

Pupil premium strategy statement – 2024 - 27

This statement details our school's use of pupil 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	Queensmead Primary Academy
Number of pupils in school	415
Proportion (%) of pupil premium eligible pupils	159 (38%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25 2025-26 2026 - 2027
Date this statement was first published	September 2024
Date this statement was reviewed and revised	Sept 2025
Date on which it will next be reviewed	Sept 26
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	£235320
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.

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, self-belief and confidence.

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.

	Detail of challenge
1	Assessments, observations, baselines and ongoing assessments indicate many disadvantaged pupils enter the school with skills well below what is typical for their age in all areas This then results 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-belief have 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.
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	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. The underdeveloped oral language skills and vocabulary gaps are evident where the reading comprehension/writing vocabulary strand indicated significant gaps for disadvantaged children compared with their peers. This remains a challenge for some pupils into KS1 and beyond.
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 early 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 or above national results</p>	<p>2025 - KS1 and KS2 outcomes show a significant improvement from their baseline (Sept 2024) - achieved, see review below</p> <p>2026 - KS1 and 2 outcomes are above national Pupil Premium results in all areas</p> <p>2027 – KS1 and KS2 outcomes are in line with national average for all pupils.</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 clearly demonstrate characteristics of active citizenship which prepare them for their future. The skills and knowledge they develop enables them to make informed, aspirational choices.</p>	<p>2025 – 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 – achieved, see review below</p> <p>2025 – 27 – UNICEF RR gold award achieved, Purple Pounds has further developed, opportunities for pupils outside of the curriculum promote high aspirations and self-belief. Pupil questionnaires and observations show pupils can make informed, aspirational choices - see review below for progress</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>2025- 27 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>See review below for progress in this area</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>2025 – internal and external observations and deep dives in reading and EYFS show high quality teaching and learning - achieved, see review below</p> <p>2025 – outcomes in reading for disadvantaged pupils shows a significant improvement from their base-line - achieved, see review below</p> <p>2026 - KS1 and 2 outcomes are in line with national Pupil Premium average</p> <p>2027– KS1 and KS2 outcomes are in line with all pupils national average.</p>

	<p>2025,26,27–the gap between PP and non in progress and attainment in reading in EYFS is narrowed</p> <p>See review below for progress</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>2025 – internal data shows disadvantaged pupils in Year one have made good progress in phonics from baseline - achieved, see review below</p> <p>2026 – Phonics screen for disadvantaged pupils is in line with national average and the in-school gap between disadvantaged and non has narrowed.</p> <p>2027 – phonics screen for disadvantaged pupils is above 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 **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 142,480

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 consists of whole staff, Key Stage and individual bespoke CPD</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><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>	1,4,5
<p>CPD across the school to prioritise</p>	<p>Consistency in phonics approach is expected by the DfE based on research evidence</p>	

<p>the development of vocabulary, oracy, early reading and phonics using the Tom Sherrington WalkThrus approach</p> <p>CPD to continue to embed the teaching of phonics through the Little Wandle Programme</p>	<p>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>Curriculum planned and delivered with SLT support. Gaps in learning are addressed and pupils make good progress</p> <p>Curriculum is broad and bespoke to our school and suits the needs of all children</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</p> <p>Leaders support staff to use evidence-based whole-class teaching and interventions to ensure pupil needs are being addressed</p> <p>Leaders are released to provide bespoke support to develop teaching and learning</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

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

Budgeted cost: £ 72,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To maximise progress in phonics across the school Phonics taught daily using the Little Wandle Programme in EYFS and Yr 1, Yr 2 and 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>	<p>4,5</p>
<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 including high attainers.</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>

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

Budgeted cost: £ 87,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide individualised pastoral interventions to support children and their families in 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>	2,3
<p>Re-connection curriculum to ensure pupils have opportunities outside of their experience to enhance their learning.</p> <ul style="list-style-type: none"> • Edible Playground • Tiny Forest • Music Residency • OSOW – environmental project • Superbloom project • Artist in Residence • Spark Art- Creative Council • Graffwerks Art Projects • Snappy Opera 	<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><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>	2,3
<p>Improve well-being and readiness to learn for the most disadvantaged and vulnerable pupils. Embed the Route to</p>	<p>The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.</p>	1,2,3

<p>Resilience Programme across the school.</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>	
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Total budgeted cost: £302,380

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that we are not funding using pupil 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
- Continue to support an additional staff member to work towards achieving the national Senco award – this will further strengthen our pastoral team to ensure pupils needs are met and families supported
- Working in partnership with PiXL and Whizz Maths to carry out pedagogical research on pupil attitudes to mathematics
- Offering a wide range of high-quality extra-curricular activities to enhance well-being and raise aspirations – disadvantaged pupils are supported to participate
- Alongside our partner charity, Buzzing Roots, piloting developmental programmes to support vulnerable learners through music, environmental activities and other projects
- Offering free after-school sports activity once weekly to all pupils to promote well-being and health and fitness. The UK National Child Measurement Programme 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 current pupil premium strategy, we first evaluated our previous strategy to review the impact of our intended outcomes. This year's strategy takes into account pupil well-being, academic achievement and development of the pupil as a whole. We have embedded a curriculum designed to address areas of concern, gaps in learning and create a readiness and eagerness 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 ongoing 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 is a pupil premium reviewer supporting both our school and schools in the wider Trust. She has completed the Start Small, Dream Big programme run by The Careers and Enterprise Company and she was 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 these projects, she has been able to work with schools across the city and country, sharing good practice and applying this to a bespoke programme of development within the Academy and across the wider Trust. In 2023, the PP lead was invited to become a member of the Teacher Advisory Group for Young Enterprise. This involves working collaboratively with Young

Money to support the development of tools, resources, programmes, and services which enable teachers throughout the UK to deliver financial education to the young people they work with. As a school, we were instrumental in the development of a nationally used, cross phase scheme of work for Financial Education.

The English lead has continued working with the EEF last year on the Explicit Teaching of Vocabulary – with a particular focus on closing the language gap between disadvantaged pupils and non.

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.

Review: last year’s aims and outcomes

Aim	Outcome																								
<p>Progress in reading, writing and maths for pupils in receipt of Pupil Premium to be broadly in line with all pupils.</p> <p>2025 - KS1 and KS2 outcomes show a significant improvement from their baseline</p>	<p>KS2 SATs 2025 comparison (unvalidated results)</p> <table border="1" data-bbox="592 902 1187 1350"> <thead> <tr> <th>Subject</th> <th>QPA Pupil Premium 31 pupils</th> <th>QPA All pupils 62 pupils</th> <th>National all pupils 2024</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>94%</td> <td>95%</td> <td>74%</td> </tr> <tr> <td>Writing</td> <td>77%</td> <td>87%</td> <td>73%</td> </tr> <tr> <td>Maths</td> <td>94%</td> <td>97%</td> <td>72%</td> </tr> <tr> <td>GAPS</td> <td>90%</td> <td>92%</td> <td>72%</td> </tr> <tr> <td>Combined</td> <td>77%</td> <td>87%</td> <td>61%</td> </tr> </tbody> </table> <p>Queensmead Pupil Premium pupils significantly out-performed National all pupils 2024 in all areas.</p> <p>Our latest OFSTED (May 2024) recognised the school’s drive for these high standards stating:</p> <p><i>The school’s ambition for all pupils to achieve their very best shines out of this school in every direction.</i></p>	Subject	QPA Pupil Premium 31 pupils	QPA All pupils 62 pupils	National all pupils 2024	Reading	94%	95%	74%	Writing	77%	87%	73%	Maths	94%	97%	72%	GAPS	90%	92%	72%	Combined	77%	87%	61%
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<p>Pupils have developed a strong self-belief and have high aspirations to support their futures</p> <p>2025 – 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</p>	<p>Our latest OFSTED (May 2024) report states:</p> <p><i>The wider opportunities the school provides for pupils are extensive and innovative. The school ensures that pupils develop their leadership skills.</i></p> <p>Parent questionnaires- results from the latest Questionnaire (Mar 25) indicate that 100% of parents believe that the school expects their child to work hard and achieve his/her best and 99% feel that they are part of a successful school.</p>																								

<p>pupils have self-belief, high aspirations and a strong desire to achieve</p>	<p>The school has achieved the UNICEF Gold standard in recognition of the work</p> <p>The school is currently working towards a reaccreditation to maintain our Centre of Excellence standard in Financial Education. A recent case study written by Young Enterprise highlights the work Queensmead do in this area:</p> <p><i>Queensmead Primary School's Purple Pound initiative combines financial and enterprise education with work readiness and is an example of how real-applied learning experiences can inspire and empower young learners. By giving pupils, the opportunity to earn, save, and spend in a structured environment, the school has not only enhanced their financial literacy but also broadened their horizons, equipping them with the skills and confidence to thrive in the future. This initiative stands as a testament to the profound impact that early financial education can have on a child's aspirations and life trajectory.</i></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>Anecdotal evidence indicate that vulnerable pupils are well supported and their needs are being met.</p> <p>Participation in enrichment activities for disadvantaged and vulnerable pupils has increased.</p> <p>An increase in parent / carer participation in school life is evident and well-received.</p> <p>Our latest OFSTED report (May 24) recognised the high priority we place on nurturing and supporting both the child and their families:</p> <p><i>The school supports families where there might be barriers to pupils attending school every day.</i></p> <p><i>Pupils look after each other's well-being. They ensure that everyone has a friend in the playground. They are a united and extended family.</i></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>2025 – internal and external observations and deep dives in reading and EYFS show high quality teaching and learning</p> <p>2025 – outcomes in reading for disadvantaged pupils shows a significant</p>	<p>2024 EYFS data shows accelerated progress for PP children.</p> <p>EYFS Pupil Premium data in Listening, attention and understanding</p> <table border="1" data-bbox="584 1644 884 1859"> <thead> <tr> <th>Baseline Sept 2024 exs</th> <th>June 2025 exs</th> </tr> </thead> <tbody> <tr> <td>0%</td> <td>72%</td> </tr> </tbody> </table>	Baseline Sept 2024 exs	June 2025 exs	0%	72%
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<p>improvement from their base-line</p>	<p>EYFS Pupil Premium data in speaking</p> <table border="1" data-bbox="584 226 882 441"> <tr> <td>Baseline Sept 2024 exs</td> <td>June 2025 exs</td> </tr> <tr> <td>0%</td> <td>72%</td> </tr> </table> <p>Our latest OFSTED (May 24) highlighted the high standards set in EYFS and the support given to develop children’s language:</p> <p><i>Adults are aspirational for what children can achieve. The conversations they have with children help to develop children’s vocabulary and confidence.</i></p> <p>EYFS Pupil Premium data in reading</p> <table border="1" data-bbox="584 768 882 983"> <tr> <td>Baseline Sept 2024 exs</td> <td>June 2025 exs</td> </tr> <tr> <td>0%</td> <td>44%</td> </tr> </table> <p>Our latest OFSTED (May 24) highlights the commitment to the progress of reading across the school:</p> <p><i>As soon as children start in the early years, they prepare to learn to read by repeating rhymes and hearing staff share letters and their sounds. Expert staff across the school teach reading well. Pupils enjoy reading lessons. The school is meticulous in carefully</i> <i>Inspection report: Queensmead Primary Academy 30 April and 1 May 2024 2 checking how well pupils are developing their reading skills. This means that those who need support to keep up get this straight away.</i></p>	Baseline Sept 2024 exs	June 2025 exs	0%	72%	Baseline Sept 2024 exs	June 2025 exs	0%	44%
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	<p>QPA Pupil Premium Year One phonics 2024 results are 18% higher than national results for Pupil Premium pupils (2024 results)</p> <p>Our latest OFSTED (May 24) recognised the high priority we put on phonics and early reading:</p> <p><i>As soon as children start in the early years, they prepare to learn to read by repeating rhymes and hearing staff share letters and their sounds. Expert staff across the school teach reading well. Pupils enjoy reading lessons.</i></p>
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