

Pupil premium strategy statement

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	Queen's Manor Primary
Number of pupils in school	153
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Seamus Gibbons, Executive Principal
Pupil premium lead	Kate Scott, Headteacher
Governor / Trustee lead	Nicola Cowell, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£43,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£43,400

Part A: Pupil premium strategy plan

Statement of intent

- An excellent education and the highest expectations for all, regardless of background or barriers to learning.
- The Pupil Premium should support improved attainment, raised expectations and readiness for life and learning.
- High-quality teaching and learning should be prioritised over intervention. An intervention culture can lead to disadvantaged pupils being seen as ‘someone else’s responsibility’.
- The Pupil Premium should be used to ensure disadvantaged pupils access excellent teaching and learning every day.
- The Pupil Premium should address the needs of pupils as early as possible. It should focus on gaps in learning. End of key stage outcomes are a by-product of this approach.

Challenges

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

Challenge number	Detail of challenge
1	While PP children’s attendance is above pupil premium attendance nationally, a small group of PP families face higher risk of being persistently absent and require a personalised approach.
2	Some children who are PP face additional barriers around parent engagement with learning at home, including some parents lacking understanding of SEND needs and how to best support children to make excellent progress.
3	Over 50% of PP children have joined the school from other schools. We know that moving schools can be detrimental to some children so we need to ensure they have a successful induction. These new starters have also missed parts of the curriculum and have gaps in learning needing to be addressed to make the same amount of progress as their peers.
4	Some Pupil Premium children lack the enrichment and cultural experiences that non-Pupil Premium children experience, extra-curricular and sports opportunities, for example.

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
Targeted pupils are supported to achieved sustained attendance improvement.	For those pupils identified – has their attendance improved? Have parents met with Attendance Lead (HSLO) and SASO as needed and agreed on action points? Has the targeted support had an impact on level of persistent absence? Are reports fed back in regular attendance meetings? Is the attendance matter escalated when needed? Attendance data shows reduction in persistent absentees.
PP families have a high level of engagement in their children's learning and wellbeing, supporting children to make excellent learning progress, including children with SEND.	Have families been supported with after-school access to learning spaces to complete home learning activities? Do families have resources at home needed to access home learning? Have parents accessed coffee mornings, workshops and community events? Have families been signposted to local authority support services, for example, Family Hub SEND short breaks service, parenting courses, family help?
PP children who are new in-year joiners to the school are supported to make excellent progress.	Are new starter checklists used to support children with transition and creating a sense of belonging at school? Are new starters assessed promptly on arrival to ensure gaps in learning are identified? Are identified pupils targeted for additional intervention as needed, for example, vocabulary teaching, handwriting, times tables? Has CPD around quality first teaching been provided to all staff? Has SENCO supported teachers to identify PP and SEND children who are not making as much progress as their peers, setting clear targets in pupil progress meetings and identifying actions to support learning using OAP strategies?
All PP children have access to enrichment and cultural experiences.	What enriched opportunities have Pupil Premium children experienced? Have all pupil premium children accessed an extra-curricular activity? What impact has this had on their learning and sense of wellbeing and belonging at school?

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: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
SENCO support to class teachers and trainee teachers to understand QFT	EEF Effective Professional Development: Supporting teachers to build knowledge and teaching strategies to build language and communication skills.	2 3
Additional SEND support for those pupils who are on SEND register and identified as PP	EEF Effective Professional Development: Supporting teachers to build knowledge and teaching strategies to build language and communication skills.	2 3
Experienced Support Staff in KS1 and 2 to support with targeted interventions	MITA: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact	2 3
CPD and targeted support to teachers to ensure access to Quality First Teaching.	EEF School Improvement Planning: High-quality teaching is the most important lever schools have to improve pupil attainment	2 3

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

Budgeted cost: £3,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Targeted interventions/tuition – facilitated by UT trainees, class teachers and TAs	EEF: On average, 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. EEF: Small group tuition can add +4 months progress	2 3
TA ELSA training for pupils who require additional emotional support	EEF: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year	1 2 3 4
Easter school and booster sessions to target pupils not attaining age-related expectations	The overall academic impact of holiday schools, according to the EEF Toolkit, is the equivalent of an additional +2 months' progress for pupils that attend, compared with pupils who do not.	1 2 3 4

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Home-school Liaison Officer will support families with persistent absence.	EEF Teaching and Learning Toolkit: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	1 2
Inclusion Lead will support with parental engagement in children's learning and support for children at home.	EEF Teaching and Learning Toolkit: Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	1 2 3
School Trips	OEAP: children and young people learn to be healthy and stay safe; children and young people learn to enjoy and achieve; children and young people learn to make a positive contribution and achieve economic wellbeing.	2 4
After School Activity Clubs	EEF Teaching and Learning Toolkit: Arts Participation and Physical Activity has a positive impact on academic	2 4

	learning as well as increased well-being.	
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Total budgeted cost: £ 43,400

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

1. Disadvantaged pupils demonstrate improving engagement through sustained gains in attendance.

Our focused and proactive approach to attendance has secured strong improvements for disadvantaged pupils, with attendance above national average at 92.4% in 2025-26.

Persistent absence has consistently been below the national average for persistent absence among disadvantaged pupils.

Importantly, one-third of disadvantaged pupils achieved attendance of 95% or above, reflecting the success of our graduated approach to improving attendance and removing barriers to learning.

Given the strong impact achieved and our commitment to further narrowing attendance gaps, attendance will remain a strategic priority within the 2026-29 Pupil Premium Strategy.

2. Children develop strong communication, language and early reading skills, providing an excellent foundation for future learning.

The implementation of a robust early language strategy has resulted in exceptionally strong outcomes for children in the early years and Key Stage 1.

- 93% of mainstream Reception children achieved the Communication and Language Early Learning Goal, demonstrating highly effective support for early language development.

- Pupils' needs were identified swiftly through regular WellComm assessments, enabling targeted intervention through NELI where appropriate.
- 100% of pupils passed the Year 1 Phonics Screening Check, reflecting the strength of our early reading provision and the successful identification and support of pupils requiring additional intervention.

These outcomes provide clear evidence that disadvantaged pupils access high-quality support from the earliest stages of their education. As this area is now embedded and delivering consistently strong outcomes, it will not form a specific priority within the 2026-29 strategy.

3. Disadvantaged pupils receive highly effective reading support, enabling the majority to meet or exceed age-related expectations.

A rigorous assessment and intervention model has ensured that disadvantaged pupils are identified quickly and supported effectively to achieve their full potential.

Pupil progress has been carefully monitored through standardised assessments, data dashboards and regular pupil progress meetings. This has enabled staff to provide timely intervention and targeted support where needed.

Reading outcomes for disadvantaged pupils were strong across all year groups and achieving 100% of disadvantaged pupils at the expected standard in both Years 5 and 6 demonstrates the effectiveness of targeted provision and intervention.

Given the strong outcomes secured and the embedded systems now in place, reading and writing attainment will not be a specific focus within the 2026-29 Pupil Premium Plan.

4. Pupils who are both disadvantaged and have SEND benefit from highly targeted support that enables strong progress and successful outcomes.

The school has maintained a relentless focus on ensuring that pupils with the greatest levels of need receive personalised support and carefully tailored provision.

A significant strength of the school's inclusive approach is demonstrated by the fact that 100% of Year 6 pupils who were both Pupil Premium and SEND achieved the expected standard in Reading, Writing and Mathematics combined. This represents a highly successful outcome for a group of pupils who nationally can face multiple barriers to achievement.

Across the school, staff have continued to use detailed tracking, regular review meetings and targeted interventions to ensure provision is closely matched to pupils' individual needs. Outcomes across a number of year groups demonstrate the positive

impact of this approach, particularly where small cohort sizes mean individual successes have a significant effect on percentages.

5. Disadvantaged pupils access a rich programme of enrichment opportunities that broadens experiences, raises aspirations and enhances learning.

The school has successfully ensured that all disadvantaged pupils can fully participate in the wider life of the school, regardless of financial circumstances.

A carefully planned programme of enrichment has been mapped across all year groups, including pupils attending the Autism Specialist Base, ensuring equitable access to high-quality cultural and educational experiences.

Curriculum enrichment opportunities included visits to:

- Natural History Museum
- British Museum
- London Transport Museum
- Fulham Palace
- Bocketts' Farm
- Littlehampton Beach
- Hammersmith and Fulham Junior Citizenship Scheme

All disadvantaged pupils were able to participate in these visits free of charge, ensuring that financial barriers did not limit access to enriching experiences.

The school has also continued to broaden opportunities beyond the curriculum:

- All disadvantaged families are supported to access at least one after-school club free of charge.
- The Piano Fun Club provides five fully funded places specifically for disadvantaged pupils.

These opportunities have strengthened pupils' cultural capital, enhanced curriculum learning and supported personal development. As a result of the significant impact these experiences have on confidence, engagement and aspirations, enrichment and cultural capital will remain a priority within the 2026-29 Pupil Premium Strategy.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NA	