

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	365
Proportion (%) of pupil premium eligible pupils	(40%)
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 2026
Date on which it will next be reviewed	Sept 2027
Statement authorised by	Liz Latham (Principal)
Pupil Premium lead	Sian Bentley
Governor / Trustee lead	Darren Price

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£203,050
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
Progress in reading, writing and maths for pupils in receipt of Pupil Premium to be broadly in line with all pupils. Attainment in all subjects – gap is narrowed/closed between PP and non PP and in line or above national results	2025 - KS1 and KS2 outcomes show a significant improvement from their baseline (Sept 2024) - achieved 2026 - Outcomes are above national Pupil Premium results in all areas - achieved, see review below 2027 – Outcomes are in line with national average for all pupils.
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.	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 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
Pupils are nurtured to develop academically, socially and emotionally so they feel supported and ready for their next stage in their learning journey.	2025- 27 results from pupil voice, parent questionnaires and teacher observations indicate that vulnerable pupils are well supported and their needs are being met. A significant increase in participation in enrichment activities for disadvantaged and vulnerable pupils is evident. A significant increase in parent / carer participation in school life is evident – parent workshops, school community events etc. The pastoral team work with staff to swiftly identify pupils in need of additional, bespoke support. See review below for progress in this area
Improved oral language skills and vocabulary is reflected in EYFS communication and Language and reading results for disadvantaged pupils across the school	2025 – internal and external observations and deep dives in reading and EYFS show high quality teaching and learning - achieved 2025 – outcomes in reading for disadvantaged pupils shows a significant improvement from their base-line - achieved 2026 - outcomes in reading are in line with national Pupil Premium average - achieved, see review below 2027– KS1 and KS2 outcomes are in line with all pupils national average.

	2025,26,27–the gap between PP and non in progress and attainment in reading in EYFS is narrowed See review below for progress
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.	2025 – internal data shows disadvantaged pupils in Year one have made good progress in phonics from baseline - achieved 2026 – Phonics screen for disadvantaged pupils is in line with national average and the in-school gap between disadvantaged and non has narrowed - achieved, see review below 2027 – phonics screen for disadvantaged pupils is above national average and the in-school gap has closed.

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
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	Children who receive pupil premium funding are often negatively affected in terms of academic attainment and need quality-first targeted teaching to accelerate their learning and close gaps. EEF Guide to Pupil Premium – a menu of approaches: <i>Evidence indicates that high quality teaching is the most powerful way for schools to improve pupil attainment especially for socio-economically disadvantaged pupils</i> Consistency in phonics approach is expected by the DfE based on research evidence	1,4,5

CPD across the school to prioritise the development of vocabulary, oracy, early reading and phonics using the Tom Sherrington WalkThrus approach CPD to continue to embed the teaching of phonics through the Little Wandle Programme	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> 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> EEF findings Teaching and Learning Toolkit – phonics – low cost, high impact +5	
Curriculum planned and delivered with SLT support. Gaps in learning are addressed and pupils make good progress Curriculum is broad and bespoke to our school and suits the needs of all children	EEF findings Teaching and Learning Toolkit – metacognition and self regulation – low cost, very high impact +7	2,3,1
Staff are supported individually to provide QFT Leaders support staff to use evidence-based whole-class teaching and interventions to ensure pupil needs are being addressed Leaders are released to provide bespoke support to develop teaching and learning	EEF effective Professional Development – <i>promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes</i> 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.	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
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 Small group interventions fill gaps in learning and ensure accelerated progress is made Individual 1:1 sessions take place daily to provide further support CPD for all teachers of phonics to provide QFT during interventions. Investment in phonic resources including decodable books – used to further develop reading Benchmarking, Lexia and frequent phonic assessments to swiftly highlight any gaps to be filled	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. EEF findings Teaching and Learning Toolkit – oral language interventions – low cost, high impact +6 EEF findings Teaching and Learning Toolkit – phonics – low cost, high impact +5	4,5
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.	EEF findings Teaching and Learning Toolkit – one to one tuition – moderate cost, high impact +5 <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>	1,4

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

Budgeted cost: £ 87,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide individualised pastoral interventions to support children and their families in need including attendance, behaviour and social and emotional support. Small group work with Pastoral Team with a focus on well-being and enable them to be ready to learn.	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. 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> DFE research - The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes <i>As children move through the school system, emotional and behavioural wellbeing become more important in explaining school engagement</i>	2,3
Re-connection curriculum to ensure pupils have opportunities outside of their experience to enhance their learning. • Edible Playground • Tiny Forest • Music Residency • OSOW – environmental project • Superbloom project • Artist in Residence • Spark Art- Creative Council • Graffwerks Art Projects • Snappy Opera • Young Marketeers	Edible Playgrounds - UK charity working at a national and international scale to improve lives. <i>One in three children leaving primary school are overweight or obese</i> <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>	2,3
Improve well-being and readiness to learn for the most disadvantaged and vulnerable	Evidence indicates that using explicit strategies to support planning, monitoring and evaluating is	1,2,3

pupils. Embed the Route to Resilience Programme across the school.	effective in improving well-being and readiness to learn. EEF findings Teaching and Learning Toolkit – metacognition and self regulation – low cost, very high impact +7 DFE research - The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes <i>Better emotional wellbeing at age 7 is a significant predictor of higher academic progression from Key Stage 1 to Key Stage 2.</i>	
--	---	--

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
- Fund the restocking of the library in order to raise the profile of reading across the school and provide access to relevant and up-to-date fiction and non-fiction
- Continue to support a member of the SLT to embed an oracy project based on Voice 21 in collaboration with local schools
- Working in partnership with the local Maths Hub to carry out pedagogical research on pupil attitudes to mathematics
- Supporting members of staff to embed Mastery Maths approach across the Academy
- 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, SparkArt, piloting developmental programmes to support vulnerable learners through music, environmental activities and other projects
- Working alongside a specialist music service to offer funded tuition places for disadvantaged pupils
- Offering funded places with Leicestershire Music for pupils showing an interest in continuing playing a brass instrument beyond the whole school offer.
- 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
- Offering 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 other socio-economic factors which impact disadvantaged pupils. We have 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 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. 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 worked with the EEF on the Explicit Teaching of Vocabulary – with a particular focus on closing the language gap between disadvantaged pupils and non. She is currently working in partnership with a local group of schools to develop exemplary practice in supporting a programme to improve oracy in schools

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																																				
Progress in reading, writing and maths for pupils in receipt of Pupil Premium to be broadly in line with all pupils.	<u>KS2 SATs 2026 comparison</u> <table><tr><th>Subject</th><th>QPA Pupil Premium 34 pupils</th><th>QPA All pupils 61 pupils</th><th>National all pupils 2026</th></tr><tr><td>Reading</td><td>85%</td><td>87%</td><td>75%</td></tr><tr><td>Writing</td><td>76%</td><td>80%</td><td>73%</td></tr><tr><td>Maths</td><td>94%</td><td>97%</td><td>75%</td></tr><tr><td>GAPS</td><td>76%</td><td>80%</td><td>74%</td></tr><tr><td>Combined</td><td>74%</td><td>79%</td><td>63%</td></tr></table> Queensmead Pupil Premium pupils significantly out-performed National all pupils 2026 in all areas. <u>Comparison over time</u> <table><tr><th></th><th>Reading</th><th>Writing</th><th>Maths</th><th>GAPS</th><th>Combined</th></tr><tr><td>2024 QPA Pupil</td><td>88%</td><td>84%</td><td>88%</td><td>80%</td><td>80%</td></tr></table>	Subject	QPA Pupil Premium 34 pupils	QPA All pupils 61 pupils	National all pupils 2026	Reading	85%	87%	75%	Writing	76%	80%	73%	Maths	94%	97%	75%	GAPS	76%	80%	74%	Combined	74%	79%	63%		Reading	Writing	Maths	GAPS	Combined	2024 QPA Pupil	88%	84%	88%	80%	80%
Subject	QPA Pupil Premium 34 pupils	QPA All pupils 61 pupils	National all pupils 2026																																		
Reading	85%	87%	75%																																		
Writing	76%	80%	73%																																		
Maths	94%	97%	75%																																		
GAPS	76%	80%	74%																																		
Combined	74%	79%	63%																																		
	Reading	Writing	Maths	GAPS	Combined																																
2024 QPA Pupil	88%	84%	88%	80%	80%																																

	Premium (25)					
	2024 National all pupils	74%	72%	73%	72%	61%
	2025 QPA Pupil Premium (31)	94%	77%	94%	90%	77%
	2025 National all pupils	75%	72%	74%	73%	62%
	2026 QPA Pupil Premium (34)	85%	76%	94%	76%	74%
	2026 National all pupils	75%	73%	75%	74%	63%
Data over time shows that QPA Pupil Premium children are consistently outperforming National all pupils. Our latest OFSTED (May 2024) recognised the school's drive for these high standards stating: <i>The school's ambition for all pupils to achieve their very best shines out of this school in every direction.</i>						
Pupils have developed a strong self-belief and have high aspirations to support their futures 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	Our latest OFSTED (May 2024) report states: <i>The wider opportunities the school provides for pupils are extensive and innovative. The school ensures that pupils develop their leadership skills.</i> Parent questionnaires- results from the latest Questionnaire (Mar 26) indicate that 100% of parents believe that the school expects their child to work hard and achieve his/her best and 100% feel that they are part of a successful school. The latest pupil questionnaire results (June 26) indicate 95% of pupils believe the school gives pupils lots of opportunities to have a say in what happens and 97% feel the school teaches the importance of careers, money, and caring for the environment. The school has achieved the UNICEF Gold standard in recognition of the ongoing work throughout the school. The school has been awarded the British Council International Award					

	The school has been awarded our third 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: <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>				
Pupils are nurtured to develop academically, socially and emotionally so they feel supported and ready for their next stage in their learning journey. 2025- 27 results from pupil voice, parent questionnaires and teacher observations indicate that vulnerable pupils are well supported and their needs are being met. A significant increase in participation in enrichment activities for disadvantaged and vulnerable pupils is evident. A significant increase in parent / carer participation in school life is evident – parent workshops, school community events etc. The pastoral team work with staff to swiftly identify pupils in need of additional, bespoke support.	Anecdotal evidence indicate that vulnerable pupils are well supported and their needs are being met. Participation in enrichment activities for disadvantaged and vulnerable pupils has increased. An increase in parent / carer participation in school life is evident and well-received. The latest parent questionnaire (Mar 26) indicates that 98% of parents feels their child is listened to and 99% believe their child is safe at school. Our latest OFSTED report (May 24) recognised the high priority we place on nurturing and supporting both the child and their families: <i>The school supports families where there might be barriers to pupils attending school every day.</i> <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>				
Improved oral language skills and vocabulary is reflected in EYFS communication and Language and reading	<u>KS2 outcomes in reading over time</u> <table border="1"> <tr> <th>KS2 SATS</th><th>Reading</th></tr> <tr> <td>2024 QPA Pupil Premium (25)</td><td>88%</td></tr> </table>	KS2 SATS	Reading	2024 QPA Pupil Premium (25)	88%
KS2 SATS	Reading				
2024 QPA Pupil Premium (25)	88%				

results for disadvantaged pupils across the school

2026 - outcomes in reading are in line with national Pupil Premium average

2025,26,27—the gap between PP and non in progress and attainment in reading in EYFS is narrowed

2024 National all pupils	74%
2025 QPA Pupil Premium (31)	94%
2025 National all pupils	75%
2026 QPA Pupil Premium (34)	85%
2026 National all pupils	75%

Outcomes over time show that our Pupil Premium pupils consistently exceed national all pupils.

EYFS Pupil Premium data in reading

End of year EYFS reading	Pupil Premium	Non Pupil Premium	GAP
2026	90%	85%	+5%

These results show our Pupil Premium children achieved slightly higher than non Pupil Premium in reading in EYFS.

Assessment data over time highlights that our Pupil Premium pupils make better than expected progress in reading across the year from significantly low starting points.

Our latest OFSTED (May 24) highlighted the high standards set in EYFS and the support given to develop children's language:

Adults are aspirational for what children can achieve. The conversations they have with children help to develop children's vocabulary and confidence.

It also highlights the commitment to the progress of reading across the school:

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
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.

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.

2026 – Phonics screen for disadvantaged pupils is in line with national average and the in-school gap between disadvantaged and non has narrowed

Year One PP pupils made accelerated progress from their September baseline

Year One comparison of PP and non PP

Phonics pass	QPA Pupil Premium	QPA non Pupil Premium	Gap
2024	87%	90%	-3%
2025	86%	93%	-7%
2026	90%	91%	-1%

2026 data indicates QPA PP pupils are broadly in line with non PP.

	QPA Pupil Premium	National Pupil Premium	National all pupils
2024	87%	68%	80%
2025	86%	67%	80%
2026	90%	TBC	TBC

Over time, QPA Pupil Premium Year One phonics results are consistently significantly higher than both national Pupil Premium and national all pupils. Our latest results are 23% higher than national Pupil Premium results in 2025.

Our latest OFSTED (May 24) recognised the high priority we put on phonics and early reading:

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.