Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Queens Park primary School
Number of pupils in school	309
Proportion (%) of pupil premium eligible pupils	45.7%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2022-2025
Date this statement was published	15.09.24
Date on which it will be reviewed	30.09.25
Statement authorised by	Emma Gale
Pupil premium lead	Emma Gale
Governor / Trustee lead	Jack Ashby

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£223,030
Recovery premium funding allocation this academic year	£5,619
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£228,649

Part A: Pupil premium strategy plan

Statement of intent

At Queen's Park Primary School, we are determined to ensure that our disadvantaged pupils' attainment and progress exceeds national average scores. It is the responsibility of all staff to strive to overcome the impact of socio-economic disadvantage on pupil learning and achievement and improve the outcomes of our pupils. This strategy has been developed through robust assessment of need and its implementation is monitored carefully.

We focus on high-quality teaching and learning in all areas and use structured interventions to supplement this where necessary. We make excellent use of ongoing diagnostic assessment to ensure we are challenging the relevant challenges to learning and responding to **our** pupils' needs.

We pride ourselves on using evidence-informed approaches across the school with this strategy central to school improvement priorities. Relevant evidence and research is made available to all staff and we, as senior leaders, ensure there is interconnectivity between school strategy documents.

Distributed leadership ensures that leaders at all levels drive the standards and practices detailed throughout the strategy and there is a collective understanding and responsibility.

The pupil premium strategy is central to the work of subject leaders in designing, implementing and evaluating their curriculum areas across the school. It is this strategy that ensures our curriculum is coherent, purposeful and provides the skills, knowledge, opportunities and aspiration necessary for our pupils to become successful learners and fulfilled citizens, suitably equipped for the future.

The strategy hinges on:

- A shared ethos – all staff are responsible for challenging barriers for our pupils and previous attainment is not an anchor for future attainment - *A belief that all can succeed is fundamental to the success of the pupil premium strategy* (Blatchford, 2020)
- Positive relationships with pupils and the wider school community
- High-quality teaching for all
- Access to effective, early intervention
- Development of literacy skills – with a strong focus on communication
- A context specific, ambitious, well-matched curriculum offer
- Incorporation of quality experiences and broadening horizons
- Supporting pupil and family wellbeing

• Accurate impact evaluation - *Impact evaluation must be robust and rigorous. It must evaluate and not be used to prove innovations, strategies and approaches are working.* (Rowland, 2021)

Challenges

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

Challenge number	Detail of challenge
1	**Language Acquisition** Our assessments and observations indicate that many children have speech and language needs with underdeveloped vocabulary especially upon entry to school. 32% of our reception cohort were working significantly below ARE in speaking and listening, 36% were working significantly below in language comprehension with a significant gap between disadvantaged pupils and their peers.
2	**Attainment Gap** Internal and externally published data shows a progress and attainment gap between pupil groups, and at a national level in reading, writing and maths. Reading has been highlighted as the greatest challenge of all subjects.
3	**Absence** Attendance and punctuality rates are below national figures and are of concern with persistent absence data increasing between 2018 and 2023. Persistent absence for 2022 – 2023 was 35.6%.
4	**Wellbeing** Teacher referrals, safeguarding referrals and welfare checks have significantly increased in 2023/2024 indicating a need to provide further access to SEMH support both externally and within school.
5	**Behaviour** CPOMS and staff observations show that maintaining positive behaviour and positive relationships is challenging for some children and has distracted from teaching and learning in the classroom.

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
1	Pupils show high levels of oracy skills	Pupils communicate effectively in varied situations and settings and have the background knowledge

		required to access age related reading material.
2	Improved reading attainment, engagement and love of reading	Pupils' outcomes in phonics and reading will be, at least, in line with National attainment with a diminished gap between pupil groups
3	To improve and sustain consistently high levels of attendance for all pupils	Pupils' attendance will be, at least, in line with National figures with a diminished gap between pupil groups
4	To improve and sustain high levels of wellbeing for all pupils	To reduce the number of referrals necessary through early intervention and effective support both in school and externally - Data to be collated
5	For all children to be able to self-regulate and maintain positive relationships	To see a reduction in behaviour incidents in school and an increase in children reporting a strong sense of belonging.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *114,324.50*

Activity	Evidence that supports this approach	Challenge number(s) addressed
A leadership focus on high expectations and high-quality teaching for all children	Research shows us that high quality teaching is the most important lever to improve outcomes for children *A belief that all can succeed is fundamental to the success of the pupil premium strategy* (Blatchford, 2020) *The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils (EEF 2020)* *Where staff set audacious goals and chase big dreams, they are more likely to see their vision become a reality* (Blatchford, 2020) Leaders at all levels drive the pupil premium strategy. One person cannot own the pupil premium strategy, it is a community effort to improve outcomes for these children (Rowland, 2021)	1,2,3,4,5
Embedding of personalised SSP and development of reading fluency and comprehension.	Phonics is the only route to decoding. It is essential that there is early identification of pupils who are at risk of falling behind and immediate intervention provided. Consistency across the school is necessary to ensure pupils learn to read quickly. All pupils must complete the phonics programme. *Reading is the gateway to future learning and pupils' reading attainment has been below national averages* Fluency of reading is also a key indicator for future success in further education, higher education and employment (DfE, 2021) Fluency and enjoyment are the result of careful teaching and frequent practice. Ensuring children become fluent and engaged readers at the very earliest stages also helps avoid the vicious circle of reading difficulty and demotivation that makes later intervention more challenging (DfE, 2021).	1, 2

	Re-reading a text, therefore, gradually increases the number of words in it that they can read 'at a glance' (DfE, 2021).	
Development of language acquisition through explicit teaching of vocabulary	Diagnostic assessment has shown that language acquisition is a priority for pupils. *"At least 40% of pupils lack the vocabulary to access their learning."* (Voice 21) *'Schools should follow strategies that address the impact of socioeconomic disadvantage on learning in the long term. These include limited vocabulary, underdeveloped oral language.'* Rowland, 2021	1,2,4,5
Development of a context specific curriculum offer – promoting a sense of belonging	To tackle attendance, all children need a strong sense of belonging to the school community, *"To be successful, disadvantaged pupils will need to feel like they belong in our schools and in our classrooms."*	1,2,3,4,5
Development of pathways to success for pupils	Ensure that all children know they are valued and are clear on pathways for their future.	3,4
Development of language acquisition through first-hand experience	*'The presumption of language can leave pupils isolated in the classroom'* (Rowland, 2021) *'Language is key to success in accessing the curriculum, in participating in lessons, in developing background knowledge that binds learning together, and in developing relationships with adults and peers.'* (Rowland, 2021)	1,2,3,4,5
Development of effective feedback for learning and self-regulation	*high quality feedback is essential for increase in progress (+ 3 to +8 months additional progress)* *Acquiring the skills to become a self-regulated learner promotes independence and an increase in progress (+ 2 to +7 months additional progress)* *https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback*	1,2,4,5
CPD through weekly learning walks, coaching, instructional coaching,	*If we can develop teacher education to be a continuous process in a real sense, rather than the odd inset, workshop or course, then retention rates will improve.'* (Blatchford, 2020)	1,2,3,4,5

distributed leadership, collaboration, NPQ programme, LA support, regular and targeted professional development meetings: High expectations for all Phonics Fluency in reading Reading comprehension Effective use of diagnostic assessment Effective ECT programme of support Effective induction programme Retrieval Practice Use of PLC High Quality Teaching Effective feedback for learning Consistent application of the Just Right Programme	*Increased capacity for leadership has a positive impact on pupil learning and achievement. It also encourages retention which is essential for a successful PP strategy* (Blatchford, 2020, EEF, 2020) The Ebbinghous forgetting curve shows how retention decreases over time. With retrieval practice, he showed that the less we forget and the slower the forgetting. Roediger and Karpicke (2006) found that retrieval and low stakes testing is better in terms of long term memory. *'Through the act of retrieval, or calling information to mind, our memory for that information is strengthened and forgetting is less likely to occur. Retrieval practice is a powerful strategy for improving academic performance,'* Agarwal et al. 2020 https://educationendowmentfoundation .org.uk/projects-and-evaluation/projects/spaced-learning *Pushes to improve behaviour should be school wide.'* (Sobel, 2018)	
Implementation of an effective recruitment and retention programme	*'Getting the right teachers matched to the right classes is vital.'* (Sobel, 2018)	1,2,3,4,5

	High turnover of staff has a detrimental impact on learners' enjoyment and achievement.	
alongside the strategic allocation of staff		
Forensic use of assessment as, for and of learning and development	*High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils' progress (EEF, 2020)*	1,2,3,4,5
Implement an internal cover provision for staff absence (2023 – 2024 in years YR) (2024 – 2025 in years 5-6)	Vulnerable pupils are disproportionately impacted through the use of unknown adults therefore, a focus on internal cover, has a positive impact on pupils' wellbeing and learning. *'Every interaction matters.'* (Rowland, 2021) *Our strategies to address educational disadvantage will stand or fall based on the quality of relationships we forge* (Rowland, 2021)	1,2,3,4,5
Provide access to high quality CPD for staff through ECT, NPQ programmes, feedback cycles and development of effective PLCs	*Increased capacity for leadership has a positive impact on pupil learning and achievement. It also encourages retention which is essential for a successful PP strategy* (Blatchford, 2020, EEF, 2020)	1,2,3,4,5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 57,162.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted use of support staff to meet the outcomes outlined in Pupil Progress Meetings	The evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress (EEF, 2020)	1, 2
Pre-teaching (pre-learning) and Same	*Flexible grouping describes when pupils are allocated to smaller groups based on*	1,2

Day Intervention (overlearning)	*the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met* (EEF, 2020) 100% of teachers stated that, during 2020-2021, pupils accessing Pre-teaching were better accessing lessons. 2020-2021 data shows that pupils accessing effective pre-teaching made accelerated progress.	
Additional Phonics/Reading Intervention	Keep up not catch up mantra across the school. Reading is the gateway to the rest of the curriculum.	1 , 2
NELI Intervention	*"The efficacy trial found at the end of programme delivery children who received the 30-week version made, on average, four months additional progress in their oral language skills, compared to those who did not receive NELI. The children who received the 20-week version made, on average, two months of additional progress in their oral language skills, compared to those who did not receive NELI. These result both have a high security rating: four out of five on the EEF padlock scale. The children were also assessed six months after the programme had finished and impacts on their language skills were still visible."*	1, 2
Fine Motor Intervention	*"Handwriting remains a vital skill that is foundational to all writing development. Indeed, handwriting automaticity – being able to write fluently and legibly, with little conscious thought – can prove a unique predictor of the length and quality of*	2

	sentence composition in younger children." (Quigley, 2022)	

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 57,162.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of ATTEND materials to identify barriers to high attendance rates	*'The most effective interventions will understand and address all of the underlying reasons for low attendance and will build committed, trusting relationships between families and schools. Intervening by building a support network around the education setting and family has been found to be the most effective way to ensure longer-term success.'* (Dr Adele Tobias Educational Psychologist Brighton & Hove City Council)	3
Developing use of Learning Mentors' time to include structured support programmes such as SibTalk.	*'SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.'* Social and Emotional Learning Toolkit	3, 4, 5
Targeted use of breakfast and after school club	*'The evaluation (2021) finds that the schools who hosted breakfast clubs reported that the provision had supported improvement across key areas, including:* *Improved pupil behaviour (94 per cent).* *Healthier eating habits among pupils (95 per cent).* *Readiness to learn (99 per cent).* *Concentration in class (99 per cent).* *Educational attainment (94 per cent).* *Better social skills (93 per cent).* *Better parental engagement (79 per cent).'* Breakfast Club School Report	1,2, 3, 4, 5
Build upon positive relationships	*Every interaction with our disadvantaged pupils and their families has the power to bring about positive change.'* (Rowland, 2021)	1,2,3,4,5

	Everyone in the school community, including teachers, leaders, learning support staff, office staff and midday supervisors are responsible for building and sustaining positive relationships with all families, including those from disadvantaged backgrounds (Rowland, 2021)	

Total budgeted cost: £ 228,649

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

The school strategies detailed in this document were implemented with some evidence of a positive impact within each tier.

Case studies show that the wider strategies for both well-being and behaviour are beginning to have a positive impact on pupil attendance.

Reading Data Across the School:

There has been a noticeable enhancement in reading data across the school. This is evident through the analysis of standardised test scores, reading assessments, and ongoing monitoring and evaluation.

Teachers have implemented effective strategies to engage students in reading activities, fostering a positive reading culture.

Collaborative working among teachers to share best practice, high quality CPD and resources have contributed to a consistency of approach and the overall improvement in reading.

Language Acquisition in Reception:

The sharp focus on language acquisition in reception classes has demonstrated positive outcomes. Students are exhibiting increased language skills, vocabulary, and communication abilities and there is a decreasing gap between disadvantaged pupils and their peers.

Parental involvement through communication strategies and at-home activities has contributed to reinforcing language acquisition.

Consistency in Teaching:

There is a greater consistency in teaching practice across the school. The implementation of our consistent lesson structure has improved learning behaviours and engagement during lessons. Feedback is progressive and enabling children to experience success.

Teachers have embraced professional development opportunities such as Professional Development Meetings, weekly learning walk feedback, collaborative planning which has led to increased consistency in expectation, lesson planning and delivery.

Attendance:

There have been significant improvements in attendance, there is a positive trend indicating increases in regular school attendance.

Establishing communication channels with parents to address potential barriers to attendance has enabled us to support families in overcoming challenges to regular attendance.

While there are gaps evident between children eligible for PP and their peers:

GLD was above national and local for disadvantaged

Internal data shows that the gap is reducing.

End of KS2 data showed that the gap in writing is reducing.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Twinkl Phonics	Twinkl
Times Tables Rock Stars	TTRS
Mastering Number	NCETM

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	