

EYFS, KS1 & KS2 Pupil Premium Strategy Document 2016 - 2017

Summary Information					
School	Queen Elizabeth's Grammar School, Infant School & Junior School			Document created by: Head of Infant School – Mrs Southworth Head of Junior School – Mrs O'Donoghue September 2016	
Academic Year	April 2016- April 2017	Total PP budget	£159 720	Date of most recent PP Review	Sept 2016
Total number of pupils	280	Monies received for PP children Number of pupils eligible for PP	123	Date for next internal review of this strategy	June 2017
EYFS Attainment (Academic Year 2016 – 2017)					
		Pupils eligible for PP: 1 & PP+: 0		Pupils not eligible for PP: 39	
% met or achieved Early Learning Goals					
KS1 Attainment: Year 2 (Academic Year 2016 – 2017)					
		Pupils eligible for PP: 2 & PP+: 0		Pupils not eligible for PP: 38	
% met or achieved greater depth in reading, writing & mathematics					
% met or achieved greater depth in reading					

% met or achieved greater depth in writing		
% met or achieved greater depth in mathematics		
KS2 Attainment: Year 6 (Academic Year 2016 – 2017)		
	Pupils eligible for PP: 3 & PP+: 0	Pupils not eligible for PP: 37
% met or achieved greater depth in reading, writing & mathematics		
% met or achieved greater depth in reading		
% met or achieved greater depth in writing		
% met or achieved greater depth in mathematics		

Barriers to future attainment (for pupils eligible for PP)

In-school barriers

Identified disadvantaged – Junior School: 5 PP, 1 PP + (LAC/ Adopted). Infant School: 4 PP, 2 PP + (SEND) - this impacts on those pupils accessing the curriculum in line with age-related expectations.

Phonics – Impact of PP monies spent 2015 – 2016 have seen an increase of 30% in the Year 1 pupils achieving a pass in Phonics Screening Test June 2016. This has risen from 65% to 95%. Further consideration, however, of phonics is necessary to ensure consistency of early effective phonics teaching and early intervention. Continuation of Fast Track Phonics and additional targeted phonics sessions will be required for 2016 - 2017. This year's current Year 1 have a higher level of EAL (over 10% more pupils); two of the EAL pupils are SEND. This impacts on their ability to access reading materials & formulate appropriate written work in line with age-related expectations.

Infant and Junior School Reading Provision/ Pupil progress/ Boys - Continued provision from last academic year to enhance reading materials for Year 2 to Year 6 pupils. This impacts upon reading for pleasure, understanding and access to a variety of genres.

Infant and Junior School Writing – Due to new government guidelines with regards to KS1 and KS2 assessment and training provided by LA being later on in the academic year. The accuracy of teacher assessment – due to a lack of training 2015 – 2016 - of writing was not in line with national requirements.

Low level disruption – Low level disruption from a minority of pupils has improved from 2015 – 2016. This information is collated in Junior School Detention documentation and Infant Pupil Information Folders and Behaviour Logs. Introduction of Primary Values and Behaviour across Infant and Junior School.

Additional Specific Resources – this enables pupils to access elements of the curriculum in line with their peers.

External barriers

Parental involvement building on the engagement from 2015 - 2016 - this impacts on parents being able to support their child with their learning.

In-house community cohesion of QEGS families – develop parental engagement & pupil friendships within/ outside of school.

Planned Expenditure	
Academic Year	2016 - 2017
The content below enables the Infant and Junior School to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.	

In-school barriers					
Chosen action / approach and costs	Desired Impact	Measurable impact	Cost	Staff lead	Review dates
<p>Identified Disadvantaged - To raise attainment in Key Stage 1 & 2 in all subjects for pupils eligible for these pupils.</p> <p>Use of Teaching Assistants within classroom lessons and to undertake work with small groups and individuals.</p>	<p>All identified pupils to make progress in line/ or above age-related expectations.</p> <p>SEND statemented children to make some measurable progress.</p> <p>TAs to be used effectively throughout Infants and Juniors to support pupils.</p>	See PP Record Spreadsheet with Impact re progress & individual tailored support.	£108 987	Mrs Deacon & Mr Clare. Mrs Southworth & Mrs O'Donoghue. Mrs Gammon - data. Mr Corns.	October 2016 February 2017 April 2017 June 2017
<p>Infant and Junior School Reading Provision/ Pupil progress/ Boys - Infant and Junior School Reading Provision – improved resources with regards to reading materials in Infant and Junior Libraries. To continue the collection of accurate and measurable data with regards to reading ages, progress and to provide targeted</p>	Continued and developed use of AR from Years 2 – 6.	All pupils receive accurate reading age, make progress and necessary interventions are quickly highlighted and implemented.		Miss Trafford, Junior TAs: Mrs Robertson and Miss Iqbal.	June 2017

Mrs Southworth & Mrs O'Donoghue
Academic Year 2016 – 2017

Pupil Premium Monies: April 2016 - 2017

<p>methods of intervention. A continued focus on High Attainers & the motivation – in turn progress – of boys.</p>	<p>Additional books from Junior School library catalogued to match colours/ points on AR scale. Increased variety of reading materials to engage all with a focus on boys, for example graphic novels.</p>	<p>Positive feedback through pupil voice in Infants and Juniors. Due to renovation of Library there has been limited access to some materials.</p>	<p>Aquila, National Geographic and First News annual subscription: £124</p>		
<p>Annual subscription of Accelerated Reader programme Year 2 – Year 6.</p>	<p>Continue accurate assessment of reading age for all pupils.</p>	<p>All pupils receive accurate reading age, make progress and necessary interventions are quickly highlighted and implemented.</p>	<p>Accelerated Reader Annual Subscription: £994</p>	<p>Miss Trafford</p>	
<p>Training for Year 2 English Subject Leader (Infant School).</p>	<p>Miss Byrne trained by Miss Trafford in initial setup of AR in Year 2.</p>	<p>Small number of AAT (Advanced, Able and Talented pupils) Year 2 pupils accessing AR.</p>		<p>Miss Trafford & Miss Byrne. Mrs Courtney & Mr Whall. Miss Singleton.</p>	
<p>Infant and Junior School Writing – Infant and Junior School Writing – External training (KS2) from Blackburn with Darwen English Writing Moderator. Ms K Taylor liaised with Miss Trafford (Thursday, 1st September) to ensure new planning and teacher assessment of writing in-line with Local Authority/ national. Miss Trafford cascaded training in-house to staff Friday, 2nd September.</p>	<p>Improved opportunities for extended writing across the curriculum. Improved knowledge for all teachers re English Writing. Changes to teaching timetable – Form Teachers to teach their own Humanities and Science- leading to greater opportunities for extended</p>	<p>Book scrutinies, lesson observations and data collection analysis. Improvement in number of extended pieces of writing and pupils' attainment/ progress of writing. Increase number of writing opportunities in planning.</p>	<p>Kirsty Taylor</p>	<p>Miss Trafford. Mrs O'Donoghue</p>	<p>November 2016. February 2017. June 2017.</p>

<p>Training Year 6 staff with teacher assessment of writing. Lancashire County Council: 'Year 6 Teachers: Making and Moderating Judgements Against the Interim Teacher Assessment Descriptors (Writing) 2017'</p>	<p>writing and links across the curriculum immersing children within topics and the experience of writing.</p>	<p>Year 6 pupils – KS2 Results – to achieve 75%+ working at the expected standard.</p>	<p>Training costs: £200 Supply teachers (half day): £100</p>	<p>Miss Courtney & Mr Whall.</p>	<p>May 2017.</p>
<p>Mrs Southworth & Mrs O'Donoghue to undertake Moderator training for writing EYFS, KS1 & KS2.</p>	<p>Head of Infant and Junior Schools aware and confident of teacher assessment criteria and its application.</p>	<p>Head of Infants and Juniors holding staff accountable for pupil progress.</p>	<p>Training and Moderation Visits: Approximate costings likely to be: £750</p>	<p>Mrs Southworth & Mrs O'Donoghue</p>	<p>March 2017. May 2017. July 2017.</p>
<p>Infant & Junior staff to visit a range of primary schools with a focus on writing during November 7th INSET day.</p>	<p>All staff to gain deeper insight into other schools' aims and expectations of writing across KS1 and 2.</p>	<p>Developing teacher knowledge, skills and understanding of how and when to include writing opportunities.</p>	<p>Travel and transportation: £250</p>	<p>All staff in Infant and Junior School.</p>	<p>November 2016.</p>
<p>Effective Feedback Marking Procedure to be introduced by January 2017. Introduction of Success Criteria for pieces of extended writing. Target cards for core subjects. Display posters of pupil feedback codes in every classroom. Packs of highlighters for classrooms and Purple Polishing Pens for pupils to develop pupil feedback.</p>	<p>All staff to implement new procedure to ensure productive and meaningful feedback given to pupils to enhance pupil awareness of targets and progress.</p>	<p>Book scrutinies, lesson observations and analysis of pupil targets. Positive feedback to be received after Lent Term pupil questionnaires.</p>	<p>Reprographics and Stationery costs: £500</p>	<p>Mrs Southworth & Mrs O'Donoghue</p>	<p>Jan 2017 July 2017</p>

<p>Low-level disruption – Introduction of Primary Values and Behaviour to ensure consistency of approach across the Infant and Junior School.</p> <p>Values and Behaviour separate workshops led by parent with school council, all pupils, staff and parents; Value and Behaviour signage in every classroom and on KS1 and KS2 display.</p> <p>Counsellor provided for identified Infant and Junior pupils.</p> <p>Miss Iqbal and Mrs Robertson to undertake friendship groups during lunch with identified pupils.</p> <p>Lunchtime Clubs and Booster Sessions for Junior School to</p>	<p>Minimise impact on every pupil's ability to access lesson objectives and high quality teaching.</p> <p>All stakeholders aware and embrace Values and Behaviour of QEGS Infant and Junior School; improved ownership and understanding of individual responsibility for these to be upheld.</p> <p>Reduction in low-level disruption during free time. Consistency of messages across Infant and Junior School through signage in classrooms and shared areas.</p> <p>Junior School pupils to be supported for emotional and behavioural issues. Pupil improvement in self-management of behaviour and improved self-esteem.</p> <p>Junior School pupils to be supported with friendships. Pupil improvement in self-management of friendship interactions and self-esteem.</p> <p>Pupils to engage in variety of clubs throughout the year</p>	<p>Reduced communication from staff with regards to low-level disruption. Positive communication from pupils through pupil questionnaire.</p> <p>All pupils to be able to share the 5 Values and what they mean to them day-to-day at QEGS.</p> <p>Improvement of self-management of behaviour and improved self-esteem for those identified children.</p> <p>Improvement of self-management of friendships interactions and improved self-esteem for those identified children.</p>	<p>Reprographics: £500</p> <p>Cover costs for staff involved in collaboration and implementation of Values and Behaviour: £330</p> <p>Counsellor: £6 500</p> <p>32 hours of TA time: £400</p> <p>£10 811</p>	<p>Mrs Case. Miss Singleton, Mrs Southworth & Mrs O'Donoghue.</p> <p>Mrs O'Donoghue & Mr Vyse</p> <p>Mr Clare & Miss Singleton.</p> <p>All Junior School Staff.</p>	<p>December 2016.</p> <p>March 2017.</p> <p>July 2017.</p> <p>½ termly.</p> <p>½ termly.</p> <p>Termly.</p>
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<p>encourage positive pupil interactions, new opportunities and focussed free time.</p> <p>Additional supervisors and Training for Lunchtime Supervisors; improved authoritative presence. Weekly meetings with Head of Infants and Juniors. Additional 3 x duties per week by Head of Infants and Head of Juniors to support, mentor and model pupil management.</p>	<p>improving their management of non-directed time.</p> <p>Staff aware and clear on their duties and responsibilities to ensure Values and Behaviour are consistent during Lunchtimes. Increased authority and ability to praise and monitor pupils' behaviour. Hi-vis jackets to ensure noticeable and whistles to ensure positive reinforcement of good behaviour.</p>	<p>Uptake in clubs and minimal negative pupil interactions during extended break.</p> <p>Lunchtime Supervisors applying new skills taught to daily regimes. Improvement of pupil management and less reliance on interventions of Head of Infants/ Juniors.</p>	<p>Hi-vis/ Whistles: £100</p> <p>In-house Training: 2 hours of Malcolm Russell's time £60</p> <p>Head of Infants: 3 x 30 mins per week for 6 weeks: £225</p> <p>Head of Juniors: 3 x 30 mins per week for 6 weeks: £260</p> <p>Cost of Lunchtime Supervisors: £27,000</p>	<p>Mrs O'Donoghue, Mrs Southworth, Mrs Gammon, Mr Russell.</p>	<p>Ongoing.</p>
<p>Additional Specific Resources –</p> <p>Laptops for Junior School TAs to support teaching of Literacy and Numeracy Catch Up groups with targeted pupils.</p> <p>Literacy & Numeracy Catch Up training CPD for 2 x Junior School TAs (Mrs Robertson & Miss Iqbal).</p>	<p>Laptops to assist delivery of material to pupils & accurate records to be kept of pupil progress.</p> <p>To deliver Catch Up programmes to ensure enhanced pupil progress of targeted pupils.</p>	<p>Increased pupil progress of targeted individuals.</p> <p>Increased pupil progress of targeted individuals.</p>	<p>Laptops: £300</p> <p>Literacy and Numeracy Catch Up INSET cost for 2 x TAs: £790</p>	<p>Mrs O'Donoghue & Mr Clare</p> <p>Mrs O'Donoghue & Mr Clare</p>	<p>Termly</p>

<p>Pattern Running Course (Mrs Robertson – JS TA) Trinity 1 term: fine and gross motor intervention programme for EYFS – Year 6 pupils struggling to make required progress with handwriting.</p>	<p>Enhance progress of fine and gross motor skills.</p>	<p>Visible progress demonstrated in written material. Feedback from TAs assessing progress of targeted individuals.</p>	<p>Pattern Running Training Costs: £30</p>	<p>Mrs O'Donoghue & Mr Clare</p>	
<p>TALC introduced Michaelmas term – Test of Abstract Language and Comprehension – assessment tool and intervention programme to determine and enhance levels of understanding of language (verbal reasoning and abstract language).</p>	<p>To help improve social & communication skills, language and understanding. This will enhance their speaking, reading and writing abilities.</p>	<p>Progress tracked through ongoing evaluations and assessment results of targeted individuals.</p>	<p>TALC training costs/materials: £95</p>	<p>Mrs O'Donoghue & Mr Clare</p>	
External barriers					
<p>Parental involvement building on the engagement from 2015 - 2016 - Increased number of workshops to be arranged and offered to parents.</p>	<p>Increase in uptake of parental involvement in school life.</p>	<p>Parent and guardian attendance at parental workshops afterschool.</p>	<p>Costings difficult to analyse.</p>	<p>Mrs Southworth & Mrs O'Donoghue</p>	<p>Ongoing</p>
<p>Continued Infant and Junior events arranged.</p>	<p>Improved uptake and attendance of school events.</p>	<p>Increased positive feedback regarding school life from parents and guardians.</p>			
<p>Mrs Robertson & Infant TAs to liaise informally with families prior to the start of the school day.</p>	<p>Improved communication and parental satisfaction with school life.</p>	<p>Increased positive feedback regarding school life from parents and guardians.</p>			
<p>In-house community cohesion of QEGS families – develop parental engagement & pupil friendships</p>	<p>Increase in number of clubs, events, trips, visiting speakers, assemblies,</p>	<p>Feedback regarding school life from parents and guardians recorded in surveys, informal</p>	<p>Costings difficult to analyse.</p>	<p>Mrs Southworth &</p>	<p>Ongoing</p>

within/ outside of school through school clubs, events, trips, visiting speakers, assemblies, productions, workshops & home visits.	productions, workshops & home visits to improve commonality between range of socio-economic, ethnic groups and so on.	and formal (recorded) discussions with staff.	Home Visits travel costs: £TBC	Mrs O'Donoghue	
Total budgeted cost					£159 720