

## 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Queensgate Primary
Number of pupils in school	276 (including 20 in Nursery)
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022 – 2025
Date this statement was published	Autumn 2023
Date on which it will be reviewed	Every Autumn
Statement authorised by	N Hitchcock, HT
Pupil premium lead	N Hitchcock, HT
Governor / Trustee lead	J Peet, Governor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,900
Recovery premium funding allocation this academic year	£3,347
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£29,247</b>

# Part A: Pupil premium strategy plan

## Statement of intent

- Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.
- We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.
- Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.
- Our strategy is also integral to wider school plans for education recovery.
- Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Internal assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils.
3	Our assessments, "check ins", observations and discussions with pupils and families have identified social and emotional issues for many pupils, challenges particularly affect disadvantaged pupils, including their attainment.
4	47% of our disadvantaged pupils have attendance less than the National average (96%).

	Our attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been between 2% lower than for non-disadvantaged pupils.
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## 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
Improved reading attainment for disadvantaged pupils by the end of KS2	KS2 reading outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils by the end KS2	KS2 maths outcomes in 2024/25 show that more than 90% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2024/25 ascertained by: pupil voice, parent surveys and teacher observations an increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced.

## 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: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of updated standardised diagnostic reading assessments (PIRA).</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p>	<p>1</p>
<p>Purchase ReadWrite Inc Phonics training programme and reading books to secure stronger phonics teaching for all pupils.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p>	<p>1</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches.</p> <p>We will fund subject leader release time to embed key elements of guidance in school, provide peer support to staff.</p>	<p>2</p>

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

Budgeted cost: £ 9,000

Activity	Evidence that support this approach	Challenge number addressed
<p>Additional KS1 Maths sessions</p>	<p>There is moderate evidence to show that small group tuition can be an effective method to support pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>1</p>
<p>Additional ReadWriteInc phonics sessions</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds.</p>	<p>1</p>

KS2 additional reading sessions	Teaching reading strategies had been shown to have very high impact for very low cost, based on extensive evidence. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a>	1
External 1:1 tutoring provided	High impact for moderate cost based on evidence. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a>	1/ 2

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

Budgeted cost: £10,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest Schools sessions for classes throughout the school. In the session the focus is on the pupil's holistic development i.e. social, physical, emotional, spiritual and communication skills.	Over a number of years, we have observed the positive impact that Forest School's has had on our pupils' wellbeing, resilience and social communication skills.	3 and 4
Ensure office staff and class teachers are aware of their role in monitoring and supporting pupil attendance and that they have the relevant time and training to do so effectively.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Fund school trips. Before and after school clubs for disadvantaged pupils.	We have seen over a number of years the positive impact this has on pupils' attendance and well-being.	4

**Total budgeted cost: £31,500**

## 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.

#### 2022/23 outcomes

**Year 1 phonics test:** 3/47 disadvantaged pupils. Average point score for these pupils was 36/40. This is above the national average for all pupils (33/40) and the national average for disadvantaged pupils.

**Key Stage 1 outcomes:** 2/31 disadvantaged pupils. Expected standard was achieved in Reading and Maths by both children. 1 child was working below expected standard in writing.

**Key Stage 2 outcomes:** 2/31 disadvantaged pupils. Expected standard was achieved in Reading and Maths by both children. 1 child was working below expected standard in writing.

The numbers of disadvantaged pupils at Queensgate are very low, making statistical comparisons problematic. However, our standardised internal assessments show our disadvantaged pupils make excellent progress from their individual starting points.

### Further information

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. These are outlined in our School Development Plan:

- Pupils to continue to make significant progress from their individual starting points in **reading and writing**
- Pupils to continue to make significant progress from their individual starting points in **maths**
- Pupils to become increasingly **reflective and independent learners**
- Maximise opportunities in the **outdoor Early Years Foundation Stage learning environment** for child-initiated learning and independent application of early reading, writing and maths skills
- Further develop our curriculum to ensure that it celebrates **race, diversity and inclusion** and equips children for the diverse world in which we live