



Pupil Premium Strategy - Led by: Samantha Sillito and Robin Chubb Link governors: Richard Wills and David Blades
Main Aim/Aims: To ensure pupil premium funding is effective in closing the attainment gap in reading, writing and maths

Objective (To include action)	Monitoring and Evaluating	Resources and/or Cost	Governors' Role	Start Date	Review Date	Success Criteria	Progress Review
To reduce the attainment gap between pp (without SEND) and non pp children in Reception by employing two extra TAs in Reception who will enable a better focus on PP children. One is also ELKLAN trained ensuring focused work on speech and language, which is an identified need.	Reception teachers have a secure overview of progress from the pilot baseline ensuring rapid progress of vulnerable groups. Senior leaders monitor through drop ins, progress meetings and talking to the children to ensure the funding is making a good impact.	£34,032 two TAs one ELKLAN trained to focus on speech and language.	Liz Jackson (EYFS Gov) will visit at monitor the impact of the extra adults Liz will analyse progress from the baseline of pp (both SEND and non-SEND) termly.	Sept 2019	Termly and then July 2020	Reducing the gap from their starting points to achieve GLD	
To reduce the attainment gap between pp (without SEND) and non pp children in Year six by employing two extra TAs who will enable a better	Year six teachers have a secure overview of progress from Key Stage one outcomes, ensuring rapid progress of vulnerable	Extra TAs in the mornings to carry out targeted work £22,361 Senior leaders teaching booster	English link Governor Lucy Curran and Maths link	Sept 2019	Termly and then July 2020	PP Pupils achieve ARE in reading, writing and maths in line with their non-PP peers and national	



<p>focus on PP children boosters run by Senior Leaders</p>	<p>groups. Senior leaders monitor through drop ins, progress meetings and talking to the children to ensure the funding is making a good impact.</p>	<p>classes to Year 6 one morning a week each. £9,432</p>	<p>Governor David Blades will observe year 6 lessons and analyse the data and look at progress in the children's books.</p>				
<p>To improve reading, writing and maths outcomes in KS 1 for PP pupils by employing an extra TA to support Year 2 pupils three days a week.</p>	<p>Year two teachers have a secure overview of progress from EYFS outcomes, ensuring rapid progress of vulnerable groups. Senior leaders monitor through drop ins, progress meetings and talking to the children to ensure the funding is making a good impact.</p>	<p>£9700 for TA for three days a week.</p>	<p>English link Governor Lucy Curran and Maths link Governor David Blades will observe year 2 lessons and analyse the data and look at progress in the</p>	<p>Sept 2019</p>	<p>Termly and then July 2020</p>	<p>PP Pupils achieve ARE in reading, writing and maths in line with their non-PP peers and national</p>	



			children's books.				
To provide high quality CPD opportunities to support maths and English leaders to effectively improve outcomes for all pupils including PP	LLP Senior leaders hold English and maths leaders to account on the impact of the training disseminated to staff	£1,500 for English and maths bundles £3,000 HIAS support	English and maths gobs to talk to staff about the impact of CPD and feedback to HIAS Checking value for money	Sept 2019	Termly and then July 2020	Teaching and learning is good or better throughout the school Pp Pupils outcomes are in line with, at least, national outcomes.	
To improve KS 1 outcomes for PP pupils (Not SEND) in reading and writing and To maintain Year 1 phonics outcomes for PP children by using Bug Club and Phonics Play both at school and at home.	English leaders to monitor impact of Bug Club and Phonics Play	Bug Club and Phonics Play £1,000	Lucy Curran, English Governor to chat to children about them using Bug Club at home	Sept 2019	Termly and then July 2020	Phonics to remain in line with national or better Improved KS 1 reading and writing outcomes for PP pupils in line with national or better.	



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- ▶ **Main Aim/Aims:** To provide opportunities within school that disadvantaged pupils may not be accessing within family life
- ▶ **Rationale for this spend** "Equity is not the same as equality it means schools doing more for some children than others in order to create a more level playing field. Recognising that some children have a very narrow experience outside school and providing them with additional opportunities is as important step in ensuring that they can make the most of their educational opportunities Disadvantaged 11 year old will have done many fewer of the activities than their better off peer – and that is the way it will remain for these young people unless schools make additional opportunities available to them either through extra- curricular activities or through focused financially supported visits." Sir John Dunford – Pupil Premium Tsar

Objective (To include action)	Monitoring and Evaluating	Resources and/or Cost	Governors' Role	Start Date	Review Date	Success Criteria	Progress Review
To provide opportunities to enhance vocabulary and writing within the areas of maritime, heritage and environment by giving the children out and about experiences across the Isle of Wight that they may otherwise not experience.	Out and About teacher to evaluate experience including asking the children what new vocabulary they have learnt. Evaluation sheet. English leaders ask children about how out and about is supporting their writing and vocabulary. Senior leaders to ask about this in Golden ticket time.	Out and About teacher two days a week £17,265 Out and About TA two days a week £6,400 Minibus £2,000	Laura Clark out and about Gov to attend an out and about session with her daughter. Chat to the children.	Sept 2019	Weekly Ongoing Review and then termly and July 2020	Attendance rate stays above national because the children want to come to school. Parents and pupil questionnaires are positive. Children can talk about what they have learnt whilst out and about and the impact it had on their writing.	



<p>To provide opportunities for all the children to learn to cook independently by employing an HLTA every afternoon.</p>	<p>D and T leader to evaluate the planning and teaching. Senior leaders to ask about this in Golden ticket time.</p>	<p>Cookery HLTA £8,000 for five afternoons</p>	<p>D and T Governor to join cookery session with his own child.</p>	<p>Sept 2019</p>	<p>Weekly Ongoing Review and then termly and July 2020</p>	<p>The children can cook a three course meal independently by the time they leave Queensgate.</p> <p>Children understand about sugar swaps and making healthy life choices.</p> <p>The children can talk confidently about their cookery lessons using appropriate vocabulary</p>	
<p>To provide a broad and balanced curriculum for all children with a focus on PP pupils by offering wider opportunities e.g. recorders for Year 3, Samba for Year 4, Ukuleles for Year 5 and keyboards for Year 6.</p>	<p>Music leader to gather the views of the children about this.</p>	<p>£1,200</p>	<p>Music Gov to chat children about their music lessons and what they have learnt noting if they would have had these opportunities at home.</p>	<p>Sept 2019</p>	<p>Weekly Ongoing Review and then termly and July 2020</p>	<p>Children are open minded to musical opportunities</p> <p>Pupils report that they enjoy music lessons</p> <p>Resilient and confident learners</p>	



To provide a wide experience of life through extra-curricular clubs	Clubs list	£5,320		Sept 2019	Weekly Ongoing Review and then termly and July 2020	Attendance at clubs is good 95% + Overall attendance stays above national Pupils enjoy school and talk confidently about their experiences of clubs	
To facilitate outdoor learning through Forest School provision by providing appropriate Forest School resources.	Forest School Leader to ensure characteristics of effective learning are developed in Reception children and offered as a wider opportunity throughout the school Forest School leader to conference with children and parents through tapestry	£500	EYFS Gov to monitor the opportunities given to Reception children through the use of the Patch	Sept 2019	Termly	Enhanced Vocabulary acquisition Children are resilient in their learning back in the classroom ELG are in line with national	
To ensure all children have the opportunity to attend school trips (including swimming) and residential by using pupil premium funding to support PP children.	Senior leaders monitor that all children are attending trips and residential.	£2,000 to support families with trips and residential £1,000 to support teaching the children to	Laura Clark to talk to pp children about their trips and monitor swimming progress	Sept 2019	July 2020	100% of pp children attend all day trips and Year 4 and Year 6 residential trips Increase in the number of children being able to swim 25 metres.	



		swim					
To ensure the children are ready for school by providing funds to support attendance at breakfast club for families in difficult circumstances.	Senior leaders ongoing depending on need CAF/TAF/CIN/CP designated teachers Inclusion Manager	£700	NA	Sept 2019	July 2020	All children are ready for their learning	

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► **Main Aim/Aims:** To ensure behaviour for learning for PP pupils is the best it can be

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To ensure all children can access high quality teaching in the classroom by providing a nurture suite for those children who are struggling within the mainstream setting.	Inclusion Manager monitoring and evaluation the work of The Den by using Boxall Profile and drop ins.	Two ELSA trained TAs £41,670	Inclusion Gov, Teresa Harris observe and talk to the children and staff	Sept 2019	July 2020	Mainstream lessons show good behaviour for learning from all Progress shown through the Boxall Profile over time bringing children more in line with their peers	



						Individual children's needs are catered for and they flourish at school	
Children receive the right additional provision by working closely with outside agencies i.e. play therapy, ILC, Medina House outreach, Educational Psychologist individuals access strategies to support them in their learning in the short term to be able to reintegrate or remain in mainstream schooling in the long term	Senior leaders, teachers and Den staff constantly monitor the effects of the work for each child with the view that they re-integrate or remain in mainstream.	£18,500 (£3,300 EP, £10,000 ILC, £1,200 bus passes, £4,000 play therapy)	Resources committee to ensure value for money	Sept 2019	July 2020	Early identification of children who need to access this support Successful integration and re-integration as necessary to enable the child to have behaviour for learning so that they can access quality first teaching.	

Overall Pupil Premium Funding - £185,580

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