

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	Queensmead Primary Academy
Number of pupils in school	438
Proportion (%) of pupil premium eligible pupils	152 (35%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022/2023/2024
Date this statement was published	September 2021
Date on which it will be reviewed	December 2021
Statement authorised by	Liz Latham (Principal)
Pupil premium lead	Sian Bentley
Governor / Trustee lead	Emma Nutall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£201,750
Recovery premium funding allocation this academic year	£20,735
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

At Queensmead, we aim for all our pupils, including those who are disadvantaged, to achieve their full potential, both academically, socially and emotionally. We are committed to providing support for every pupil to allow them to succeed and have high aspirations for their future life. The focus of our pupil premium strategy is to support disadvantaged pupils to maximise their potential, including those who are already high attainers.

We are committed to providing high quality pastoral support to all pupils facing challenges; bespoke intervention programmes responsive to pupil needs are in place in school to support pupils with high emotional or behavioural needs. We also recognise the importance of supporting the wider family in an effective home/school partnership. A consistent promotion of personal development and well-being is evident across the curriculum and in all aspects of daily life at Queensmead.

Quality first teaching is key to the Queensmead approach, ensuring high- quality delivery to promote pupil learning and engagement. This has proven to have the greatest impact on the progress of our pupils, including our disadvantaged and most vulnerable. By providing an innovative, responsive and cohesive curriculum which reflects the needs of our pupils, we strive to ensure that any progress and attainment gap between disadvantaged and non-disadvantaged pupils is diminished with the overall aim to close the gap.

A robust system of quality interventions is integral to our strategy with a bespoke tutoring programme as additional support. Off-track pupils are targeted to make accelerated progress.

Our approach is underpinned by opportunities and experiences which enrich the curriculum: talents and interests are developed and we actively promote pupil understanding of local, national and global citizenship. Pupils are encouraged to be pro-actively involved in creating and maintaining the Academy cultural environment as well as contributing to the wider community. These positive contributions serve to raise aspirations and self-belief.

Our strategy will be responsive to the needs of all pupils and rooted in robust evidence based decision making.

Challenges

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

Challenge number	Detail of challenge
1	Our baselines and ongoing assessments indicate that the disadvantaged pupils' learning has been impacted by the lockdowns to a greater extent than their peers. This has resulted in significant knowledge gaps, pupils falling behind in their learning and not achieving their age-related expectations in reading, writing and maths.
2	Low aspirations and self believe has historically been a challenge for Queensmead pupils. Many of our disadvantaged pupils have limited life experiences and have not had the opportunities of others in their cohort. This has been exacerbated by the national pandemic and additional localised school lockdowns.
3	Observations and discussions with the school pastoral team, outside SENCO agencies and the school DSL team have identified that many of our children in receipt of Pupil Premium have other complex needs and challenges – either themselves or in their wider family. The term 'multiple disadvantage' is used to describe this and can include many different aspects of their life eg. persistent absences, social care involvement etc. 'Multiple disadvantage' is not restricted to children in receipt of pupil premium funding and all vulnerable children will be supported regardless of whether they are pupil premium.
4	<p>Monitoring and evaluation, including EYFS baselines, indicate the vast majority of our children in receipt of Pupil Premium enter school significantly below age related expectations. There are delays to language development-Communication and Language baselines are significantly lower than national expectations.</p> <p>The underdeveloped oral language skills and vocabulary gaps are evident through to KS2 where the reading comprehension/writing vocabulary strand shows significant gaps for disadvantaged children compared with their peers.</p>
5	Ongoing tracking and assessments indicate that pupils in receipt of pupil premium have lower year one baselines in phonics than their peers. This negatively impacts their development as readers.

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
<p>Progress in reading, writing and maths for pupils in receipt of Pupil Premium to be broadly in line with all pupils.</p> <p>Attainment in all subjects – gap is narrowed/closed between PP and non PP and in line with national results</p>	<p>2022 - KS1 and KS2 outcomes show an improvement from their baseline (Sept 2021)</p> <p>2023 - KS1 and 2 outcomes show the gap has narrowed between PP and their peers</p> <p>2024 – KS1 and KS2 outcomes are in line with national average.</p>
<p>Pupils have developed a strong self-belief and have high aspirations to support their futures: they are able to make their own decisions (meta-cognition) and are supported to develop interests and talents. They demonstrate traits of active citizenship which prepares them for their future. The skills and knowledge they develop enables them to make informed, aspirational choices.</p>	<p>2022 – school to achieve the re-accreditation for Careers Mark and the Centre of Excellence in Financial Educations. These awards recognise our school's continuing dedication to prepare our pupils for later life as well as raise their aspirations and self-belief in their future.</p> <p>2022-24 – the co-curriculum is embedded and reflects the commitment of the school to enhance the pupils life experiences. Pupil, parent and teacher questionnaires and observations show pupils have self-belief, high aspirations and a strong desire to achieve.</p>
<p>Pupils are nurtured to develop academically, socially and emotionally so they feel supported and ready for their next stage in their learning journey.</p>	<p>2022 - 24</p> <p>results from pupil voice, parent questionnaires and teacher observations indicate that vulnerable pupils are well supported and their needs are being met.</p> <p>A significant increase in participation in enrichment activities for disadvantaged and vulnerable pupils is evident.</p> <p>A significant increase in parent / carer participation in school life is evident – parent workshops, school community events etc.</p> <p>The pastoral team work with staff to swiftly identify pupils in need of additional, bespoke support.</p>

<p>Improved oral language skills and vocabulary is reflected in EYFS communication and Language and reading results for disadvantaged pupils across the school</p>	<p>2022 – internal and external observations and deep dives in reading and EYFS show high quality teaching and learning</p> <p>2022 – outcomes in reading for disadvantaged pupils shows an improvement from their base-line (Sept 2021)</p> <p>2023 - KS1 and 2 outcomes show the gap has narrowed between PP and their peers</p> <p>2024 – KS1 and KS2 outcomes are in line with national average.</p> <p>2022,23,24 – a year-on year increase in closing the gap between PP and non in progress and attainment in reading in EYFS</p>
<p>Disadvantaged pupils have made accelerated progress in phonics against their peers in EYFS and Year one and the vast majority pass their phonic screen at the end of year one.</p>	<p>2022 – internal data shows disadvantaged pupils in Year one have made good progress in phonics from baseline (Sept 21)</p> <p>2023 – Phonics screen for disadvantaged pupils is in line with national average and the in-school gap between disadvantaged and non has narrowed.</p> <p>2024 – phonics screen for disadvantaged pupils is at least in line with national average and the in-school gap has closed.</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: £ 69,750 + £6,500 = £76,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ensure all staff receive training and on-going support to deliver QFT - Staff training is tailored to school development priorities and</p>	<p>Attainment for children who receive pupil premium funding has been negatively affected by the pandemic and lockdowns. These children now need quality-first targeted teaching to accelerate their learning. A study of primary school children and the effects of covid 19 by the EEF (based on NFER data) supports this:</p>	<p>1,4,5</p>

<p>consists of whole staff, Key stage and individual bespoke CPD</p> <p>CPD across the school to prioritise the development of vocabulary, oracy, early reading and phonics</p>	<p><i>The findings suggest that primary-age pupils have significantly lower achievement in both reading and maths as a likely result of missed learning. In addition, there is a large and concerning attainment gap between disadvantaged pupils and non-disadvantaged pupils.</i></p> <p>Consistency in phonics approach is expected by the DfE based on research evidence DFE – <i>Phonics provides pupils with the building blocks they need to read fluently and confidently, as well as aiding future learning and giving them the tools they need to express themselves.</i></p> <p>Reading framework July 2021 - <i>Reading is fundamental to education. Proficiency in reading, writing and spoken language is vital for pupils' success. Through these, they develop communication skills for education and for working with others: in school, in training and at work.</i></p> <p>EEF findings Teaching and Learning Toolkit – phonics – low cost, high impact +5</p>	
<p>Reconnection curriculum planned and delivered with SLT support. Gaps in learning are addressed and pupils make good progress</p>	<p>EEF findings Teaching and Learning Toolkit – metacognition and self regulation – low cost, very high impact +7</p>	2,3,1
<p>Staff are supported individually to provide QFT Leaders support staff to use evidence-based whole-class teaching interventions to ensure pupil needs are being addressed Leaders are released to provide bespoke</p>	<p>EEF effective Professional Development - <i>promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes</i></p> <p>Evidence from NFER research and DfE shows that outcomes for children are impacted by having a responsive leadership team with high aspirations based on attainment expectations.</p>	1,4,5

support to develop teaching and learning		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 70,600 +£10,000 = £80,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To maximise progress in phonics across the school</p> <p>Phonics taught daily in EYFS and KS1 (KS2 where needed) and tailored to pupil needs</p> <p>Small group interventions fill gaps in learning and ensure accelerated progress is made</p> <p>Individual 1:1 sessions take place daily to provide further support</p> <p>CPD for all teachers of phonics to provide QFT during interventions.</p> <p>Investment in phonic resources including decodable books – used to further develop reading</p> <p>Benchmarking, Lexia and frequent phonic assessments to swiftly highlight any gaps to be filled</p>	<p>School data shows that pupils achieving phonics screen in year one are more likely to develop their reading skills achieving a pass in KS1 SATs.</p> <p>EEF findings Teaching and Learning Toolkit – oral language interventions – low cost, high impact +6</p> <p>EEF findings Teaching and Learning Toolkit – phonics – low cost, high impact +5</p>	4,5

<p>Establish bespoke individual and small group English and Maths interventions for disadvantaged pupils falling behind age related expectations and those who need support to achieve their targets.</p>	<p>EEF findings Teaching and Learning Toolkit – one to one tuition – moderate cost, high impact +5</p> <p><i>One to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</i></p>	<p>1,4</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 63,400 + £4,500 = £67,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide individualised pastoral interventions to support children and their families in times of need including attendance, behaviour and social and emotional support.</p> <p>Small group work with Pastoral Team with a focus on well-being</p>	<p>Our disadvantaged and vulnerable pupils can require additional support to achieve their potential – this can be socially and emotionally with an impact on academic progress.</p> <p>This is supported by the ‘Improving Social and Emotional Learning in Primary Schools’ guidance from the EEF: <i>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</i></p> <p>DFE research - The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes</p> <p><i>As children move through the school system, emotional and behavioural wellbeing become more important in explaining school engagement</i></p>	<p>2,3</p>
<p>Re-connection curriculum to ensure pupils have opportunities outside of their experience to enhance their learning.</p>	<p>Edible Playgrounds - UK charity working at a national and international scale to improve lives by planting trees in cities.</p> <p><i>One in three children leaving primary school are overweight or obese</i></p>	<p>2,3</p>

<ul style="list-style-type: none"> • Edible Playground • Tiny Forest • Music Residency • Poet in Residence • Graffwerks Art Projects • Snappy Opera • Premier Education Sports programme 	<p><i>physical health benefits that eating well brings, learning in an outdoor environment combats Nature Deficit Disorder and has been shown to increase mental health by boosting mood, confidence and self-esteem. Furthermore, allowing the children to connect with nature develops attentiveness and self-reliance in the pupils, leading to more sustainable behaviours in the long term.</i></p>	
<p>Improve well-being and readiness to learn for the most disadvantaged and vulnerable pupils. Embed the Routes to Resilience Programme across the school.</p>	<p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p> <p>EEF findings Teaching and Learning Toolkit – metacognition and self regulation – low cost, very high impact +7</p> <p>DFE research - The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes</p> <p><i>Better emotional wellbeing at age 7 is a significant predictor of higher academic progression from Key Stage 1 to Key Stage 2.</i></p>	<p>1,2,3</p>

Total budgeted cost: £224750 (including recovery funding)

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil premium or recovery premium. This will include:

- Working in partnership with local schools to share good practice, moderate children's work and form pro-active networks for teachers and subject leads
- Supporting a staff member to do the national Senco award – this will further strengthen our pastoral team to ensure pupils needs are met and families supported
- Utilising a DFE grant to train a senior mental health lead
- Funding the continuing training of a therapy dog to support vulnerable pupils in school
- Offering a wide range of high-quality extra-curricular activities to enhance well-being and raise aspirations – disadvantaged pupils are supported to participate
- Offering free after-school sports activity once weekly to all pupils to promote well-being and health and fitness. The most recent UK National Child Measurement Programme (data collected pre-pandemic) shows that 21% of children aged 10-11 are already obese, increasing to 27.5% in more deprived areas
- Offer a free breakfast club to our most vulnerable pupils

Planning, implementation and evaluation

In planning our new pupil premium strategy, we first evaluated our previous strategy as well as those pre-covid to review the impact of our intended outcomes. This year's strategy takes into account the significant impact of the pandemic on the pupils, their well-being and their academic achievement. We have created a re-connection curriculum designed to address areas of concern, gaps in learning and create a readiness to learn within our pupils.

We have researched a number of reports and studies about effective use of pupil premium funding as well as the impact of the pandemic on disadvantaged pupils. We have also used the EEF's families of schools database to look at the performance of disadvantaged pupils in schools comparable with ours.

Our pupil premium lead has recently become a pupil premium reviewer in order to further support our school and the wider trust. In addition, she is part of the Making the Difference for Disadvantaged Pupils project in Leicester City, funded by the EEF and Leicester Primary Partnership - Closing the Gap. Through this project, she is able to work with schools across the City, sharing good practice and applying this to a bespoke programme of development within the Academy.

We have used the EEF's implementation guidance to help us to develop our three year strategy. We will continue to review, adjust and evaluate this, making improvements to secure better outcomes for pupils over time.