

# Pupil premium strategy statement – Queen’s Hill Primary School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	592
Proportion (%) of pupil premium eligible pupils	70 (12%) (correct as of November 2023)
Date this statement was published	November 2023
Date on which it will be reviewed	July 2024
Statement authorised by	<b>Matthew Cross</b> Headteacher
Pupil premium lead	<b>Charis James and Rebecca Suffield</b> Assistant Headteacher
Governor / Trustee lead	<b>Holly Davis</b> Pupil Premium Lead

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135900
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£5220
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£37812
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£178,932

# Part A: Pupil premium strategy plan

## Statement of intent

The Coronavirus pandemic and the current financial climate have exacerbated issues that some disadvantaged pupils face. With this in mind, 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 School-Led Tutoring Programme for pupils whose education has been most affected, including non-disadvantaged pupils. We are delivering this in school, using school-trained teaching staff.

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 are 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><b>Attendance</b></p> <p>We know that children need to be in school in order to learn and reach their potential.</p> <p><i>“As poor attendance is habitual, prevention and early intervention is crucial. The key to this is regular data analysis to both identify and provide immediate additional support to pupils or pupil cohorts that need it.”</i></p> <p><i>DfE Working together to improve school attendance</i></p> <p>Our attendance data in the academic year 2022-23 averaged 94% for disadvantaged pupils compared to 95% for non-disadvantaged pupils.</p> <p>Attendance data over the last 2 years indicates that attendance among disadvantaged pupils has been 2% lower than for non-disadvantaged pupils. This continues to reduce.</p> <p>Whilst PP children are more likely than their peers to have poor attendance, the latest data trend indicates the gap has diminished at Queen’s Hill Primary School. We need to continue this good practice</p>
2	<p><b>Developing literacy and vocab skills across the school</b></p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers do. 50% of disadvantaged pupils did not meet the expected standards in the phonics screening check in 2023 compared with 86% of non disadvantaged pupils. Although this gap is smaller by the end of KS2 the gap remains a trend. This negatively affects their development as readers and latterly their progress in writing.</p>

KS2 2023	%Reading ARE	% Writing ARE	% Maths ARE
PP (12 pupils)	58% (8%GD)	50% (8%GD)	58% (0%GD)
Non-PP (60 pupils)	83%	73%	83%

Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and a vocabulary gap among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils relative to their peers.

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### **Mental health and wellbeing**

Our assessments, observations and discussions with pupils and families have identified social and emotional barriers for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.

Safeguarding records on CPOMs show that a significant number of PP children have experienced adverse childhood experiences. Because of this, children's social, emotional and mental health may be more significantly affected.

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### **Academic Attainment in maths**

Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils by the end of KS2. Summer 2023 data identifies a marginal gap of 7% between disadvantages and non disadvantaged children in maths at the end of KS1. This gap increases by the end of KS2.

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### **Broadening experiences**

Over 95% of children who attend our school live on the Queen's Hill estate. The geographical location of the estate is very isolated, with one road in and out. Added to this, the estate offers limited opportunities for children to engage in opportunities outside of school, for example there is one community centre and a single bus route to the city. These factors influence the broadness of experiences children can gain during childhood.

## 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	<p>Across the school, reading outcomes show a decreasing differential of disadvantaged pupils meeting the expected standard compared to their non-disadvantaged peers.</p> <p>To see the % of disadvantaged pupils achieving a pass at the end of year 1 phonics check increase to 60%. This is an increase of 10% and will put us in line with last year's national picture.</p>
Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2.	KS1 and 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.	<p>An increase in participation in enrichment and mental wellbeing activities, particularly among disadvantaged pupils. This may include nurture, outdoor learning, after-school clubs and holiday clubs.</p> <p>To continue to see an upward trend of the % of disadvantaged children taking part in after school clubs to 60% in KS1 and KS 2.</p>
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 1%.
To give Pupil Premium children opportunities to broaden their experiences and access wider resources.	<p>An increase of Pupil Premium children engaging in a broad range of experiences through having access to wider resources.</p> <p>To continue to see an upward trend of the % of disadvantaged children taking</p>

	<p>part in after school clubs to 60% in KS1 and KS 2.</p> <p>Increase the number of PP children who are able to go on residential trips in year 4 and 5.</p>
To improve oral language skills and vocabulary among disadvantaged pupils	<p>Assessment and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including participation in lessons, participation in wider curriculum opportunities, book looks and ongoing formative assessments.</p>

## 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: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Ongoing CPD for teaching and support staff</b></p> <p>Teaching Support Staff to be given intervention specific CPD.</p> <p>Teaching staff to receive ongoing professional development through our in house QHDP training programme.</p> <p>As part of our SIDP,</p>	<p>Sutton Trust EEF: Pupil premium funding should be used to 'improve teacher training and professional development so that all school leaders and classroom teachers understand how to use data and research effectively.'</p> <p>Sutton Trust EEF: The effects of high-quality teaching are especially large for pupils from disadvantaged backgrounds, who gain an extra year's worth of learning under very effective teachers compared to poorly performing teachers.</p> <p>DfE Coaching for Teachers and</p>	1,2,4

<p>we have prioritised the training of all support staff, following the one step CPD programme, aimed at improving teaching skills and strategies for all.</p> <p>Our SIDP also prioritises external training for staff through VNET and Global Spirit ED to improve quality of teaching and learning.</p>	<p>learners: When teachers' learning is based on their genuine assessment and understanding of pupils' learning they can start to make adaptations to their practice which can lead to real differences in outcomes.</p>	
<p><b>Summative and Formative Assessment Tools</b></p> <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, Rising Stars, QLA Assessment, My ON Reader, Testbase and Sonar Tracker.</p> <p>These platforms give us QLA to identify gaps in children's learning, and interventions necessary to close the learning gap.</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><a href="#">Standardised tests: Assessing and Monitoring Pupil Progress, EEF</a></p>	<p>2,4</p>

<p><b>RWI Online Platform and Training</b></p> <p>Used to deliver Phonics from Nursery to Year 2. Some SEN and EAL pupils in Year 3 still access the platform.</p> <p>Staff engage with the training available through the online RWI portal. A consistent approach to teaching phonics has shown good outcomes (81% Year 1 phonics screening check in 2023).</p>	<p>Phonics has a positive effect 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.</p> <p>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.</p> <p><a href="#">EEF: Phonics Interventions</a></p>	<p>2</p>
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>National Tutoring Programme</b></p> <p>Continue to engage with the NTP programme to provide school-led subsidised tuition for pupils</p>	<p>Children have access to individualised and small group provision to support in making at least the progress of non-PP children. Evidence shows that small group tuition has resulted in increased standardised scores for pupils in Year 6.</p> <p>Evidence from EEF indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average</p>	<p>2,4</p>
<p><b>Learning by Questions, Testbase and interventions</b></p> <p>Used for school-led and in-class</p>	<p>Evidence shows that immediate feedback helps a learner deepen their understanding. After they have given input (i.e. chosen an answer), instant feedback serves</p>	<p>2,4</p>



<p>interventions to give dynamic feedback through a range of question sets. It tracks progress Maintains high engagement from our UKS2 pupils.</p>	<p>to reinforce knowledge by correcting mistakes, affirming competence or debunking misconceptions on the topic.</p> <p><a href="#">EduMe: Instant Feedback</a></p>	
<p><b>RWI Phonics Programme</b></p> <p>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.</p>	<p>Phonics has a positive effect 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.</p> <p>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.</p> <p><a href="#">EEF: Phonics Interventions</a></p>	<p>2</p>

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

Budgeted cost: £ 68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Parent Support Advisor with the Benjamin Foundation</b></p> <p>Works part-time to provide early help support with families, particularly PP.</p> <p>Support includes:</p> <ul style="list-style-type: none"> <li>→ The Nurtured Heart Approach (NHA) training</li> </ul>	<p>Evidence suggests that the stability of a child's home life affects how children perform in school.</p> <p><a href="#">EEF: social and emotional learning</a></p>	<p>1,3,5</p>

<ul style="list-style-type: none"> <li>→ Support around CAFCASS</li> <li>→ EHAP trained for early help support</li> <li>→ Early intervention for attendance support</li> <li>→ Legal and CAFCASS support</li> <li>→ Attendance focused intervention</li> </ul>		
<p><b>Nurture interventions</b></p> <p>Children will attend nurture groups to ensure their wellbeing needs are met.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p>(e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Toolkit on Social and Emotional Learning Support</a></p>	1,3
<p><b>Forest School</b></p> <p>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 improve self-esteem</p>	<p>Outdoor Adventure Learning (OAL) 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.</p> <p><a href="#">EEF Toolkit on Outdoor Adventure Learning</a></p>	1,3,5
<p><b>NCC Improving Attendance</b></p> <p>Attendance of disadvantaged</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1,3

<p>children increased through continuing to embed principles of good practice set out in the DfE's improving School Attendance advice. This process is supported through the employment of an Attendance Admin member of staff.</p>	<p>Research has found that poor attendance at school is linked to poor academic attainment across all stages as well as anti-social characteristics, delinquent activity and negative behavioural outcomes. Evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p><a href="#">EEF: Attendance Interventions</a></p>	
<p><b>Library recording system</b></p> <p>Promoting the love of reading through making the library organised and attractive. Upskilling the Year 6 librarians to take on responsibility of keeping the resources ordered. The system allows children to borrow books to enjoy at home.</p>	<p>The National Literacy Trust found that 73% of the children who use the school library have higher literacy engagement scores than the average child who doesn't use the space. They also found that pupils eligible for free school meals are more likely to use the school library area daily. This shows the importance of keeping this part of school organised and appealing to children</p> <p><a href="#">National Literacy Trust: School Libraries</a></p>	2,5
<p><b>Holiday Clubs</b></p> <p>Work with Premier Education to host the HAF funded placements for term holidays. This provides free places for all PP pupils.</p> <p>We also work with Premier Education to provide half-termly letting of our facilities to run paid for holiday clubs. These are negotiated to offer free places for our PP pupils. 8 PP children accessed this in October 2022.</p>	<p>Evidence suggests that all children benefit from a well-rounded, culturally rich, education.</p> <p><a href="#">EEF: Life skills and enrichment</a></p>	3,5

<p><b>Parent Workshops</b></p> <p>We have partnered with NCC continuing education service to provide our school space as a venue for free parent workshops. We promote these on social media and our AHT for Community Cohesion individually rings PP families to offer places.</p> <p>Workshops include supporting your child with maths and English and promoting a love of reading</p>	<p>Evidence suggests that parental engagement has a positive impact on average of 4 months' additional progress. Experts urge schools to consider how to engage with all parents to avoid widening attainment gaps, hence why PP families are prioritised.</p> <p><a href="#">EEF: Parental Engagement</a></p>	<p>2,3,4,5</p>
<p><b>Subsidising residential trips and visits</b></p> <p>Where possible, residential trips and visits will be subsidised for equitable access to educational, outdoor, adventurous learning opportunities.</p>	<p>Sutton Trust EEF: '...adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable students...'</p>	<p>3,5</p>

**Total budgeted cost: £167,000**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<i>Findings are based on 2022-23 data</i>		
<b>Reading attainment</b>		
	PP children	Non-PP children
<b>Year 1 Phonics Screening Check</b> Percentage of children to pass	50% National - 60%	86% National - 81%
<b>Year 6 Reading Comprehension SATs results</b> Percentage of children to achieve expected or higher	58% National - 61%	83% National - 78%
<b>Maths attainment</b>		
	PP children	Non-PP children
<b>Year 2 Maths SATs results</b> Percentage of children to achieve expected or higher	71% National - 56%	76% National - 75%
<b>Year 6 Maths SATs results</b> Percentage of children to achieve expected or higher	58% National - 59%	83% National - 79%
<b>Reading and Maths attainment</b>		
63 KS2 children accessed the tutoring programme that focused on maths, reading and writing. 30% of these children were PP.		
<b>Wellbeing and wider opportunities</b>		
<ul style="list-style-type: none"> <li>- We were a host school for the HAF holiday projects and offered places each term and 2 half-terms specifically for PP pupils</li> <li>- The local library bus came to school and engaged with families monthly. Terrific Tuesday Events took place over three days during the Summer holidays to provide free lunches, activities and access to the library bus.</li> <li>- A number of enrichment trips and experiences occurred over the year, offering a variety of opportunities to Pupil Premium children. These experiences included a careers fair for Year 6 pupils, camping trip to Witwell for Year 4, one-day trip to the beach for Year 2 pupils and a visit from the dentist for</li> </ul>		

Reception and Year 1 children.

- Two reading themed trips were organised for Pupil Premium children across the year. When there was a trip to a local book shop, 64% of Pupil Premium children from Year 5 attended.

Sports - after school participation		
	KS1	KS2
Whole school	Year 1 - 51% Year 2 - 33%	Year 3 - 50% Year 4 - 45% Year 5 - 42% Year 6 - 33%
PP	57%	55%

Sports - competitions		
	KS1	KS2
Whole school	Year 1 - 56% Year 2 - 34%	Year 3 - 56% Year 4 - 24% Year 5 - 34% Year 6 - 65%
PP	57%	42%

### Attendance

- Sept 2022 - July 2023 attendance difference between PP and non-PP pupils was 1.14%.

Whole school attendance [Last Year]

Average whole school attendance

