

Pupil premium strategy statement

School overview

Metric	Data
School name	Indian Queens Primary School
Pupils in school	392
Proportion of disadvantaged pupils	28%
Pupil premium allocation this academic year	£146,260
Academic year or years covered by statement	2020-2022
Publish date	01 October 2020
Review date	01 October 2021
Statement authorised by	Sue Roberts
Pupil premium lead	Tamsin Harris
Governor lead	Aspire Academy Trust Hub Council

Disadvantaged pupil progress scores for last academic year

(Due to Covid, statutory assessments did not take place in Summer 2020)

Measure	Score
Reading	-2.87
Writing	-0.34
Maths	-2.84

Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	41%
Achieving high standard at KS2	6%

Strategy aims for disadvantaged pupils

Measure	Activity
Rapidly improve the quality of teaching so that all groups of pupils make good progress in mathematics	Maths lead to provide training for all staff on return to school to recognise gaps in children's knowledge after school closure. Based on 'catch up materials' provided by government. CPD sessions for teaching staff focused on the teaching of mathematics and how to achieve rapid

	<p>progress. Staff to analyse books across the key stage to look for progression of knowledge and skills.</p> <p>Maths lead provided with release time out of the classroom to observe other class teachers and provide support and guidance. Maths lead also to lead training for all class based support staff to improve knowledge and skills of maths mastery.</p>
<p>Ensure all staff have received adequate training to deliver phonics teaching effectively. Continue to implement new phonics scheme to ensure fidelity across classes and improve early reading skills</p>	<p>All teaching staff provided with training in the teaching of phonics, with lessons following the same pattern in all year groups to ensure continuity and progression.</p> <p>Purchase of new reading scheme books to ensure that all children are reading exciting and interesting books that are closely linked to the phonic sounds that have been taught, improving early reading skills.</p> <p>Focus on phonics intervention in Years 1 and 2 to ensure that there are no gaps in phonic knowledge and understanding due to Covid school closures. Revision of phonic sounds already taught to ensure gaps are covered.</p>
<p>Barriers to learning these priorities address</p>	<p>The attainment and progress gaps between PP and non-PP are still evident and non-PP pupils achieved a higher progress score in 2019.</p> <p>School closure in 2020 has led to a gap in the teaching of skills for all pupils.</p>
<p>Projected spending</p>	<p>£65,000</p>

Teaching priorities for current academic year

Aim	Target	Target date
<p>Progress in Reading</p>	<p>Improve progress score in KS2 Reading (from 2019 score of -2.9)</p> <p>To target the lowest 20% of readers in each class to ensure the attainment gap is closed and misconceptions are addressed. Focus on the understanding and comprehension of text.</p>	<p>Sept 21</p>
<p>Progress in Writing</p>	<p>Achieve national average progress score in KS2 Writing (0)</p> <p>To close the writing gap by using accurate initial assessments of pupils' needs to implement high-quality structured interventions to a) help</p>	<p>Sept 21</p>

	pupils who are struggling with the writing process b) extend and challenge pupils that are working at and above the expected level.	
Progress in Mathematics	<p>Improve progress score in KS2 Mathematics (from 2019 score of -2.8)</p> <p>Identify skills gaps in children's mathematical understanding and plan interventions to close these gaps, especially those children who were working at the expected level in Spring 2020.</p>	Sept 21
Phonics	<p>Achieve and maintain national average expected standard in PSC</p> <p>Pupils to close the attainment gap and accelerate progress in early reading / phonics as a result of 2020 school closure.</p>	Sept 21
Other	Improve attendance of disadvantaged pupils to 95%	Sept 21

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
<p>Provide catch-up sessions (and pre-teaching sessions) in mathematics, as this is an area which has, in recent years, been identified as an area of weakness throughout the school.</p> <p>(Quality first intervention)</p>	<p>Maths lead to provide CPD to support teachers in understanding the gaps in knowledge and understanding in mathematics caused by school closure. Staff to use government guidance to plan teaching to address this.</p> <p>Teachers to analyse data for the children in their class to plan intervention for identified children that supports understanding of fundamental mathematical concepts, including pre-teaching before introducing new concepts.</p>
<p>Provide additional opportunities for 1:1 reading for identified children to support their comprehension and understanding of text.</p>	<p>All PP children to read individually in school 3 times a week with a focus on promoting higher level reading skills. Staff to concentrate on understanding and comprehension, using VIPERS to develop deeper understanding of text. Staff to closely monitor choice of reading material to ensure correct level of challenge.</p>
<p>Intervention sessions for KS2 children to increase the</p>	<p>Staff in upper KS2 to identify those children with the potential to reach GDS by the end of KS2. These</p>

number of children reaching GDS by the end of KS2.	children to receive additional teacher led sessions in reading, writing and maths to develop their higher level skills.
Barriers to learning these priorities address	PP pupils did not make the same level of accelerated progress in 2019/20 as non-PP pupils. Pupil independence & autonomy. Pupils' skills in metacognition and independent learning need to be enhanced across the school.
Projected spending	£40,000

Wider strategies for current academic year

Measure	Activity
PP children in KS2 to be targeted with additional support in the classroom, both academically and emotionally.	Staff training in TiS approach to allow all children, and specifically those with SEMH needs, the opportunity to access the learning. Additional support staff in KS2 with a specific focus on supporting identified pupils both academically and emotionally. A member of support staff will not be class based to allow for art intervention in small groups for those children identified as requiring it.
Work with Academy Trust Education Welfare Officer to support high risk families to improve attendance levels.	Clear protocol set out and shared with parents that monitors attendance of all pupils and tracks those children at risk of persistent absence. Support given through communication and regular meetings to support parents and increase attendance. Rewards and incentives for identified children to recognise improved attendance.
Increase attendance, reduce lateness and improve readiness to learn for a group of identified children	Invitations given to a group of children to introduce a 'Breakfast Club' that occurs before the school day starts. Children will be provided with breakfast and given the opportunity to talk to and share their thoughts and ideas with a member of staff. Increase the opportunity for children to interact with an adult in a calm and organised environment so that they are ready for the start of the school day.
Barriers to learning these priorities address	The overall attendance % for our PP and disadvantaged pupils is lower than other key pupil groups. Lower attendance for identified PP pupils has led to less progress and lower attainment.
Projected spending	£45,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring high quality teaching and learning in all year groups through the training of staff	CPD for all staff in INSET days and ongoing training. Specific targeted TA training led by maths and English leads
Targeted support	Ensuring enough time for groups to be supported in additional activities to reinforce learning	Classes to have full time TA support to allow cover for small group work across the school
Wider strategies	Parental engagement and persistent absenteeism for families facing the most challenges	Working closely with Academy Trust EWO on reducing persistent absentee levels

Review: last year's aims and outcomes

Aim	Outcome
Disadvantaged children in EYFS to reach national average for GLD.	Steady improvement in number of disadvantaged children reaching GLD. Not yet achieved but on track towards aim.
Progress in reading and writing	Small group sessions with pre-teaching to introduce and reinforce the vocabulary required for that week's learning.
Other (Attendance/extra curricular opportunities)	Not met target in improving attendance (predominantly due to Covid lockdown). Continue to work with Aspire Academy Trust EWO to address this issue. Introduction of incentives to promote good attendance. Increased numbers of children taking part in extra curricular clubs (particular rise in number of children taking part in sports based activities).