

## Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Queen's Manor Primary School and Special needs Unit
Number of pupils in school	189
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 (this is year 1 of 3)
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Lilli Landau
Pupil premium lead	Sarah Downey (Inclusion Lead)
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,890
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£94,890

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or starting points, achieve their full potential and leave our school ready for their secondary education. The focus of our Pupil Premium Strategy is to support disadvantaged and vulnerable pupils to achieve this aim.

Our strategy is driven by the needs and strengths of each child, based on formal and informal assessments, not assumptions or labels. This helps us to ensure that we offer them the relevant support, skills and experience. Through the application of high-quality programmes and provision overall, we aim to eliminate barriers to learning and progress for all our vulnerable pupils. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our definition of disadvantaged and vulnerable pupils are those who are pupil premium as well as those who are vulnerable for any reason. Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantaged. All staff will be trained to understand the misconceptions around pupil premium and have a deep understanding of the strategies that are evidence based to support vulnerable pupils to be successful. We have adopted approaches that will help pupils excel.

All members of staff and governors accept responsibility for those pupils recognised as disadvantaged and/or vulnerable are committed to meeting their pastoral, social and academic needs by:

- Valuing every child and ensuring development to his/her full potential, irrespective of disadvantage.
- Improving the quality of teaching and provision for all children to ensure best possible outcomes.
- Providing targeted support and provision that closes gaps between groups of learners through in-class support, small group and one-to-one interventions.
- Improving disadvantaged pupils/families' engagement with school and learning, including improving attendance and punctuality.
- Developing character and enrichment opportunities for all pupils through academic, extracurricular, pastoral and social opportunities.
- Ensure all disadvantaged pupils are challenged in the work that they are set, both in school and at home
- Act early at the point need is identified
- Adopt a whole school approach in which staff take responsibility for disadvantaged pupils' outcome and raise expectations of what they can achieve

### Challenges

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

Challenge number	Detail of challenge
1	Attendance is lower than that of non-disadvantaged pupils.
2	Some pupils attracting PPG begin school with language skills below that 'typical' for their age.
3	Pupils attracting PPG often require additional emotional and pastoral support to access all that school has to offer
4	Some pupils attracting PPG have lower attainment than their peers and make less progress
5	Pupils attracting PPG children lack the enrichment and cultural experiences that non-Pupil Premium children experience.

## 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 attending for more than 96%.	<ul style="list-style-type: none"> <li>• Attendance policy and procedures for lateness are understood and followed by all.</li> <li>• Develop flowcharts for procedures to take in first response to lateness and absence.</li> <li>• Parents/carers to meet with Pastoral Lead and agreed Attendance Contract.</li> <li>• Are reports being fed back in regular attendance meetings.</li> <li>• Is the attendance matter escalated when needed?</li> <li>• Is at least 90% of those targeted meeting attending more than 96%?</li> <li>• Use of PCNs and referrals, where first response has not had led to increased attendance.</li> <li>• Continue to work with families and children to improve attendance and punctuality of all children.</li> <li>• Use a multi-agency approach to support families.</li> <li>• Whole school attendance meets national.</li> </ul>
Children in EYFS make accelerated progress from their low starting points, to achieve GLD.	<ul style="list-style-type: none"> <li>• Reduce the impact of external barriers on children's progress and attainment.</li> <li>• Provision of high quality learning environment that allows children to flourish and experience the full range of the EYFS curriculum.</li> <li>• EYFS focus visit from UL colleagues, with support to identify areas of practice that can be built upon to ensure all learning opportunities are maximised.</li> <li>• Enrichment and cultural experiences planned for all pupils, ensuring that PP pupils are accessing these routinely.</li> <li>• Language development and physical development high on agenda for all, however we know that the PP pupils are less likely to have had wide-ranging experiences that support these during lockdown.</li> </ul>
Pupils with multiple vulnerabilities and/ or social/ emotional needs are supported effectively and barriers for learning are addressed.	<ul style="list-style-type: none"> <li>• Pupils have access to a range of tools to support their own mental health and wellbeing.</li> <li>• Personalised provision meets pupils needs and pupils make good progress from their starting points.</li> <li>• Pupils who need access can access the Educational Psychologist</li> <li>• Pupils have a range of tools to support their own mental health and wellbeing</li> <li>• An increased in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• The school will make decisions, on a case by case basis, as to whether to fund breakfast and after school clubs for disadvantaged pupils, in particular, those children with social workers.</li> </ul>
Accelerated progress is made in RWM.	<ul style="list-style-type: none"> <li>• Accelerated progress for identified children, from agreed starting points.</li> <li>• Diminishing difference between PP and non-PP.</li> <li>• Targeted teaching strategies and intervention to support most disadvantaged pupils.</li> <li>• Children's gaps will be identified and targeted support will seek to narrow them</li> <li>• The precisely planned curriculum ensures widening vocabulary is taught explicitly and prioritised.</li> <li>• Provision of high quality, meaningful material and</li> </ul>

	<p>experiences to engage all pupils, at all levels.</p> <ul style="list-style-type: none"> <li>• Handwriting focus, to develop fluency and a consistent approach to teaching.</li> <li>• Use of Pupil Progress Meetings to track the bottom 20% and provide feedback on intervention.</li> </ul>
<p>The knowledge rich curriculum is embedded. Extra-curricular activities support the educational experiences for all children, particularly those who are disadvantaged.</p>	<ul style="list-style-type: none"> <li>• A wide range of clubs expose children to experiences beyond those of their own lived experiences which enables success not only in developing skills and talents, but new found confidence in academic areas.</li> <li>• What enriched opportunities have Pupil Premium children experienced? What impact has this had on their learning?</li> </ul>
<p>Use tailored CPD to raise the profile of PP pupils, discuss barriers to learning they may face, remind of the language we must use when discussing pupils, high ceiling opportunities so that teachers are confident in how to target and support the pupils to make accelerated progress.</p>	<ul style="list-style-type: none"> <li>• School will create CPD to support teachers to prioritise, continually think and support pupil premium children to make accelerated progress.</li> <li>• School leaders will support teachers during PPM and phase meetings and be updated on the progress of PP children.</li> <li>• PP books to be scrutinised once a half term to ensure outcomes are progressive.</li> <li>• Teachers will feel supported and will be challenged where progress is not being made.</li> </ul>

## 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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral officer to support the SEMH as well as forging links with families.	<ul style="list-style-type: none"> <li>• 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</li> </ul>	1, 3
<i>Use of Learning &amp; teaching assistants and Support Staff</i>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• EEF: Small group tuition can add +4 months progress</li> <li>• Teaching assistant to support school with providing internally monitored interventions for pupils including PP so that gaps are reduced.</li> </ul>	2, 3 & 4
Ongoing development of all teaching and support staff through targeted CPD, mentoring and coaching	<ul style="list-style-type: none"> <li>• EEF School Improvement Planning: High-quality teaching is the most important lever schools have to improve pupil attainment Research shows that ongoing CPD supports teachers through increased motivation, confidence and commitment.</li> <li>• "Teacher coaching has large positive effects on both instructional practice and student achievement" <a href="#">Coaching pdf</a></li> <li>• "Exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes, and this guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD." <a href="#">EEF</a></li> <li>• Training around sequential planning and the Rosenshine Principles will further support this.</li> <li>• Research based strategies will form the basis of targeted and whole school CPD. Through ongoing assessment programs and gap analysis teachers can identify largest leverage points to further minimise this gap.</li> <li>• Use of ongoing accurate assessment programs such as Mark Online will support teachers ability to identify gaps in pupil knowledge and minimise these.</li> <li>• Pupils of all starting points will be differentiated for to ensure equal access for all.</li> </ul>	2, 3 & 4

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

Budgeted cost: £43,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions/tuition for reading writing and maths	<ul style="list-style-type: none"> <li>• EEF: positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.</li> <li>• EEF: positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.</li> <li>• EEF: positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.</li> </ul>	2, 3 & 4
Pastoral support and interventions for pupils who require additional emotional support	<ul style="list-style-type: none"> <li>• 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</li> </ul>	1 & 3
Speech and Language interventions (SALT)	<ul style="list-style-type: none"> <li>• MITA: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact</li> </ul>	2 & 4
Disadvantaged pupils will receive interventions targeting gaps in learning using Shine interventions and previous Pira and Puma assessment.	<ul style="list-style-type: none"> <li>• Evidence suggests that interventions help provide extra opportunity for children to meet their targets. They can be used in order to minimise the gap between disadvantaged and non- disadvantaged.</li> </ul>	2 & 4
Booster and Home Learning after school sessions.	<ul style="list-style-type: none"> <li>• EEF: The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</li> <li>• Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better.</li> <li>• Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact.</li> </ul>	2 & 4
Additional learning support in EYFS & KS1 allows intervention support in R, W and M	<ul style="list-style-type: none"> <li>• EEF: Early literacy approaches have been consistently found to have a positive effect on early learning outcomes.</li> <li>• The early literacy approaches evaluated to date led to an average impact of four additional months' progress, with the most effective approaches improving learning by as much as six months.</li> <li>• On average, early numeracy approaches have a positive impact on learning equivalent to approximately six additional months' progress for early mathematics outcomes.</li> </ul>	2 & 4
Learning & Teaching Assistants lead intervention programmes in R, W and M throughout afternoon sessions	<ul style="list-style-type: none"> <li>• EEF: Teaching assistants can provide a large positive impact on learner outcomes. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year.</li> </ul>	2 & 4

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

Budgeted cost: £11,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support and interventions for pupils who require additional emotional support	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> <li>• Key members of staff will be trained to deliver interventions using the Conscious Discipline and Zone of Regulation approaches.</li> <li>• Early Help and/or external agencies will be offered to those families who are struggling with their mental health/wellbeing as a means to enhance support to the pupil</li> </ul>	3
Educational Psychotherapist support (in-school)	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</li> </ul>	3
School trips	<ul style="list-style-type: none"> <li>• 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 6-7 learn to make a positive contribution and achieve economic wellbeing</li> </ul>	5
Additional workshops and development days and access to a greater spectrum of extra-curricular provision	<ul style="list-style-type: none"> <li>• Pupils will participate in varying in house workshops which will include/focus on author visits, utilising local community links and aspirational careers.</li> <li>• Disadvantaged pupils will be able to access extra-curricular opportunities which the school will subsidise, broadening their experiences; such as after school clubs, school events, residential, etc.</li> </ul>	5
Pupils with poor attendance will be targeted early and support provided	<ul style="list-style-type: none"> <li>• Evidence shows that pupils with poor attendance go on to engage further in academic/professional life in secondary and beyond. There is a direct correlation between poor attendance and pupils not in higher education. Disadvantaged pupils with poor attendance will receive support from school and/or outside agencies to identify barriers and steps taken swiftly to ensure attendance raises.</li> </ul>	1 & 3

**Total budgeted cost: £94,890**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

### Attendance Outcome:

2022-2023

All: 92.4%

PPG: 87.28%

Non-PPG: 94.35%

Persistent Absence 2022-2023

All: 23.9%

PPG: 51.22

Non-PPG: 14.41%

### Academic Outcomes

2022-2023

GLD – 35.5%

Phonics – 81.5%

KS1 – R: 76% W: 69% M: 76%

KS2 – R: 64% W: 28% M: 84% RWM:24%

#### 1. Attendance is lower than that of non-disadvantaged pupils.

- Pastoral Lead and Safeguarding Team regularly monitor attendance.
- Policy has been updated to reflect new processes in ensuring PA is identified early.
- Pastoral Lead now identifies and supports PA families. She is working closely with LBHF to engage parents earlier when identified as PA.
- QM Roundtable meetings (Inclusion, Safeguarding and Pastoral Team) includes at risk

#### 2. Some pupils attracting PPG begin school with language skills below that 'typical' for their age.

- Updated Home Visits include questions about Speech and Language development.
- Early language acquisition will continue to be a priority in early years with phonics interventions strategically planned to pupil premium pupils so that they are not significantly behind their peers when entering KS1.
- EYFS learning environment has been fully redesigned to ensure language/oracy and writing opportunities are fully integrated into the provision.

#### 3. Pupils attracting PPG often require additional emotional and pastoral support to access all that school has to offer

- Pastoral Lead (PL) works with pupils and families with additional SEMH.
- PL although already trained in MH, is also completing the Conscious Discipline training, evidence-based, trauma-informed approach.

#### 4. Some pupils attracting PPG have lower attainment than their peers and make less progress

- Targeted interventions will need to be planned, implemented and monitored to ensure progress is made quickly for all PP pupils.
- PP pupils to be monitored termly, spoken to about their educational experiences and teachers to be supported and challenged during Pupil progress meetings so that rapid improvement is made for these pupils.
- PUMA/PIRA tests used diagnostically to identify gaps in pupils prior learning and all teachers are tracking pupil progress.

#### 5. Pupils attracting PPG children lack the enrichment and cultural experiences that non-Pupil Premium children experience.

- Planned trips will be mapped out carefully at the beginning of the academic year so that disadvantaged pupils get exposed to varied life experiences and booked in advance so that transport is available for each educational experience.
- Planned trips are mapped out at the beginning of the year to ensure that disadvantaged pupils are exposed to varied life experiences. They are booked in advance so that transport is available.



**In Addition:**

- CPD linked to whole school priorities has ensured consistent whole school approaches in teaching and learning.
- CPD offer will continue to be ambitious, supportive and informative in order to support teachers to deliver quality first teaching and as a result support disadvantaged pupils to close their gaps. CPD to also include added support for teachers to understand the importance of targeting PP pupils.
- Team Teach training for all staff has led to improved confidence and success at dealing with challenging behaviour.
- SEND toolkit training – specific to school needs has improved schools offer. This has been further improved to include the use of BSquared.
- Introduction of provision Mapping has enabled staff to more purposefully track intentions and ensure that pupils needs are analysed and regularly evaluated.

## 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*

<b>Programme</b>	<b>Provider</b>
INSPIRE Literacy Support	LBHF
TT Rockstars/Numbots	Maths Circle
Reading Eggs & Mathletics	3P Learning
BSquared	BSquared
Positive Behaviour Training	Team Teach UK
Purple Mash	2Simple
Oak Academy	Oak Academy
Rising Stars Shine and Marks	Hodder Education