

Pupil Premium Statement 2019/20

Allocation and Budget

Pupil Premium funding is used in school to raise the achievement of students from low income families who are currently eligible for free school meals (FSM), or have been at any time in the past six years. It is also used to support looked after children (LAC) and those with parents in the armed forces. Pupil Premium funding is paid at a rate of £935 per child. In addition, we receive Pupil Premium funding for pupils who have been adopted out of care (Post LAC) at a rate of £2,300 per child.

Pupil Premium Allocation 2019/20		
	No. Eligible Pupils	Allocation (£)
Deprivation Pupil Premium	315	935
LAC	15	£500 per pupil per term with £800 per pupil in reserve
Post LAC Pupil Premium	2	4600
Total		£305,203

** Numbers of pupils and total budget may not match as the pupil numbers are for the academic year 2019/20 and the budget is for the financial year 2019/20 **

Pupil Premium Student Profile 2019/20		
Year	PP	LAC/Post LAC
7 (178 Pupils)	56(31%)	4
8 (173 Pupils)	53(31%)	3
9 (174 Pupils)	61(35%)	4
10 (173 Pupils)	71(41%)	3
11 (166 Pupils)	74(45%)	3
Total 864	315(36%)	17

Effective use of Pupil Premium Funding

Source/Publication	Findings
Sutton Trust- Education Endowment Foundation (EEF) Teaching and Learning Toolkit	<p>The Sutton trust, in partnership with the EEF, have developed a teaching and learning toolkit since 2011. This document is based on extensive research and highlights the potential impact of a range of strategies to use Pupil Premium funding effectively. It measures this potential success in months of progression as a result of each strategy.</p> <p>We have analysed the findings and highlighted a range of strategies that have the potential to directly impact the barriers to learning highlighted above. The most successful strategies highlighted by the toolkit are high quality feedback and Meta-cognition and self-regulation (learning to learn) each of which have the potential to provide +8 months of progress to students. Beyond these strategies the evidence provided also suggest that quality homework, collaborative learning, one to one tuition and oral language interventions all have the potential to provide +5 months of progress. As a result our Pupil Premium and teaching and Learning strategies will focus on implementing such strategies for the benefit of all students.</p>
The EEF 'Guide to Pupil Premium' 2019	<p>This document was published in order to provide advice on how to create a pupil premium strategy and to contest common myths around the use of the pupil premium. It is clear in its advice that improving the quality of teaching will positively impact the outcomes for disadvantage pupils as well as other groups of pupils. It therefore advises that a focus on teaching is a powerful use of the pupil premium.</p>
Ofsted 'The Pupil Premium – How schools are spending the funding successfully to maximize achievement' 2012	<p>This paper highlights the fact that where schools targeted the funding well they tracked data intelligently and took account of the whole student. This was evident where a long term approach was adopted and 'quick wins' to close the achievement gap were not the priority. Rather the gap was addressed well before the end of a Key stage. It also highlighted a range of barriers to be considered including home learning, attendance and family circumstances. These principles will be taken forward in our proposed strategies to develop such a long term outlook at Queensbridge.</p>
Raising Achievement For Disadvantaged Young People. (RADY)	<p>RADY is a concept that was first used in the Wirral. The principle is that PP students are already under achieving (on average) by the time they reach KS£. Therefore. In order to reduce any attainment and progress difference between PP and non PP students, schools must have higher expectations of PP students and support the in reaching these expectations. This requires great teaching and learning for all but also that teachers overtly support PP students first and deliberately. This concept is called 'Deliberate Practice'. It is only by doing this, that students will develop the skills over time, to engage with their own learning.</p>

Current attainment			
	Pupils eligible for PP (Queensbridge)	Pupils not eligible for PP (Queensbridge)	(National Average)
Progress 8 score average	+0.14	+0.54	TBC
Attainment 8 score average	4.13	5.75	TBC
Barriers to future attainment (for pupils eligible for PP)			
In-school barriers			
A.	Low levels of literacy and numeracy		
B.	Reduced engagement with school and learning		
C.	Lack of aspiration		
External barriers			
D.	Attendance and punctuality.		
Desired outcomes <i>(desired outcomes and how they will be measured)</i>		Success criteria	
A.	Secure better than expected progress for all pupils	-Reduced attendance gap between disadvantaged and non-disadvantaged pupils. -Improved attitude to learning scores for disadvantaged pupils. -Reduce the progress gap between disadvantaged and non-disadvantaged students. -Increase the attainment of disadvantaged students.	
B.	Narrow the attainment gap at both key stages in respect of pupil premium and SEND		
C.	Raise achievement and remove barriers to learning for all pupils.		

Planned expenditure					
Academic year		2018-19			
The three headings below demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence/ rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A,B,C	Curriculum review	The EEF states that a focus on quality teaching will improve outcomes for pupil premium pupils. Therefore, we continue to develop a rigorously planned curriculum that engages and	Regular SEF activities will take place in order to take into account the Intent, implementation and impact of curriculum across school. Q&A documentation will explicitly focus on the 'HITs' while comparing the impact on PP and non PP pupils.	ECL/ ALE	-Every 9 week cycle
A,B	High impact teaching strategies (HITs)	The EEF states that feedback, when carried out effectively, is one of the most important tools when closing the performance gap.			-At the end of every 9 week cycle -During SEF weeks

<p>A,B,C</p>	<p><i>Deliberate Practice</i></p>	<p><i>We believe</i> that the RADY concept is a long term strategy that will engage students in learning and prevent them from 'disappearing' in the classroom. By deliberately focusing on PP students, teachers are actively supporting their progress.</p>	<p>Teachers will undergo regular CPD to develop strategies that will support deliberate practice in the classroom. Staff have been provided with planners to keep seating plans and class data to support the targeting of focus pupils. Raising achievement meetings will take place at the end of every assessment cycle in order to support departments in accurately evaluating data in order to highlight the most in need students. PP students will be provided with aspirational targets to challenge pupils as well as highlight underachievement earlier.</p>	<p>JAS/ ECL/ ALE</p>	<p>-Ongoing</p>
<p style="text-align: right;">Total budgeted cost</p>					<p style="text-align: right;">£100, 201</p>

ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B	Numeracy	The Sutton trust suggests that collaborative learning, one to one tuition and language interventions all have the potential to provide +5 months of progress.	Provide a programme of intense tutoring for pupils who have fallen behind in Mathematics. This will take place in small focused groups based on cycle data analysis and reading age data across KS3 and KS4. In Year 11 maths support staff will also use this time to mentor students, increasing engagement and motivation in the subject.	HGR	-Every 9 week cycle

B	<i>Literacy Curriculum</i>	The Sutton trust suggests that collaborative learning, one to one tuition and language interventions all have the potential to provide +5 months of progress.	Targeted students in year 7 and 8 will receive an extra allocation of literacy teaching. This will bring their allocation of specialist literacy teaching to 10 hours each week. These students will be targeted based on cycle data in English and their scale score data in year 7.	ECL	-Every 9 week cycle
B	<i>Wider School Provision</i>	Ofsted 'The Pupil Premium – How schools are spending the funding successfully to maximize achievement' 2012 suggests that the whole student should be taken in to account and that underachievement is not based on a lack of academic ability. Therefore it will be important to support students in all aspects of their school life.	Provision of resources will be provided for PP students as required in order to facilitate study. A Pupil Premium fund will also be provided so that all staff across the school community can bid for an intervention or resource that will have a positive academic or social impact on pupil premium pupils. Bid forms will require staff/departments to specify impact measures which will need to be agreed with senior staff in order for funds to be released.	MBA/ SWA	-Ongoing
Total budgeted cost					£100, 201

iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
B,C	<i>At Least Proportional Representation</i>	<i>We believe</i> that pupil premium students often miss out and are underrepresented in many aspect of school life. By overtly targeting them in everything we do as a school, we are able to try and prevent this from happening.	We will endeavour to achieve at least proportional representation of pupil premium pupils in everything we do whether it be curriculum support, pathways support, attendance strategies, residential experiences or wider learning clubs and groups.	SLT	-Ongoing

C	Targeted Attendance Strategies	Ofsted 'The Pupil Premium – How schools are spending the funding successfully to maximize achievement' 2012 suggests that attendance can play a major part in achievement and this should be addressed as early as possible.	A range of specific interventions for individual pupils to increase overall attendance and reduce persistent absence will be employed. These need to be bespoke to specific groups to provide a potential for success. Non-teaching Heads of Years and an attendance officer will enable an in depth approach to this area of school.	DSP /MBA	-Every 9 week cycle
C	Emotional and social support	Ofsted 'The Pupil Premium – How schools are spending the funding successfully to maximize achievement' 2012 suggests that the whole student should be taken in to account. We feel that if the emotional and social needs of learners are not met, they will not be in a position to focus on learning.	A member of the pastoral team will be assigned the specific role of supporting in need students and providing a bridge between school and home. This will be designed to support students in all aspects of school including academic progress but also attendance and social needs.	KSQ	-At the end of every 9 week cycle
C	Physical Well bing	Ofsted 'The Pupil Premium	We have a school Nurse who	KSQ	-At the end of every 9

		<p>– How schools are spending the funding successfully to maximize achievement’ 2012 suggests that the whole student should be taken in to account. We feel that if the emotional and social needs of learners are not met, they will not be in a position to focus on learning.</p>	<p>will offer medical support for pupils. This is designed to support the attendance of the least resilient pupils by keeping them in school. Where pupils physical health is in question, the nurse can offer support and advice to families as well as supporting with referrals to other external medical resources.</p>		<p>week cycle</p>
A,B,C	Contingency	<p>We believe that opportunities will arise throughout the academic year and we must be prepared to use these to support the progress of our students.</p>	<p>This will be used as and when opportunities arise across school and beyond to support our pupil premium students. This could be for curriculum support, pastoral guidance or wider learning opportunities.</p>	MBA	<p>-At the end of every 9 week cycle</p>
B,C	Queensbridge 7 in 7	<p>Ofsted ‘The Pupil Premium – How schools are spending the funding successfully to maximize achievement’ 2012 suggests that the whole student should be taken in to account and so wider learning is a fundamental</p>	<p>Targeted students will be provided the opportunity to build their wider understanding of their community and local culture by being provided with 7 opportunities in year 7. They include;</p> <ol style="list-style-type: none"> 1. A book pack 	PAC	<p>-At the end of every 9 week cycle</p>

		part of making progress.	<ol style="list-style-type: none"> 2. A trip to the Library 3. A trip to the countryside 4. Lunch in a restaurant 5. A trip to an arts event 6. A residential experience 7. A trip to parliament 		
B,C	Elevate seminars	The Sutton Trust suggest that some of the most successful strategies support Meta-cognition and self-regulation (learning to learn) support.	<p>Throughout years 9, 10 and 11. Pupils will be supported with Elevate seminars. These will cover the following areas of learning;</p> <ul style="list-style-type: none"> -Study Skills Kick start -Junior Time management -Study Sensei -Student Elevation -Memory Mnemonics -Ace your exams <p>These sessions are designed to elevate pupil's expectations of themselves and provided the skills they need to engage with the work they do in lesson and at home.</p>		
Total budgeted cost					£100, 201

iii) LAC and Post LAC funding					
C	TLR Holder	<p>Ofsted 'The Pupil Premium – How schools are spending the funding successfully to maximize achievement' 2012</p> <p>suggests that the whole student should be taken in to account and that underachievement is not based on a lack of academic ability</p>	<p>Appointment of a TLR holder with responsibility for raising achievement, well-being and engagement of LAC and Post LAC students. This member of staff will hold responsibility for the implementation of bespoke plans in order to support the progress of each pupil that qualifies for this support. They will link closely with carers and outside agencies as well as making sure that this funding is spent in an appropriate manor on a case by case basis.</p>	KSQ	-Every 9 week cycle
Total budgeted cost					£27 100

The next Pupil Premium strategy review will take place in **September 2020**