

## **Allocated pupil Premium funding in 2015-16 (£237,603)**

### **1. Senior school expenditure**

1. We provided an after school supervised homework club by extending the library opening times to provide supervised study for pupils until 4.45pm.
2. We have appointed an intervention supervisor who provides support for pupils who are withdrawn from class.
3. The school has invested in various apps to support the learning of pupils. Number Gym's TableTrainer, Mental Maths Challenge, Achieve 100 maths and SPAG
4. The School invested in the 'Accelerated Reader programme'
5. Pupil Premium funds TA support in Maths and English in Years 7 - 11. Our Pupil Premium Pupils are one area of focus.

**Pupil premium for QEGS, Blackburn 2015/16**

Description	Rationale	Cost	Impact
Supervised homework club 5 nights per week	To enable pupils to complete their homework at school. The library is supervised so there is minimum distraction.	£3000	Registers are taken and individual pupils are monitored through the behaviour management system.
Accelerated Reader Programme	To encourage pupils to read and to advance their reading ages.	£6000	In Years 7, 8 and 9 pupils read more and they have advanced their reading ages.
T/A support in maths and English	To assist pupils of all abilities to achieve their academic potential	£56,000	GCSE results for 2015 and 2016 can be viewed on the website.
Appointment of an intervention supervisor	To make sure that pupils are using their time outside of lessons productively	£ 5,000	Enabled all GCSE pupils to sit GCSE exams and gain extra support required.

## EYFS, KS1 & KS2 Pupil Premium Strategy Document

Summary Information					
<b>School</b>	Queen Elizabeth's Grammar School, Infant School & Junior School				
<b>Academic Year</b>	April 2015- April 2016	<b>Total PP budget</b>	£167 640	<b>Date of most recent PP Review</b>	
<b>Total number of pupils</b>	280	<b>Monies received for PP children Number of pupils eligible for PP</b>	127	<b>Date for next internal review of this strategy</b>	
<b>EYFS Attainment (Academic Year 2015 – 2016)</b>					
		Pupils eligible for PP: 1 & PP+: 2		Pupils not eligible for PP: 37	
% met or achieved Early Learning Goals					
<b>KS1 Attainment: Year 2 (Academic Year 2015 – 2016)</b>					
		Pupils eligible for PP: 0		Pupils not eligible for PP: 40	
% met or achieved greater depth in reading, writing & mathematics		n/a			
% met or achieved greater depth in reading					

% met or achieved greater depth in writing		
% met or achieved greater depth in mathematics		
<b>KS2 Attainment: Year 6 (Academic Year 2015 – 2016)</b>		
	Pupils eligible for PP: 1 & PP+: 1	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		

### Barriers to future attainment (for pupils eligible for PP)

**In-school barriers** (issues to be addressed in school, such as poor oral language skills)

**Identified disadvantaged** – Junior School: 6 PP, 2 PP + (LAC/ Adopted). Infant School: 3 PP, 2 PP + (SEND) - this impacts on those pupils accessing the curriculum in line with age-related expectations.

**Phonics** – 65% of children achieving a pass in Phonics Screening Test June 2015. 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** – this impacts reading for pleasure, understanding and access to a variety of genres.

**Low level disruption from a minority of pupils** – this potentially impacts on every child's ability to access lesson objectives and high quality teaching.

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

**External barriers** (issues which also require action outside school, such as low attendance rates)

**Parental engagement** - this impacts on parents being able to support their child with their learning.

**Cultural differences of families new to school** – this impacts on community cohesion, parental expectations & developing pupil friendships outside of school.

**Planned Expenditure**

**Academic Year** 2015 - 2016

The four headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

**i) The quality of teaching, learning and assessment for all pupils**

Chosen action / approach and costs	Desired Impact	Measurable impact	Cost	Staff lead	Review dates
<p><b>Phonics –</b> Fast Track Phonics Programme. FTP led by Mrs Crane &amp; Miss Pearson.</p> <p>Additional phonics lessons during weekly timetable. Led by Miss Byrne and Miss Presho.</p> <p>Increased number of assessment points: half-termly.</p> <p>Bespoke Departmental Inset for Staff and TAs from Osiris Educational with</p>	<p>Increase amount of children achieving a pass in their Phonics Screening Test in Year 1.</p> <p>100% of Year 2 pupils who retook test to pass.</p> <p>Improved teaching of phonics – four-part lessons, pronunciation of phonemes, digraphs and trigraphs, &amp; increase engagement of pupils during phonics lessons.</p>	<p>In June 2016 95% of Year 1 pupils and those that re-sat test from Year 2 passed the test.</p> <p>5% that did not pass (2 pupils both flagged up for additional support &amp; potential SEND support).</p> <p>Learning Walks by SMT.</p>	<p><b>FTP Programme:</b> £40</p> <p><b>Phonics Inset:</b> £2 800 (excluding VAT)</p>	<p>Mrs G Crane &amp; Miss A Pearson</p> <p>Year 1 Teachers: Miss C Byrne &amp; Miss K Presho</p>	<p>October 2015</p> <p>February 2016</p> <p>April 2016</p> <p>June 2016</p>

regards to teaching of phonics and day-to-day implementation across the curriculum.					
<p><b>Infant and Junior School Reading Provision</b> – improved resources with regards to reading materials in Infant &amp; Junior Libraries. To enable the collection of accurate and measurable data with regards to reading ages, progress and to provide targeted methods of intervention. A focus on High Attainers &amp; the motivation – in turn progress – of boys.</p> <p>Purchase of Accelerated Reader programme Year 2 – Year 6. English Subject Leader (Miss Trafford) began implementation.</p>	<p>Begin to use AR from Years 2 – 6 from September 2016. Books from Junior School library catalogued to match colours/ points on AR scale.</p> <p>Staff trained in AR testing &amp; how to monitor pupil progress and intervene as appropriate. AR to be rolled out from September 2016.</p>	Due to programmed implementation September 2016. Outcomes will be measured in June 2017.	£1620	Miss A Trafford	<p>June 2016</p> <p>September 2016</p> <p>Future dates on PP 2016 – 2017.</p>
<p><b>Identified Disadvantaged -</b> To raise attainment in Key Stage 1 &amp; 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.	£116 400.20	Mrs R Deacon & Mr A Clare	<p>October 2015</p> <p>February 2016</p> <p>April 2016</p> <p>June 2016</p>
<p><b>Low level disruption –</b> Lunchtime provision for Years 3 – 6. Staff provide extra-curricular activities</p>	All pupils access at least one extra-curricular club at lunchtime each week. Thus learning new skills and mixing with a variety of their	All children keen to take up an activity and all 160 take part in at least one club. Lunchtime supervisors note and improvement in pupil	£25 675.67	Miss A Wharmby	<p>October 2015</p> <p>February 2016</p>



<p>Acting Head &amp; Head of JS (Head of Infants on Maternity) in order to deal with multiple meetings with parents &amp; guardians. In order to provide support for parents &amp; guardians, the Acting Head and Head used one additional day per week to meet with them. This required their teaching day to be covered by a part-time member of staff.</p>	<p>pupil and between parents outside the classroom.</p>	<p>engagement with the curriculum from their children (music &amp; drama activities) and better relationships built outside of the classroom</p>		<p>Wharmby</p>	<p>2016 April 2016 June 2016</p>
<b>Total budgeted cost</b>					<p>£161 085.60</p>