

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 | 144 |
| Proportion (%) of pupil premium eligible pupils | 22% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2025-2026 |
| Date this statement was published | November 2025 |
| Date on which it will be reviewed | July 2026 |
| Statement authorised by | Seamus Gibbons, Executive Head |
| Pupil premium lead | Kate Scott, Head of School |
| Governor / Trustee lead | Nicola Cowell |

Funding overview

| Detail | Amount |
|---|---------|
| Pupil premium funding allocation this academic year | £48,480 |
| 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 | £48,480 |

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 92% 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 | 8 PP children in KS1 and 2 have been targeted as needing additional reading support to meet their full potential. |
| 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. |

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 95%. | <p>For those pupils identified – has their attendance improved?</p> <p>Have parents met with Attendance Lead (HSLO) and agreed on action points?</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 attendance of more than 95%?</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>Are adults in EYFS 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 been involved with 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> |
| PP children targeted in KS1 and 2 as needing additional reading support to meet their full potential. | <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 meet 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, including in the Pavilion, to support children with identified SEND?</p> <p>Are class teachers supporting children who are Pupil Premium and SEND effectively?</p> <p>Are children with SEND, including those in the SEND unit, being appropriately assessed?</p> |
| Children have access to enrichment and cultural experiences. | <p>What enrichment opportunities have Pupil Premium children experienced?</p> <p>What impact has this had on their learning? Are Pupil Premium children being offered additional experiences e.g. after-school club, outreach opportunities.</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: £9,969

| 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 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 |
| 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: £33,936

| 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 and writing– 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 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 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. | 2 3 4 1 |

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

Budgeted cost: £4,848

| 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 |
| School Trips and Clubs | 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. | |
|--|--|--|

Total budgeted cost: £ 48480

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 2024 to 2025 academic year.

1. Targeted pupils are attending for more than 92%.

- PP overall attendance has increased from 87.4% in the 23-24 academic year, to 89.8% for 24-25.
- Persistent absenteeism for PP children was 36.7% for the 23-24 academic year, and 35.7% for the 24-25 academic year, 4% above the national average.

-

| Pupil premium attendance | Non-pupil premium attendance | National pupil premium attendance |
|--------------------------|------------------------------|-----------------------------------|
| 89.8% | 93.4% | 89.4% |

- 50% of PP children had overall attendance equal to or above 92%, and 50% of PP children had attendance below 92%.
- Home-school Liaison Officer has been in role since March 2025. Between March – August 2025 attendance of PP children improved from 88.1% to 89.8%.

Attendance of disadvantaged children will remain a priority for the 25-26 academic year.

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

- 100% of mainstream children in Reception met GLD for the Communication and Language ELG.
- Children were assessed regularly using Wellcomm and an appropriate intervention (NELI) used to target intervention where needed.
- Children in Y1 who did not meet the ELG for C&L in Reception, were reassessed and all passed the phonics screening test.

This will continue to be a focus in the 25-26 academic year as home visits and Wellcomm assessments have identified a targeted groups of children in Reception who are in need of additional speech and language support.

3. Reading comprehension in KS2 was not as strong as it could be for PP pupils, in particular in Y3 and Y4.

- Identified pupils' progress has been carefully tracked using standardised assessments and, using our data dashboards and pupil progress meetings, pupils needing additional intervention were targeted.
- All staff have had CPD through staff meetings on our approach to reading in KS2 by specialist English adviser from United Learning. A strong focus on background knowledge and explicit vocabulary teaching ensured reading skills were built upon and maintained. Bedrock Learning was introduced and used to explicitly teach vocabulary.
- KS2 Outcomes for Reading for PP children are shown in the table below:

| | Pupil Premium Meeting Expected Standard | Non Pupil Premium Meeting Expected Standard |
|----|---|---|
| Y3 | 88% | 81% |
| Y4 | 100% | 90% |
| Y5 | 50% | 88% |
| Y6 | 100% | 92% |

As 10 children across KS1 and KS2 who were pupil premium did not meet the expected standard for reading last year, this will remain a focus for the 25-26 academic year.

4. Some children who are Pupil Premium and SEND are not making as much progress as their peers.

67% of children who sat Y6 SATs who were pupil premium and SEND in Y6 met the expected standard, compared to 86% overall. Across KS1 and KS2 there are a targeted group of pupils who are pupil premium and SEND and not achieving as highly as their peers. We will continue to focus on ensuring that these children are carefully tracked to ensure they are receiving the targeted intervention needed to make great progress.

5. Children have access to enrichment and cultural experiences.

- Trips and experiences have been mapped out across the year, ensuring all classes have opportunities for enrichment, including SEN unit classes.
- Trips that have been meaningfully planned to supplement learning in the classroom include visits to the Natural History Museum, British Museum, Transport Museum, Fulham Palace, Littlehampton Beach and the Hammersmith and Fulham Junior Citizenship Scheme. All pupil premium children have attended these trips for free.
- Piano Fun Club has been introduced, which has 5 fully-funded places for disadvantaged children.

This will again continue to be a focus for the 25-26 academic year.

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 | |
| | |