

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Queen's Hill Primary School and Nursery
Number of pupils in school	557
Proportion (%) of pupil premium eligible pupils	8%
Statement authorised by	Penny Sheppard Headteacher
Pupil premium lead	Matthew Cross Assistant Headteacher
Governor / Trustee lead	Holly Davis Pupil Premium Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 61,870
Recovery premium funding allocation this academic year	£16,400
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	£78,270

Part A: Pupil premium strategy plan

Statement of intent

Issues that some disadvantaged pupils face have been exacerbated by the Coronavirus pandemic, and we are anticipating an increase in the levels of disadvantage in our school community.

At Queen's Hill Primary School, 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.

Every day, all pupils, including those from disadvantaged backgrounds, will be best served by the focus on high quality of teaching and learning at all levels, beginning in the Early Years. 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. This focus on High-quality teaching is underpinned by wider strategies to support pupils social and emotional development, which are proven to support academic performance, attitudes, behaviour and relationships with peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

At Queen's Hill Primary and Nursery School, we believe that by having the highest expectations of all learners, the highest possible standards will be achieved. We believe the approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve or not.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance</p> <p>We know that children need to be in school in order to learn and reach their potential. Our attendance data in Autumn 2021 term 1 indicates that attendance among disadvantaged pupils has averaged 91%, compared to 91% for non-disadvantaged pupils. Attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been 3% lower than for non-disadvantaged pupils.</p> <p>Whilst PP children are more likely than their peers to have poor attendance, the gap is nearly diminished at Queen's Hill Primary School and we need to continue this good practice.</p>
2	<p>Developing literacy skills across the school</p> <p>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 and latterly their</p>
3	<p>Mental health and wellbeing</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher and parent referrals for support have markedly increased during the pandemic. Our school's PSA case load has increased by 50% in the past year.</p>
4	<p>Academic Attainment in maths</p> <p>Our summative assessments (through NFER) indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. In our most autumn 2021 termly diagnostic tests, 36% of pupil premium pupils were working at age-related expectations, compared to 52% for non-disadvantaged pupils.</p> <p>This differential is also seen in our 2019 KS2 SATS data, with 56% of Pupils eligible for pupil premium making expected progress in maths compared with 75% for those Pupils not eligible for pupil premium</p>

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 among disadvantaged pupils.	KS2 reading outcomes show a decreasing differential of disadvantaged pupils meeting the expected standard compared to their non-disadvantaged peers.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes show a decreasing differential of disadvantaged pupils meeting the expected standard compared to their non-disadvantaged peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> • qualitative data from student voice, student and parent surveys and teacher observations • an increase in participation in enrichment and mental wellbeing activities, particularly among disadvantaged pupils This may include nurture, outdoor learning and after-school clubs.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 2%

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: £ 26,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement and resourcing of our maths mastery teaching (currently delivered in part, through Power Maths)</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access training for Mastery training.</p>	<p>Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.</p> <p>EEF Mastery Teaching</p>	4
<p>Purchase of standardised diagnostic and formative assessment tools to help teaching staff identify and teach gaps in skills and knowledge.</p> <p>This will include training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Resources include Learning by Questions, NFER and Complete Comprehension</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>Standardised tests: Assessing and Monitoring Pupil Progress, EEF</p>	2, 4
<p>Continue to invest in our revised reading comprehension programme, by providing resources and staff training in order to deliver high-quality reading lessons. This will include ensuring all pupils have regular access to high-quality texts in our school libraries and</p>	<p>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities</p>	2

access to our school librarian to support with access to literature and reading support.	and texts that provide an effective, but not overwhelming, challenge. EEF, Reading strategies	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to engage with the NTP programme to provide school-led subsidised tuition for pupils in Key Stage 2	Children have access to individualised and small group provision to ensure they make at least the progress of non-PP children. Evidence shows that 1:1 tuition has resulted in increased standardised scores for pupils in Year 6. Evidence from EEF indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average	2, 4
Purchasing of resources, training and staff time to ensure delivery of our phonics programme (RWI) across early years and Key Stage one and delivery of additional phonics intervention sessions targeted at disadvantaged pupils and the lowest 20% of each cohort. This will be in partnership with the Wensum Trust (local English Hub)	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided. EEF: Phonics Interventions	2

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

Budgeted cost: £29,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide access to a Parent Support Advisor for families and Time 4 U sessions for vulnerable children.	PP families and pupils have been supported successfully by PSA. Pupils speak of enjoying sessions and finding that they support them in school. Parents are supported and pupils enjoy the Time 4 U sessions and find them beneficial.	1, 3
Children will attend nurture groups to ensure their well-being needs are met.	Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers.	1
Staff will be able to refer pupils for a block of six in-school sessions with a school counsellor for either individual or group therapy to support pupils emotional and/or wellbeing needs	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Toolkit on Social and Emotional Learning Support	1, 3
Forest School used for all year groups across the school but also targeted children to mentor and offer pastoral support to children to instil confidence and improved self-esteem	Outdoor Adventure Learning provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. EEF Toolkit on Outdoor Adventure Learning	1
Attendance of disadvantaged children increased through continuing to embed principles of	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence	3

good practice set out in the DfE's <u>Improving School Attendance</u> advice.		
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Total budgeted cost: £ 78,000

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 2020 to 2021 academic year.

The overall impact of last year was constrained by another period of school closure, as a result of Covid-19. Despite that, we were able to see positive impacts as a result of the interventions we put in place:

- Nurture sessions and the use of our school counsellor continued throughout the academic year (both in person and remotely), this had a positive impact on pupil wellbeing and behaviour.
- The investment we made in a dedicated TA in year 6, alongside smaller class sizes helped to support PP outcomes, with a significantly reduced number of behavioural alerts, improved pupil wellbeing and academic progress.
- Early introduction of small group tutoring for pupils with gaps in learning, with a focus on PP pupils, across key stage one and two

We were not able to provide 1:1 mentoring for PP pupils as planned, due to both staffing constraints and partial school closure during the academic year.

Service pupil premium funding

£3,410 (11 services children)

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?	We provided additional TA support to hear children read / play games, with the intention that all forces children were read with at least 2 times a week. We also provided the opportunity for all forces children to participate in a live workshop, run by Little Troopers.