

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	Queens Manor Primary
Number of pupils in school	190
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Seamus Gibbons, Executive Head
Pupil premium lead	Kate Beckingham, Head of School
Governor / Trustee lead	Nicola Cowell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£72,520
Recovery premium funding allocation this academic year	0
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	£72,520

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	Some Pupil Premium pupils attended below 90% last academic year. Persistent absence is an ongoing problem for some PP pupils.
2	Some Pupil Premium children in EYFS begin school with language skills below that ‘typical’ for their age.
3	Reading comprehension in KS2 was not as strong as it could be for PP pupils, in particular Y3 and Y4.
4	Some children who are Pupil Premium and SEND are not making as much progress as their peers.
5	Some Pupil Premium children lack the enrichment and cultural experiences that non-Pupil Premium children experience – outdoor and adventurous activity 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 attending for more than 92%.	<p>For those pupils identified – has their attendance improved?</p> <p>Have parents met with attendance lead and agreed attendance contract?</p> <p>Has the targeted support had an impact on level of persistent absence?</p> <p>Are reports fed back in regular attendance meetings?</p> <p>Is the attendance matter escalated when needed?</p> <p>Is at least 80% of those targeted meeting attending more than 92%?</p>
Children make accelerated progress with their language development in EYFS.	<p>Have all home/school visits included questions about speech and language needs?</p> <p>Is the support assistant supporting PP pupils to develop their communication skills?</p> <p>Has the EYFS been supported by a speech and language therapist? What impact is this having?</p> <p>Has training been provided to both staff and parents?</p> <p>Are language/communication skills being appropriately assessed?</p> <p>Has the SENCO attended home visits and ensured early intervention?</p> <p>Are at least 80% of pupils on track to meet the ELG in communication and language?</p>
Reading comprehension in KS2 was not as strong as it could be for PP pupils, in particular Y3 and Y4.	<p>Are identified pupils targeted for additional intervention?</p> <p>Had CPD been provided to all staff?</p> <p>Are 80% of children on track to made ARE in reading?</p>
Some children who are Pupil Premium and SEND are not making as much progress as their peers.	<p>Has the SENCO supported class teachers to support children with identified SEND? Are class teachers supporting children who are Pupil Premium and SEND effectively? Are children with SEND being appropriately assessed?</p>
Children have access to enrichment and cultural experiences.	<p>What enriched opportunities have Pupil Premium children experienced?</p> <p>What impact has this had on their learning?</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £14,504

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language development in EYFS	EEF Effective Professional Development: Supporting teachers to build knowledge and teaching strategies to build language and communication skills.	2
SENCo support to class teachers in particular to understand QFT	EEF Effective Professional Development: Supporting teachers to build knowledge and teaching strategies to build language and communication skills.	2
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.	4
Experienced Support Staff in EYFS and KS1 to support language development	MITA: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact	2
CPD and targeted support to teachers of Quality First Teaching – in particular comprehension	EEF School Improvement Planning: High-quality teaching is the most important lever schools have to improve pupil attainment EEF Reading Comprehension strategies - +6 months.	3
CPD and targeted support to teachers of Quality First Teaching – in particular writing fluency	EEF School Improvement Planning: High-quality teaching is the most important lever schools have to improve pupil attainment	4

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

Budgeted cost: £50,764

Activity	Evidence that supports this approach	Challenge number(s) addressed
Speech and Language interventions (NELI and SaLT)	MITA: Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a high impact	1
Targeted interventions/tuition for reading writing and maths – facilitated by UT trainees and Support teacher	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 4
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	2 3 4
Easter school 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.	2 3 4 1

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

Budgeted cost: £7,252

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Lead support to 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
School Trips	OEAP: children and young people learn to be healthy and stay safe; children	5

	and young people learn to enjoy and achieve; children and young people learn to make a positive contribution and achieve economic wellbeing.	
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Total budgeted cost: £72,520

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 2023 to 2024 academic year.

1. Targeted pupils are attending for more than 96%:

- PP attendance in 23/24 was 89.2%
- Persistent absenteeism is lower than the national average: 24.1% (NA 19.4%).
- There is no significant gap between groups of learners in attendance.
- All PA children have a positive narrative and have improved attendance. In some cases, term time holidays remain a barrier to good attendance.
- Pastoral Lead continues to identify and support PA families. She is working closely with SASO from LBHF to engage parents earlier when identified as PA.
- This continues to be a focus for the Year 2024/25.

2. Children make accelerated progress with their language development in EYFS.

Pre-admission visits included questions about Speech and Language development. Reports from SaLT were requested early for those who were already in the service. The SENCo met parents and children prior to admission in order to understand additional needs better. Language skills were assessed using WELLCOMM and NELI was delivered for identified children. Support staff were trained to support language development and worked with targeted children. **72%** of children met the ELG for Communication and Language.

This continues to be a focus for the Year 2024/25. Those who did not meet the ELG for C&L, will be reassessed and tracked in Y1.

3. Pupils with multiple vulnerabilities and/ or social/ emotional needs are supported effectively and barriers for learning are addressed.

Educational Psychologist has continued to work with children with SEMH identified need on 1-1 or small group basis. Children had opportunities to participate in enrichment activities such as Hammersmith and Fulham sporting events.

4. Accelerated progress is made in RWM.

Combined RWM attainment for PP pupils in 2023-24:

Year 1: 29%
Year 2: 40%
Year 3: 20%
Year 4: 50%
Year 5: 38%

Year 6: 57%

Progress in reading will continue to be a focus for the Year 2024/25. Changes have been made to the curriculum and teaching and learning approaches used by teachers. Teachers will receive ongoing training and CPD to ensure that quality first teaching is strong.

- 5. The knowledge rich curriculum is embedded. Extra-curricular activities support the educational experiences for all children, particularly those who are disadvantaged.**

This continues to be a focus for the Year 2024-25 as we continue to build cultural capital for children who would otherwise not visit any places of interest. Staff are receiving ongoing CPD on all curriculum areas. A range of extra-curricular clubs are on offer to all pupils, including PP.

- 6. 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.**

School leaders supported teachers during PPM to focus on the progress of PP children. PP books were scrutinised once a half term to ensure outcomes are progressive.

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	