • Music lessons • Shows and visitors • Extended music opps- choir and orchestra • ASFC places • Early Years Opera • Clubs targeted- PP 1st choice 	on learning outcomes	<ul style="list-style-type: none"> ➤ termly ➤ Gather assessment data from music service to measure progress ➤ Parent feedback 		
Improved emotional Wellbeing	<ul style="list-style-type: none"> • Learning Mentor sessions (group and 1-1) • Place2Be • Motor skills • Team building • 1-1 active sessions • Wellbeing/mindfulness group • Arsenal Hub trips • Play Centre places • Attendance and punctuality monitoring 	<ul style="list-style-type: none"> • Strong link between Mental Health/Wellbeing and attainment • Settled classes and improved behavior • WAMHs project Feb 2020 (PP targeted/SEND SEMH crossover) 	<ul style="list-style-type: none"> ➤ Monitor LM sessions- on a needs basis ➤ LM feedback to teachers ➤ Monitor children for Wellbeing group ➤ Target PPI children for Teambuilding/Active sessions ➤ Work with SENCo to target children for Place2Be Sept 2019 	<ul style="list-style-type: none"> ➤ KD ➤ Sports coach ➤ Learning Mentors ➤ Play Centre staff ➤ Attendance Officer ➤ HT ➤ Restructure LM into phases 	March 2020
Total Cost: £81,920					

141,088
81,920+
£223,008

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