

# Pupil Premium Strategy - Planned Expenditure 2019/2020

## Purpose

The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Pupil premium funding is available to both mainstream and non-mainstream schools, such as special schools and pupil referral units.

## Funding for 2019/2020

In the 2019/2020 financial year, schools received:

- £935 for each eligible secondary-aged pupil
- 107 students in receipt of funding
- £100,045 total amount received

## Accountability

The Government believes that head teachers and school leaders should decide how to use the Pupil Premium. They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers

- the Ofsted inspection framework, where inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium
- requiring schools to publish details online each year of how they are using the pupil premium and the impact it is having on pupil achievement

## **Publishing Data**

The level of detail to include in the information put online is for each school to decide, but must include the following:

- The pupil premium allocation for the current academic year
- details of how the school intends to spend the allocation
- details of how the school spent the previous academic year's allocation
- how it made a difference to the attainment of disadvantaged pupils

The funding is allocated for each financial year, but the information published online should refer to the academic year, as this is how parents and the general public understand the school year.

*Source: Gov.UK Website: Pupil Premium*

*Updated 22<sup>nd</sup> February 2017*

<http://www.education.gov.uk/schools/pupilsupport/premium/a0076063/pp>

## Queensbury Pupil Premium - Income & Expenditure Breakdown 2019-20 academic year

Income	No Students	Forecast	Actual	Difference
Pupil Premium	107	£100,045		
LAC Pupil Premium		0		
Carry Forward from 2017-18		0		
<b>Total Income</b>		£100,045	0	

Staff Expenditure	Total cost to school	Forecast	Actual	Difference
Intervention Co-ordinator (6/7/19 to 31/3/20)	£24,135	£758		
Speech & Language Teaching Assistant	£23,968	£18,000		
Speech & Language Therapist	£18,720	£14,000		
Lunch time Sports Coach	£3,900	£3,900		
<b>Total Staff Expenditure</b>	£70,723	£36,658	-	

Mentoring and Support	Total cost to school	Forecast	Actual	Difference
Pastoral Manager	£51,955	£39,101		
Home School Link Worker	£17,740	£13,353		
<b>Total Mentoring and support Expenditure</b>	£69,695	£52,454	0	

Well being	Total cost to school	Forecast	Actual	Difference
Yoga	£350	£350		
Mindfulness Subscription	£90	£90		
Mindfulness Resources	£100	£100		
Swimming Lessons	£2,162	£1,622		

<b>Well being and support Expenditure</b>	£2,702	£2,162	0	
Breakfast Club	Total cost to school	Forecast	Actual	Difference
TA delivering Breakfast Club	£7,542	£7,542		
<b>Total Breakfast Club Expenditure</b>	£7,542	£7,542	0	

<b>Equipment &amp; Resources</b>	Total cost to school	Forecast	Actual	Difference
Mini Bus Maint/ Fuel	£4,801	£2,332		
Independent Travel Training Resources	759	759		
Careers Resources	£300	300		
Tuckshop set up	100	0		
Lego Therapy	100	100		
Friends for life Books and Resources	400	400		
<b>Total Equipment &amp; Resources Expenditure</b>	£6,460	£3,891	0	

<b>Staff Training</b>	Total cost to school	Forecast	Actual	Difference
<b>Total Staff Training</b>	0	0	0	

	Total cost to school	Forecast	Actual	
<b>Total Income 2018/19 including carry forward</b>		£100,045	0	
<b>Total Expenditure 2018/19</b>		£102,707	-	
<b>Carry Forward to 2019/20</b>				
<b>Contribution from School Budget</b>		£2,662		

## Pupil Premium Planning Statement and Evaluation Outline

<p>Barriers to future attainment (for pupils eligible for PP)  <u>In-school barriers</u> (issues to be addressed in school, such as poor oral language skills, low aspirations.)</p>	<p>Chosen Action/Approach?:</p>	<p>Amount Allocated?:</p>	<p>What is the evidence and rationale for this choice?:</p>	<p>How will it be ensured that the activity is implemented well?:</p>	<p>Staff lead?:</p>	<p>Review?</p>
<p><b>Desired Outcome:</b>  <b>A. Quality of Education.</b>   <b>1. Improved reading skills.</b></p>	<p><b>Whole school focus on reading.</b>                      Initial implementation via whole school baselining using Salford Reading test.                      Re-launch of the importance of reading across the curriculum and for future life. Highlighted in school assemblies, form time, lessons.                      Introduction of Literature focus for higher achievers (including PP students.) GCSE course offered at Key Stage 4.                      TAs released from sixth form to deliver personalised reading interventions.</p>	<p><b>£758.00</b>                      Intervention lead.</p>	<p>PP students have lower reading skills than their age equivalent counterparts.                      Reading is the key to attainment in school and vital for adult life.</p>	<p>New Intervention Lead to co-ordinate reading baselines with HOF English to identify those students in need of specific reading interventions.</p>	<p>HOF English faculty and Intervention Lead supported by SLT.</p>	
<p><b>A. Quality of Education.</b>   <b>2. More aspirational goals and outcomes for students</b></p>	<p><b>Growth Mind Set training and workshops to be delivered to both students and parents.</b></p>	<p>No financial costs.                      Potential time costs in terms of cover for staff for planning and delivery of sessions.</p>	<p>Students and their families need to be encouraged to have higher expectations. Whilst these should be realistic, ambition should not be capped by needs. The new OFSTED framework states that the curriculum should be 'ambitious, high quality</p>	<p>Programme to be led by HOF Science, GCSE English teacher and other staff who led the project last year.</p>	<p>HOF Science. Monitored by SLT.</p>	

			and inclusive.' The aim of the programme is to develop a shift in students' mind-set from a fixed mind-set to a growth mind-set. The ultimate aim being to improve academic attainment and develop student's resilience to mistakes/ errors they make during their learning journeys as a challenge instead of failures. Previous research (Good et al., 2003; Blackwell et al., 2007) has suggested that holding this belief enables pupils to work harder and achieve better results.			
<p><b>Desired Outcome:</b></p> <p><b>A. Quality of Education.</b></p> <p><b>3. More aspirational long and short term goals for students, shared by parents and staff.</b></p>	<p>Careers interviews organised by Work Related Adviser, with parental involvement. Adviser to attend Transition Reviews of EHCs to encourage aspirational thinking and outcomes. Work placements to give experience of working life. Skills for working life and links to careers pathways to be included in teachers' planning. Future Options evening to be promoted to all students. Visits to the Skills Show at the NEC. a lunchtime club, for college/career/jobs/apprenticeships and generally raising aspirations. JED sessions with LAC and PP students.</p>	<p>£300.00 to fund PP Careers based/ enterprise projects and resources.</p>	<p>Linking learning to real life skills and situations will help raise the expectations of students and their families. Increased links with local businesses/organisations will strengthen community links and could lead to potential work experience placements. Evidence will be demonstrated in progress against EHC outcomes and destinations of students after school.</p>	<p>Work Related Advisor will deliver training to staff and develop links with local people. Monitored by SLT.</p>	<p>Work related Advisor.</p>	

<p><b>Desired Outcome:</b>  <b>A. Quality of Education.</b>  <b>4. Use of literacy, numeracy and communication skills within a real life/ workplace context.</b></p> <p><b>Desired Outcome:</b>  <b>B. Improved physical and mental well-being</b>  <b>1. Breakfast Club.</b></p>	<p><b>Exploration of Young Enterprise Scheme for PP students.</b></p> <p><b>Healthy Snacks Tuckshop run by Sixth Form and PP students. This will eventually lead to a café based in sixth form.</b></p> <p><b>Breakfast Club delivered from 8.15am onwards. Breakfast provision ensures a nutritious start to the day as well as providing pastoral support. Bagels provided by Dfe funding.</b></p>	<p><b>£100.00 for initial stock. (from school budget share)</b></p> <p><b>£7,542.00</b></p>	<p><b>Running a healthy snacks tuckshop will provide students with a range of skills to advance their learning and also their awareness of a healthy diet. Use of skills such as literacy, numeracy, communication, shopping and marketing. Students will also sell refreshments to guests at events such as Sports Day, Celebration Evening.</b></p> <p><b>Having a nutritious breakfast will impact learning, behaviour and attendance. Improves social skills and skills or life. Teaches the importance of a balanced diet. Links with extended tutor session in the morning where students are encouraged to be 'Ready to Learn.'</b></p>	<p><b>This will be co-ordinated by HOF for Food and Life Skills. Assistance and monitoring by SLT.</b></p> <p><b>Breakfast club run daily by staff lead. TA in supporting role. Monitored by SLT.</b></p> <p><b>Organised by SLT.</b></p>	<p><b>HOF for Food and Life Skills.</b></p> <p><b>SW and PW.</b></p> <p><b>Yoga teacher. Monitored by SLT.</b></p>	
<p><b>Desired Outcome:</b>  <b>B. Improved physical and mental well-being.</b>  <b>2. Yoga to improve mental health and acquisition of</b></p>	<p><b>Yoga sessions. Weekly Yoga sessions to be run by specialist teacher for PP students. This group is to be made up of students who require a focus on social and mental health.</b></p>	<p><b>£350.00</b></p>	<p><b>Yoga sessions will provide students with strategies for relaxation and improve their mental well-being both short and long term.</b></p>			

'healthy mind' strategies for later life.						
<b>Desired Outcome:</b> <b>B. Improved physical and mental well-being.</b> <b>3. Mindfulness sessions</b>	Mindfulness sessions led by teacher and assistant learning mentor to a focus group of PP students.	£90.00 for Mindfulness for Children subscription. £100.00 for purchase of Gratitude Journals.	PP students identified as benefitting from Mindfulness coaching and techniques will follow the Programme.	Journals will provide evidence of impact. Pre and post session questionnaires.	Mental Health Lead with support from SLT.	
<b>Desired Outcome: Improved physical and mental well-being.</b> <b>3. Swimming lessons.</b>	Swimming lessons to improve the level of safety in water, confidence, fitness and independence.	£1,622.00	Students from Year 8 will attend weekly swimming sessions on a rota basis as part of their PE lessons.	HOF for PE. Monitored by SLT.	HOF for PE. Supported by Learning Mentor.	
<b>Desired Outcome:</b> <b>B. Improved physical and mental well-being.</b> <b>5. Independence, road safety awareness and skills required for later life.</b>	Independent Travel Training. Independent travel trainer to work with students who are ready to become independent travellers.	£759.00	Aids social skills and increases confidence. Develops important skills for life such as reading a timetable and becoming a responsible citizen.	Evidence will be ascertained by monitoring progress against EHC Outcomes. Monitored by SLT.	Independent Travel trainer.	
<b>Desired Outcome:</b> <b>B. Improved physical and mental well-being.</b> <b>6. 'Friends for Life' programme.</b>	'Friends for Life' programme delivered by mentor and TA. Students are to be referred for the programme that aims to strengthen emotional resilience.	£400.00	'FFL' programme is a recognised intervention for increasing emotional resilience. It teaches children how to manage their feelings and overcome problems rather than avoid them.	Individual work books will be purchased. These will provide evidence of participation. Effectiveness will be measured via pupil voice and relevant progress against EHC Outcomes.	Senior Learning Mentor and TA who have been trained to deliver the programme.	
<b>Desired Outcome:</b> <b>B. Improved physical and mental well-being.</b> <b>7. Lego Therapy.</b>	Group of PP students to participate in Lego Therapy sessions with Senior Learning Mentor.	£100.00	Lego Therapy has been proven to be an effective way for children with social	Evidence will be provided by pre and post therapy evaluations completed by form tutors.	Senior Learning Mentor.	

			<b>difficulties associated with Autism, Anxiety, Depression or Adjustment Disorders to improve and practise their social interaction and communication skills.</b>			
<b>Desired Outcome: B. Improved physical and mental well-being. 7. Lunchtime activities.</b>	<b>Sports coach employed to work with students three times week. Coach will lead sessions in football, basketball etc.</b>	<b>£3,900.00</b>	<b>The Sports Coach will lead and engage students in activities to improve physical fitness and also improve relationships between peers during less structured times.</b>	<b>Evidence of impact will be measured by decrease in number of CPOMS logs for PP students involved in lunchtime activities.</b>	<b>Sports Coach led by HOF for PE.</b>	
<b>Desired Outcome: B. Improved physical and mental well-being. 5. Access to the local community.</b>	<b>Travel and maintenance costs for the mini bus to enable students to access the local community for activities such as swimming, visiting the Food Bank, Community Access. School trips such as the Skills Show.</b>	<b>£2,332.00</b>	<b>Students will be given the opportunity to develop their social skills needed in everyday life. This prepares for future independence.</b>	<b>Progress measured against IEP targets and EHC Outcomes. Monitored by SLT.</b>	<b>Learning Mentors. Work Related Learning Advisor.</b>	
<b>Desired Outcome: C. Improved physical and mental well-being. 4. Effective pastoral interventions.</b>	<b>To provide effective and co-ordinated pastoral support for all students. A single point of access for safeguarding and promoting the welfare of all students within school.</b>	<b>£39,101.00</b>	<b>A single point of access for maintaining all aspects of safeguarding and the well-being of students. Additional roles include managing behaviour and attendance. A means of communication for parents and external agencies.</b>	<b>Evidence in CPOMS logs, reports to IEB.</b>	<b>DSL, Pastoral team.</b>	

<p><b>Desired Outcomes:</b>  <b>Internal Barriers:</b>  <b>5. Poor communication skills</b>  <b>1. Speech and Language intervention to improve communication skills.</b></p>	<p>Individual or small group work with PP students who have SALT difficulties.  Funding also enables purchase of additional resources to support SALT interventions across the school.</p>	<p><b>£18,000.00</b>   <b>£14,000.00</b></p>	<p>Students have access to interventions led by SALT therapist and assistant.</p>	<p>Progress measured by improvements/achievement of targets against EHC Outcomes.  Delivered by SALT and monitored by SLT.</p>	<p>Led by SALT team.</p>	
<p><b>External barriers (issues which also require action outside school, such as low attendance rates)</b></p>						
<p><b>Desired Outcomes:</b>  <b>D. Improving parenting and limitations to home resources</b>  <b>1. Home School Worker.</b></p>	<p>Home School Worker to liaise with families to address social and family needs.</p>	<p><b>13,353.00</b></p>	<p>Home/school links improve relationships between school and parents/carers. Other roles include support with housing issues, referrals to agencies such as FTB, SENDIASS.</p>	<p>Evidence of impact will be in attendance reports, increased parental participation of parents at school events such as Parents' Evenings, EHC reviews.</p>	<p>Led by Home School Worker and pastoral team.</p>	

**Source: Ofsted - The Pupil Premium: Analysis and challenge tools for schools**