

## Queensbury School Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data
Number of pupils in school	264 188 at KS3 and KS4
Proportion (%) of pupil premium eligible pupils	98 (52%)
Academic year/years that our current pupil premium strategy plan covers	2022/2023, 2023/2024 and 2024/2025
Date this statement was published	30/11/2022
Date on which it will be reviewed	September 2023
Statement authorised by	Mr M York
Pupil premium lead	Munsur Ali
Governor / Trustee lead	Mr C Wilson

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,335
Recovery premium funding allocation this academic year	£93,288
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
<b>Total budget for this academic year</b>	<b>£202,623</b>

# Part A: Pupil premium strategy plan



## Statement of intent

At Queensbury School our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils to the same extent as our non-disadvantaged pupils. Due to the additional needs of all our students, our pupil premium cohort have additional barriers to learning, social communication, emotional regulation and wellbeing.

Our intention is to narrow gaps in attendance, progress and attainment and social opportunities for our pupil premium students augmenting their cultural capital, ensuring they have the skills and knowledge required as they prepare for adulthood and life beyond.

To do this we will continue to focus on:

- Reducing barriers preventing students attending school and provide support where necessary to improve attendance.
- Developing student's literacy, reading, comprehension, S&L and communication skills.
- Removing barriers to learning through improving our SEND classroom practice.
- Enhance wellbeing and social opportunities.

Our strategy is focused on the needs of our pupil premium cohort, however it will benefit all pupils in our school where funding is spent on whole-school/ wider-school approaches, ultimately, we expect that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

This strategy will work alongside the School Development Plan (SDP) and will support achievement for all. All staff will be included in ensuring a high-quality provision for all pupils.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Students with low reading ability and disengaged with reading.
2	Students with low aspirations and academic outcomes.
3	Students with low literacy levels being able to access the curriculum across the school.
4	Students with low numeracy levels and the negative impact this has on their wider life.
5	Students' understanding of literacy, numeracy and communication skills in a real life context.
6	Students' physical and mental well-being.
7	Students' independence and safety awareness.
8	Students' ability to regulate their emotions in a range of situations.
9	Students being aware of their local community and being able to access it.
10	Parental engagement and their understanding of how to support their child's education.
11	Ensuring LAC students are fully supported and have the best possible opportunities in their education and life.
12	Lower attendance of disadvantaged students – Attendance rates for disadvantaged students are below those of non-pupil premium students. Attendance data for the previous academic year indicates that attendance among disadvantaged students has been on average 8% lower than for non-disadvantaged. Likewise attainment in English/ Maths is similarly lower by an average of 10%.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p><b>Attainment:</b> Improve the attainment of disadvantaged students by closing the gap between pupil premium and non-pupil premium students particularly in Maths and English, so both groups of students equally make appropriate levels of progress.</p>	<p>Based on the data from 2021-22, there was 10% more disadvantaged students working below target in English and 8% in Maths compared to non- pupil premium students.</p> <p>Analysis from assessment data will show the gap between disadvantaged and non-disadvantaged students narrowing and ultimately close to equal or better by the end of the strategy period.</p>

<p><b>Attendance:</b> To reduce the in-school gap between disadvantaged and non-disadvantaged students.</p>	<p>Attendance data from 2021-22 showed pupil premium students attendance was 8% below that of non-pupil premium students. As part of the Attendance Strategy, attendance data is analysed regularly and effective actions and interventions shared between SLT/ pastoral team.</p> <p>Attendance data comparisons will show the gap between disadvantaged and non-disadvantaged attendance is narrowed in successive years.</p>
<p><b>Reading and Comprehension:</b> Improved reading and language comprehension for disadvantaged pupils so that they can begin to independently comprehend subject-specific texts.</p>	<p>Accelerated Reader (AR) shows reading and language comprehension for disadvantaged students and non-disadvantaged students averaging at 8.06 age equivalent years. Accelerated Reader shows a disparity between disadvantaged pupils and their peers in the Explorer and Navigator pathways by 6 months and 7 months respectively.</p> <p>The reading age gap to be narrowed to a point where they are the same by the end of our strategy in 2024/25.</p>
<p><b>Student well-being:</b> Improve social and emotional learning underdeveloped in children due to the Covid-19 lockdown. In addition, teachers and support staff have received TIAAS training in order to take a trauma-informed approach to education as part of the Covid-19 recovery period. These aim to improve pupils' interaction with others, as well as help with the self-management of emotions.</p>	<p>Motional system will show progress in social and emotional development from student's baseline starting points in social engagement (Care, Seeking and Play) and social defence (Rage, Fear and Panic/Grief) and add this to Executive and Social Functioning (Stress, Thinking and Concentration, Confidence and Self Esteem, Interpersonal Skills, and Emotional Literacy) - to give a whole brain picture of a child's emotional and mental wellbeing.</p> <p>Additionally, those students receiving targeted intervention to have a reduction in fixed term suspensions and reduced number of behavioural incidents on CPOMs.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

### Tier 1 - Teaching

Budgeted cost: £92,734.50 NTP: £9,028.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p><b>Speech &amp; Language Therapist</b></p> <ul style="list-style-type: none"> <li>• To assess students and deliver personalised SALT interventions.</li> <li>• To train the Speech and Language assistant to deliver interventions.</li> <li>• To support teaching staff with strategies and their understanding of how to identify and support students with Speech and language needs.</li> </ul> <p><b>Speech &amp; Language Teaching Assistant (x2)</b></p> <ul style="list-style-type: none"> <li>• To support the Speech and language therapist to deliver personalised SALT interventions.</li> <li>• To share Makaton signs each week with whole school.</li> <li>• To work with a range of staff giving advice and guide on how to support students with SALT needs</li> </ul> <p><b>SALT/ independence/ examination intervention resources</b></p> <ul style="list-style-type: none"> <li>• To provide resources and support to SALT students both in the classroom and in their SALT interventions.</li> <li>• To lead level 1 Makaton CPD to whole staff and level 2 Makaton to Discovery staff. Staff to use this to support student with their communication in lessons and around school.</li> <li>• To provide appropriate resources, environment and staffing to enable students to access their examinations.</li> </ul> <p>SALT resources and Makaton resources/ training</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p>Internal S&amp;L report 07/11/22, RCSLT –Impact on educational outcomes, DFE - 'What Works': Interventions for children and young people with speech, language and communication needs 2012, Research Gate - Educational outcomes associated with persistent speech disorder 2021</p>	<p>2, 3, 5, 7</p>
<p><b>Motional Intervention Assistant</b></p> <ul style="list-style-type: none"> <li>• To assess students and deliver personalised motional interventions.</li> <li>• To support teaching staff with strategies and their understanding of how to identify and support students mental well-being.</li> <li>• Provide a personalised approach to meet students wellbeing needs during wellbeing lessons.</li> </ul> <p>• <b>Motional subscription</b></p>	<p>“Social and emotional skills support effective learning and are linked to positive outcomes later in life.” EEF Evidence Brief. EEF toolkit indicates ‘Social and Emotional Learning’ can generate +4 months</p>	<p>6, 7, 8</p>
<p><b>Phonics and early reading resources</b></p> <ul style="list-style-type: none"> <li>• To assess students reading ability and comprehension level.</li> <li>• To set students targets in their reading to develop their literacy.</li> </ul>	<p>DFE – The reading framework: teaching the foundations of literacy. EEF – Phonics July 2021.</p>	<p>1, 2, 3, 5</p>

<ul style="list-style-type: none"> <li>• To give the students reading resources that engage them and challenge them in their learning.</li> <li>• To give students the resources they need to develop their reading in their Phonics and DEAR morning time session.</li> <li>• Provide staff with training to enable effective implementation.</li> </ul>		
<p><b>Little Wandle Phonics online resources and subscription</b></p> <ul style="list-style-type: none"> <li>• To give students a wide range of resources which are age and level appropriate books that will support and challenge students in their reading.</li> <li>• To motivate and give students ownership of their reading.</li> <li>• To develop and consolidate student’s phonics knowledge and reading ability.</li> <li>• Provide staff with training to enable effective implementation.</li> </ul>	<p>DFE – The reading framework: teaching the foundations of literacy. EEF – Phonics July 2021</p> <p>Improving Literacy in Secondary Schools’ EEF guidance report. “A focus on disciplinary literacy will include all pupils in learning, but will be particularly helpful to those from disadvantaged backgrounds. It will support inclusion in learning. Disciplinary literacy should be at the heart of schools’ disadvantage and catch up strategy.” Marc Rowland, 2022</p>	1, 2, 3, 5
<p><b>Concrete Numeracy resources and online subscriptions</b></p> <ul style="list-style-type: none"> <li>• To give students the physical resources to enable them to develop their understanding of the key concepts in maths and fully access their maths lessons.</li> <li>• To give students have a variety of online platforms and resources to develop their math knowledge, both in and out of school.</li> <li>• To assess their maths knowledge and provide helpful feedback to students.</li> <li>• Provide training (CPD) to increase the quality of maths teaching.</li> </ul>	<p>Addressing educational disadvantage in Surrey Secondary Schools: From Mitigation to Success, June 2022.</p> <p>‘Improving Maths in Early years and KS1/ ‘Improving Maths in Key Stages 2 and 3’ EEF guidance report.</p>	4, 5, 7, 10
<p><b>Pastoral Manager</b></p> <ul style="list-style-type: none"> <li>• To lead the mentors and ensure they are available for students to give 1 to 1 interventions and maintaining all aspects of safeguarding.</li> <li>• To communicate with outside agencies routinely and make referrals for targeted students.</li> </ul> <p>To communicate with staff regarding students well-being and strategies to support them in being effective learners.</p>	<p>EEF toolkit indicates that ‘behaviour interventions’ can generate +4 months. EEF ‘Improving Behaviour in Schools’ guidance report. “Social and emotional skills support effective learning and are linked to positive outcomes later in life.” EEF Evidence Brief. EEF toolkit indicates ‘Social and Emotional Learning’ can generate +4 months</p>	2, 6, 8, 9
<p><b>Home School Link Worker</b></p>	<p>EEF toolkit indicates that ‘behaviour interventions’ can generate +4</p>	6, 9, 10

<ul style="list-style-type: none"> <li>• To communicate with parents and staff regarding interventions and strategies to support students and their families.</li> <li>• To complete safe and well checks with students and families and provide support and guidance.</li> </ul> <p>To link families with their community and outside agencies to improve their quality of life aiding in removal of external barriers to learning.</p>	<p>months. EEF 'Improving Behaviour in Schools' guidance report.</p> <p>"Social and emotional skills support effective learning and are linked to positive outcomes later in life." EEF Evidence Brief. EEF toolkit indicates 'Social and Emotional Learning' can generate +4 months</p>	
<p><b>Pupil Premium Staff Training</b></p> <p>Design opportunities for staff to attend meaningful, productive and effective training to support PP students to be motivated and make progress in both their academic ability and personal development.</p>	<p>EEF Guide to PP – 2022.</p> <p>"The evidence tells us that high quality teaching is the most important factor when it comes to improving attainment outcomes, particularly for disadvantaged pupils." EEF</p>	1 – 12

## Tier 2 - Targeted academic support

Budgeted cost: £41,121.50 NTP: £27,346

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>In-House Interventions (LAC)</b></p> <ul style="list-style-type: none"> <li>• The D.T to work with the learning mentors to identify, design and deliver interventions for LAC students.</li> </ul>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind. EEF toolkit indicates that small group tuition and one-to-one tuition can generate +4 months</p>	6, 8, 11
<p><b>One to one TA Support (LAC)</b></p> <ul style="list-style-type: none"> <li>• Trained one to one staff to support students to receive the appropriate support and challenge.</li> <li>• To ensure their needs are being met, they are able to access their learning and that they make progress in terms of their EHCP, PEP and academic targets.</li> <li>• <b>Specialist equipment and reading resources. (LAC)</b></li> </ul>	<p>EEF toolkit indicates that Teaching Assistant intervention can generate +4 months.</p>	3, 4, 8, 11
<p><b>External one to one tuition (40hr) (LAC)</b></p> <ul style="list-style-type: none"> <li>• Targeted students to attend additional one to one tuition to identify and address any gaps in their learning.</li> </ul>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling</p>	2, 3, 4, 11

	behind. EEF toolkit indicates that small group tuition and one-to-one tuition can generate +4 months	
<p><b>External - Music Therapy, Art and Drama Therapy (LAC)</b></p> <ul style="list-style-type: none"> <li>• The D.T to work with the virtual school to offer opportunities for LAC students to engage with Music/ Art/ Drama Therapy.</li> <li>• To give LAC students an opportunity to learn a musical instrument of their choice.</li> <li>• To support LAC students with their mental health and emotional regulation.</li> <li>• To support LAC students with their mental health and emotional regulation.</li> <li>• To provide an outlet and safe space for LAC students to discuss their thoughts and life experiences.</li> </ul>	<p>EEF toolkit indicates that ‘arts participation’ can generate +3 months.</p> <p>NASEN An introduction to Interception</p>	2, 6, 8, 11
<p><b>Literacy Academic Mentor – NTP</b></p> <ul style="list-style-type: none"> <li>• To assess and identify gaps in students learning.</li> <li>• To complete target intervention with groups of students.</li> </ul> <p><b>Teacher catch up interventions</b></p> <ul style="list-style-type: none"> <li>• To assess students and deliver personalised interventions.</li> <li>• To lead group interventions for examination and portfolio work.</li> <li>• To identify gaps in students learning and implement strategies to address them.</li> <li>• To design and lead extra-curricular activities to support students with their learning in a real life context.</li> </ul> <p><b>Reading Intervention Lead</b></p> <ul style="list-style-type: none"> <li>• To assess students using AR and deliver personalised interventions for PP students working below average for their pathway.</li> <li>• To lead group and 1-1 interventions.</li> <li>• To identify gaps in students learning and implement strategies/ support and 1-1/ small group work to address them.</li> <li>• To assess and monitor impact.</li> </ul> <p><b>Teacher Assistant catch up interventions</b></p> <ul style="list-style-type: none"> <li>• To support teaching staff with strategies and their understanding of how to identify and support students mental well-being.</li> <li>• To students learning breaks when needed and offer a safe space for them to talk.</li> </ul>	<p>EEF Small group tuition July 2021, One to One tuition July 2021</p> <p>EEF toolkit indicates that Teaching Assistant intervention can generate +4 months.</p>	1, 2, 3, 4, 5

<ul style="list-style-type: none"> <li>To motivate students to engage with their learning by developing positive relationships and offering rewards.</li> </ul>		
<p><b>OT Intervention</b></p> <ul style="list-style-type: none"> <li>To assess students and deliver personalised interventions.</li> <li>To support teaching/ support staff with strategies and their understanding of how to identify and support students requiring OT intervention.</li> </ul>	<p>“Wider strategies address non-academic barriers to success at school that have a significant influence on attainment.” EEF Manitoba Society for OT May 2019. Select Committee on Education and Skills – Memorandum submitted by NAPOT Nov 2005</p>	6, 7, 10
<p><b>Aspire – English, Maths and wellbeing intervention</b></p> <ul style="list-style-type: none"> <li>To give weekly interventions sessions with targeted groups of students to address their gaps in learning in English and Maths. The interventions will take a mainly practical approach to engage learners in their learning.</li> <li>To give weekly practical PE/sporting sessions to groups of students as a way to engage them in exercise and as a way to support their wellbeing, both physical and mental.</li> </ul>	EEF toolkit indicates that ‘physical activity’ can generate +1 month.	1, 2, 3, 4, 5, 8, 11

### Tier 3 - Wider strategies

Budgeted cost: £68,767

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>As part of the Attendance Strategy, attendance data is analysed regularly and effective actions and interventions shared between SLT/ pastoral team.</li> <li>As per the updated Attendance policy, processes followed to reward and support specific students and families.</li> <li>Parental attendance workshops.</li> <li>Attendance highlighted during every assembly and attendance display updated accordingly.</li> <li>Attendance per class shared with parents/ carers via newsletter.</li> </ul>	<p>“The pupils with the highest attainment at the end of...KS4 have higher rates of attendance over the key stage compared to those with the lowest attainment.” Working together to improve school attendance DoE guidance May 2022. Rapid Evidence Review – Attendance Interventions EEF March 22</p>	1, 2, 3, 4, 5, 11, 12
<p><b>Pupil Premium Well Being</b></p> <ul style="list-style-type: none"> <li>Mindfulness sessions led by a teacher and assistant learning mentor to a focus group of PP students.</li> </ul>	<p>“Social and emotional skills support effective learning and are linked to positive outcomes later in life.” EEF Evidence Brief. EEF toolkit indicates</p>	2, 3, 4, 5, 6

<ul style="list-style-type: none"> <li>• ‘Friends for Life’ programme delivered by mentor and TA.</li> <li>• Students given the opportunity to have Swimming lessons.</li> <li>• Developing a growth mind set across the school. Each class to have a growth mind set session as part of their wellbeing lesson. Some classes will have targeted growth mind set sessions weekly.</li> <li>• During EHCP reviews students will be questioned/supported regarding long term hopes and aspirations regarding qualifications and job prospects.</li> <li>• Students will be given support and interviewed by the work related adviser with parental involvement regarding future careers and next steps.</li> </ul>	<p>‘Social and Emotional Learning’ can generate +4 months</p> <p>There is a small positive impact of physical activity on academic attainment (+1 month). EEF Physical activity Oct 2021 DFE NC in E – Physical Education.</p> <p>Changing Mind sets – Effectiveness Trial July 2019 ‘Pupils who received the growth mind set workshops made an average of two additional months’ progress in English and maths.’</p> <p>‘FSM-eligible pupils who were involved in the professional development intervention gained a better understanding of the malleability of intelligence.’</p>	
<p><b>Pupil Premium Breakfast Club</b></p> <ul style="list-style-type: none"> <li>• Breakfast provision ensures a nutritious start to the day as well as providing pastoral support.</li> <li>• Breakfast Club delivered from 8.15am onwards.</li> </ul>	<p>The Hidden Hunger Report suggested that up to 3 million children start the school day too hungry to learn and therefore unable to achieve their potential. Providing the most disadvantaged students with a free breakfast gives them the fuel they need to learn. The EEF has independently evaluated the Magic Breakfast Programme and found it can generate +2 months.</p>	6
<p><b>Pupil Premium Equipment and Resources</b></p> <ul style="list-style-type: none"> <li>• To purchase and create resources to support students’ communication skills and literacy.</li> <li>• To travel train students to become more confident and independent travellers.</li> <li>• To deliver a range of safety awareness sessions throughout the year.</li> <li>• Minibus maintenance/ fuel.</li> <li>• Bike ability equipment and coaching.</li> <li>• School uniform.</li> <li>• Mentors intervention resources.</li> <li>• Makaton resources and training.</li> <li>• SALT resources.</li> </ul> <p><b>Home/Remote learning resources</b></p> <ul style="list-style-type: none"> <li>• To give the student a range of equipment and creative resources to aid them to access</li> </ul>	<p>“Wider strategies address non-academic barriers to success at school that have a significant influence on attainment.” EEF</p>	1, 3, 6, 7, 9

<p>their practical lessons from home and practise their skills and learning from home. This will enable them to catch up on missed learning.</p>		
<p><b>Learning Mentor (x3, x1 NEW), one of whom is Attendance officer</b></p> <ul style="list-style-type: none"> <li>• To give students KS3/ KS4/ KS5 one to one/ small group interventions and maintaining all aspects of safeguarding.</li> <li>• To offer a safe and quiet space during break and lunchtimes and support students during social/unstructured times supporting emotional regulation leading to learner engagement in the classroom.</li> <li>• To communicate with parents and staff regarding interventions and strategies to support students.</li> <li>• Support implementation/ monitoring of schools attendance strategy</li> </ul>	<p>EEF toolkit indicates that ‘behaviour interventions’ can generate +4 months. EEF ‘Improving Behaviour in Schools’ guidance report.</p> <p>“Social and emotional skills support effective learning and are linked to positive outcomes later in life.” EEF Evidence Brief. EEF toolkit indicates ‘Social and Emotional Learning’ can generate +4 months</p>	<p>2, 6, 8, 9</p>

**Total budgeted cost: £ 202,623**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*As outlined in our previous pupil premium report for 2021-2022.*

### Externally provided programmes

<b>Programme</b>	<b>Provider</b>
Accelerated Reader	Renaissance Place
Little Wandle letters and sounds	Little Wandle
S&L Therapist	West Midlands S&L Therapy
Aspire English and Maths on the move	Aspire
Music/ Art/ Drama Therapies	BCAT

## Further information

### **Planning, implementation and evaluation**

In planning our new pupil premium strategy, we looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We used the EEF's guidance to help us develop our strategy.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback given the impact of this identified by the EEF Toolkit. We have also put a sharp focus on supporting teachers to develop their professional practice through coaching and train in specialist areas, allowing them to develop expertise and share them with other staff.

We have used the EEF's implementation guidance to set out our plans and are in the process of putting in place a robust evaluation framework for the duration of our three-year approach. This will help us to make adjustments and quality improvement to secure better outcomes for pupils over time.