

# Pupil premium strategy statement Queensbury Academy

1. Summary information					
School	Queensbury Academy				
Academic Year	2019/20 20	Total PP budget	£	Date of most recent PP Review	Sept 2019
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	Sept 2020
2. Current attainment					
			Pupils eligible for PP	Pupils not eligible for PP	
Pupils achieving 9-4 in English and Maths					
Pupils achieving 9-5 in English and Maths					
Progress 8 score average					
Attainment 8 score average					
3. Barriers to future attainment (for pupils eligible for PP)					
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>					
A.	Literacy and Numeracy skills entering Year 7 are lower for PP pupils than for other pupils, which prevents them from making good progress in Year 7.				
B.	A lack of intellectual confidence and aspiration holds some PP pupils back from making progress and achieving high levels of attainment.				
C.	Teaching and learning strategies are not meeting the needs of PP pupils especially in light of recent syllabus changes.				
D.	Middle and Lower ability PP pupils in Year 11; higher ability and mobile PP pupils in Year 10; PP girls in Year 9; and, PP boys in Year 8; are making less progress than expected. This prevents them achieving well in Attainment 8 and Progress 8 measures.				
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>					

<b>E.</b>	Attendance of PP students is below expectations and impacting on progress.	
<b>F.</b>	Parental engagement has been difficult with some of our PP parents – they can find school intimidating and as a result feel unable to work with us to support their children. The affect is the students having a negative approach to school and causes them to fall behind on average.	
<b>4. Desired outcomes (desired outcomes and how they will be measured)</b>		<b>Success criteria</b>
<b>A.</b>	Greater ability to access the curriculum in English and Mathematics for Year 7 PP pupils.	GL assessment data indicate improved performance.
<b>B.</b>	Improve opportunities for PP students to engage with enrichment activities and trips	Participation rates in enrichment activities and trips in line with PP/Non-PP pupil ratio.
<b>C.</b>	Improve Teaching and Learning strategies to closely match the needs of the pupils.	Strategies in place to match the needs of PP pupils. Improved student data outcomes.
<b>D.</b>	PP pupils to 'close the gap' on Non-PP peers.	Outcome data indicates gap is closed.
<b>E.</b>	Improve Pupil Premium attendance	PP students to achieve 95% attendance
<b>F.</b>	Improve parental engagement at Parents' Evenings and other evenings aimed at supporting students.	PP students have improved attendance at Parents' Evenings.

<b>Previous Academic Year</b>				
<b>i. Quality of teaching for all</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve Teaching and Learning strategies to closely match the needs of the pupils/ PP pupils to 'close the gap' on Non-PP peers.	Use of context sheets and CPD time to ensure staff work together to plan lessons that respond to the forensic analysis of the data	This aspect of the Pupil Premium Strategy had a significant impact on results with an improvement in the progress of PP students by 0.34 of a grade. In addition, there was a narrowing of the gap between PP and non-PP students despite attainment falling for both groups as a result of lower prior attainment of the cohort. Teachers	This approach was highly successful and should be retained and developed. The key component was the fact that staff were given time to complete the sheets and that this was a collaborative endeavour. One area that should be developed is the targeting of PP students to ensure that more of them achieve the basics measures of grade 5/4 in English and Maths. Students were identified solely by group	

	and match the needs of PP pupils.	reported that the opportunity to share good practice was invaluable and as a result 'take up' of this initiative was good; this was commented upon by the Trust specialist who supported the intervention. Learning walks and student voice indicated that strategies were communicated with students and that this communication supported the targeting of key areas. Other groups that were targeted for the same structured intervention strategy were SEN students and those with high prior attainment both of which benefitted from a similar uplift in progress performance. SEN students achieved an improvement of 0.51 and high prior attainers achieved an improvement of 0.39 of a grade.	however the 4/5 grade in English and Maths is a key threshold that would support PP student to progress successfully to the next stage of their lives. Therefore, support for PP students to achieve this threshold this would have a significant impact on their futures.	
Improve Teaching and Learning strategies to closely match the needs of the pupils.	Develop better independent learning practices by PP students through the introduction of GCSE POD. Using a working group of staff and a focus group of students and parents. Staff incorporate the use of the PODs in schemes of learning and in intervention planning.	Only for a minority of students did GCSE Pod impact positively on their outcomes – 2 students watched more than 200 pods and achieved in line with their target grades (within 0.2 of a grade). Additional students showed high usage of GCSEPOD and some gains in outcomes and closing the attainment gap.	When interviewing students about using GCSE pod they said that some loved it and used it well, particularly if it suited their situation e.g. listening while on a bus or doing a paper round. Some tried it but preferred Seneca (a similar platform). Some departments used GCSE pod in their schemes of learning and those who did achieved well eg. History. We will continue with the approach, as we are tied into a 3-year contract, by building up students' skills using the website lower down in the school to get greater momentum and support for it.	

<p>Improve Teaching and Learning strategies to closely match the needs of the pupils.</p>	<p>To develop the use of vocabulary by students so they can access higher grades. Staff to use the research and strategies from Alex Quigley's closing the gap work. They ensure identified words are used in lesson planning and they build student's confidence with these.</p>	<p>Yr 11 Pupil premium student attainment closed the gap with non-pupil premium students by 0.08. Pupil premium progress improved by 0.38 from the previous year. CPD sessions within the Academic year raised awareness of tier 2 and tier 3 vocabulary. This was evidenced through learning walks showing vocabulary walls and keywords being utilised in lessons.</p>	<p>This strategy is being adopted by departments and some staff but is not fully embedded yet. The curriculum 2020 strategy aims to embed more fully specific tier 2 and 3 words that will be taught through well sequence schemes of learning. This strategy will tie in with the whole Academy literacy plan which work to support teachers in implementing these ideas.</p>	
<p>Greater ability to access the curriculum in English and Mathematics for Year 7 PP pupils.</p>	<p>Introduction of more accurate and comprehensive base line assessment tests that can be used formatively to target PP students' needs.  In English students will be, as part of the book buzz initiative, be receiving a reading book to keep which they need to read 5 pages of every day and then</p>	<p>PP students achieved a narrowing of the gap overall by improving progress by an average of 0.34 a grade.  English – Bookbuzz reading initiative – Every Year 7 student given a reading book and had to read 5 pages a day and reflect on this in lessons. Students as a cohort moving from average of 1.85 to 2.2 within the timeframe.</p>	<p>This strategy needs to be continued, building on the results of last year's assessments so it more specifically targets the PP students' needs towards the target of 5/4 in English and Maths.  The program needs to be more fully integrated into the curriculum so that their progress and the impact on reading can be tracked. More accurate benchmarking will allow us to more accurately measure the impact of the reading on the progress of the group.</p>	

	<p>reflect upon this in class.</p> <p>In maths, students will be given a timetable programme of support which will improve their fluency of knowing their timetables</p>	<p>Students became more compliant towards independent reading and read other books in the series that they had chosen which shows enjoyment and engagement.</p> <p>Target is partially met. Students used the times table sheets confidently and it helped them access other areas of the curriculum which relied on a good knowledge of times tables. However, students often relied on the sheets and did not try to think of answers first and then use the sheets as a check. As a result, students' retention of the tables increased marginally.</p>	<p>Students need to be fluent in times tables in order to calculate quickly at GCSE level. As such this intervention will continue be used to increase confidence in this area.</p>	
<p>Students will be placed in the correct teaching group and tutor group to ensure the best quality teaching is being given to them PR</p>	<p>HODs to look at which teachers with what skills are teaching pp students and then change if necessary. Review the strengths of the tutors and place pp students where the stronger practice is</p>	<p>Partially met. In year admission PP students were placed with tutors of strength or where a specific tutor met the student's needs.</p> <p>The move from Houses to year groups meant that all tutor groups were reviewed, and PP students were placed with the relevant tutor that best met individual student needs.</p> <p>Throughout the academic year various students were placed in teaching groups to minimise low level disruption and to ensure PP students had the correct climate for learning.</p>	<p>This strategy will continue, and tutors are aware of all PP students and creating seating plans to help pastoral learning.</p> <p>The strategy needs to be embedded more into teaching groups and recognising areas of teaching strengths are matched to the PP students.</p>	
<p>PP students to have a more personalised approach/support in specific curriculum areas to improve quality first teaching</p>	<p>Each department will have an opportunity to bid for resources to support a strategy linked to improving the progress of PP</p>	<p>Partially met due to success in some subjects and not in others.</p> <p>History purchased a hands-on external speaker which provided enrichment, re-enthused hard to reach students and brought history to life for them.</p>	<p>Student feedback was that the speaker was "Brilliant", "Reinvigorating" and attendance to revision sessions improved slightly.</p>	

and/or targeted support	students in their curriculum area	<p>English – Bookbuzz reading initiative – Every Year 7 given a reading book, had to read 5 pages a day and reflect on this in lessons. Students as a cohort moving from average of 1.85 to 2.2 within the timeframe. Students became more compliant towards independent reading and read other books in the series that they had chosen which shows enjoyment and engagement.</p> <p>English - GCSE Language and Literature Revision Guide Support.</p> <p>Raised confidence, knowing 'what' to revise, sense of support and attendance at revision sessions as a result.</p> <p>PP Progress: Average Scores Mock 3 v GCSE = 59 v 71 for Language and 48 v 60 for Literature.</p>	<p>Students were engaged in reading but effective use within lessons needs to be refined for improved effect. The initiative will be rolled out to year 8.</p> <p>The program needs to be integrated more fully into the curriculum so that progress and the impact on reading can be tracked. More accurate benchmarking will allow us to more accurately measure the impact of the reading on the progress of the group.</p> <p>Revision guides will be purchased earlier, and the impact monitored more closely. Feedback needs to be more detailed and show that average scores rise.</p> <p>More work needs to be done with HODs to understand the importance of supporting PP progress and making it a priority.</p>	
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**ii. Targeted support**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
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Improved academic Progress of PP students	<p>Literacy and Numeracy withdrawal intervention</p> <p>Numeracy and Literacy interventions tackle issues through small group work in KS3 and KS4 with additional 1:1 in KS4 where appropriate.</p> <p>Maths small group tuition</p> <p>Track pupils and quickly intervene with key staff</p> <p>Effective marking and feedback</p> <p>Each student to have a RAP plan after each assessment point that looks at how far they are away from their targets and</p>	<p>Year 10 Numeracy group work showed 40% increase in confidence using basic Maths functions. Remaining students made individual progress in ability to use skills within tasks.</p> <p>In Year 8 literacy intervention 50% made a sub level improvement, 20% made two sublevels improvement in their English outcomes. 100% showed greater confidence and accuracy in using skills taught</p> <p>50% of students achieved their target grade in maths who received this tuition. Those who did not achieve their target grade were no more than 1 grade below and had made significant progress since their last assessment point (within 1 or 2 grades progress).</p> <p>Year 11 Pupil premium student attainment closed the gap with non-pupil premium students by 0.08. Pupil premium progress improved by 0.38 from the previous year.</p> <p>Partially met. RAP plans were completed by tutors but targets were generic and not SMART targets specific to subject areas.</p>	<p>Quality of teaching and intervention needs to improve as does better identification which gaps to close for maximum effect. Next year the intervention be at start Years 10&amp;11.</p> <p>In future groups will be arranged in line with need rather than mathematical gaps as all students lacked confidence, but educational need stopped some feeling able to join in with activities</p> <p>Improvement noted in the engagement of students in these groups. The personal introduction and the size of group was key to this. Improvements noted from previous year in group management.</p> <p>Those who attended regularly made good progress. Feedback showed that small, teacher led groups raised progress quicker. It would also be more helpful to engage the parents more in the students' progress with this intervention.</p>	
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	what they need to do to get there <b>MAL</b>			
PP students receive the targeted support necessary to close gaps in their learning	<p>Careful tracking of provisions in place and their effectiveness</p> <p>Purchase of Provision Mapping software</p> <p>All student intervention monitored and reviewed for impact</p> <p>Interventions reviewed by teacher assessment to monitor outcomes and effectiveness</p>	Provision mapping software purchased and in use for SEN and pastoral interventions. This has increased knowledge of student support and allowed for analysis of impact. The software had produced evidence for EHCP reviews and requests, LAC reviews and PEPs, as well as allowing the school to track financial support given to families to support uniform, T&L materials etc.	<p>We will continue with this tracking system as it is more precise and allows us to review impact easily. Plans for 19/20 involve rolling this out to subject areas so these interventions are tracked also.</p> <p>It is hoped that administrative support can be provided for this, so the programme is used more efficiently and allows Alt to analyse more quickly and precisely.</p> <p>A priority for next year will be to ensure all interventions are mapped effectively and supports PP analysis and outcomes. Middle Leader training will support this and staff to become more strategic at tracking impact.</p>	
PP students requiring safeguarding and/or emotional support access quality support in a timely and effective manner	Staff CPD to highlight concerns that may affect learning and how to refer on CPOMs software to record concerns, actions and progress over time	<p>Staff CPD has taken place and increased awareness of the impact of peer or peer abuse, children missing education and serious violent crime on student attainment. A further 3 staff have been trained as DSLs and increased capacity to support students in a timely and effective manner</p> <p>CPOMS is used regularly and well. All entries are reviewed on the day and actions determined, A range of support is provided for families and students and the school works closely with outside agencies.</p>	All safeguarding interventions in place will continue with updates in line with KCSIE 2019. The school will continue to use PP funding where appropriate to support individual students.	

	Students and families receive quality support from school staff and outside agencies that support and improve academic outcomes			
PP students requiring additional support for SEMH issues to receive small group or 1:1 support	<p>Behaviour support worker 1:1 and small group support</p> <p>Outside agency support for those presenting with complex needs</p> <p>Year 11 Mind 2 Matters intervention for those at risk of NEET</p>	<p>The Behaviour support role was changed to a Child and Family worker as the result of staff turnover and student need. Both roles provided 1:1 and small group support for student that was effective and showed impact.</p> <p>Year 7 100% students increased both their math and English grades 80% improved attendance 90% showed a decreased in behaviour incidents</p> <p>Year 8 50% students increased both their maths and English grades 87.5% improved attendance 75% showed decrease in behaviour incidents</p> <p>Year 9 77% increased both maths and English grades 77% showed a decrease in behaviour incidents 66% improved attendance</p> <p>Year 10 50% increased both maths and English grades 100% students increased grades in one core subject 50% improved attendance 43% showed decrease in behaviour incidents</p> <p>Despite the decrease in outside agency support available, students have been referred when necessary and suitable.</p>	<p>All interventions will continue but with an increased focus on tracking impact and student voice.</p> <p>Staff time will need to be afforded for strategic planning in order to:</p> <ul style="list-style-type: none"> <li>• Deliver the right interventions to the right students</li> <li>• Deliver more specific targeted interventions as appropriate</li> <li>• Involve parents and carers more</li> <li>• Plan next step pathways for those students who do not show progress</li> </ul>	

		Students placed at the ACB have made significant progress in both academic and social areas. Two students gained GCSE English and one GSCE maths. Further vocational qualifications were gained also The Year 11 Mind 2 Matters course was delivered to 12 students at risk of disengagement from school. All sat GCSE examinations and gained some qualifications.		
<b>iii. Other approaches</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Targeted groups to 'close the gap' on Non-PP peers.	Improve the quality of interventions from the pastoral team through raising achievements meetings with the Head of House and Senior Link. Achievement, behaviour and attendance data will be looked at to help plan the appropriate interventions	The Pastoral Team has become more effective in tracking incidents and actions. Fortnightly referral meetings took place in the presence of HOH, SENCO, VP Attendance and SVP Inclusion where cases were discussed holistically, and actions/outcomes recorded.  100% of students discussed had a personalised intervention plan  See above data also	The pastoral system will change in 19/20 to a Year system which means each pastoral leader is responsible for less students, allowing for greater support. Tutors will be able to tailor their support so it is more age-appropriate and their role will become key in supporting students both pastorally and academically. Each Year group will also have a Senior Link attached which improves capacity with behaviour and attendance issues and will improve standards.	
Improve Pupil Premium attendance	Regular use of outside agencies evidenced for those	Year 7 Pupil Premium attendance improved to 93.24% which is above the National average of 92.2%.	This strategy has worked well this year for individual case studies and so we will be continuing this. Due to the introduction of a new attendance software tracking system next year we will be able to	

	<p>whose attendance is below national expectations with focused attention on PP pupils.</p> <p>Increased focus on PP students in Challenging Attendance forms and Attendance sweeps.</p> <p>Increased capacity for First Day of absence response for all PP students</p>	<p>Overall Pupil Premium attendance was 91.79% against the National average of 92.2%.</p> <p>This has improved from the previous year. The overall Academy attendance was 95.07% which increased slightly with HOH specifically targeting PP students with parent meetings to improve attendance. Referrals to various outside agencies were actioned as an outcome of these meetings to help and work with parents to improve attendance, including parental support, mentoring and one to one student sessions to reduce anxiety or deal with bullying.</p> <p>These support strategies have seen some good improvement in PP attendance in many individual cases.</p> <p>Tutors focused on improving PP student's attendance with positive praise and challenge. This worked well with many PP students. Overall attendance improved as an Academy to 95.02%.</p> <p>Attendance sweeps were conducted for all year groups with specific focus on poor PP attendance and those at risk of PA's.</p> <p>Data was analysed weekly after the sweeps to check improvements. Over 50% of the students seen throughout all year groups, including various PP students showed an increase in attendance.</p> <p>Appointments of a full time Attendance Officer and full time Child and Family worker has meant a growth in capacity to enable the Academy to safeguard and monitor attendance of Pupil Premium and vulnerable students.</p>	<p>create better and quicker interventions for PP students and improve the attendance further.</p> <p>The new SOL tracking system allows the Attendance Officer and HOY to focus more on praise and reward for great attendance.</p> <p>The system put in place this year will be continuing next year as it shows impact and is successful.</p> <p>Increased number of parental meetings for PP students has built improved positive relationships. This means parents and students</p>	
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		<p>Phone calls and then home visits are made to all first day response students if they are not in school within the first hour of the Academy day. Over 60% of all first day response students are also PP students.</p> <p>The Child and Family worker has supported 32 specific PP students and parents as a tier two response to improve attendance and lateness which in turn affects progress.</p> <p>This increased capacity has led to improved attendance of 43% of PP students on the first day response list and is continuing to improve. It has also improved a number of the vulnerable student's attendance even if they are not PP.</p> <p>A morning breakfast club has been set up and run for vulnerable students before school which included 12 PP students. This has been appreciated and has raised attendance for over 60% of these students.</p>	<p>feel more supported and more willing to work with the Academy to improve the child's attendance.</p> <p>The breakfast club will also be continuing for vulnerable students.</p>	
<p>Improve parental engagement at Parents' Evenings and other evenings aimed at supporting students.</p>	<p>Build strong working relationships with parents of PP students to support working partnership Target PP parents to attend Parent's evenings and Information evenings by phoning individually to invite them and book appointments</p>	<p>Pupil Premium Parents are contacted individually by the school to inform of parents evening and to book appointments.</p> <p>Relationships with Pupil Premium parents is strong, and the school seeks to resolve any issues with parents collaboratively. The Child and Family worker has been effective in visiting parents who did not come into school and has built strong relationships with them that support their children's progress.</p>	<p>Increasing Parental Engagement remains a key action for the Academy. Work will be undertaken to increase the contribution of PP parents to our Parent Focus group and to ensure their voice is heard and their contribution valued.</p> <p>Improve data collection in this area so further targeted intervention can be offered</p>	



	options and post 16 pathways		Students will also receive visits from guest speakers. These will include apprenticeships, 6 <sup>th</sup> form, college and Universities.	
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## 5. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.