

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 C of E Academy
Number of pupils in school	353
Proportion (%) of pupil premium eligible pupils	121 (34%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2022-2025 Academic year 2022-23
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Hannah Carvell
Pupil premium lead	Thomas Kidd
Governor / Trustee lead	Andrew Wright/Amy Bills

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,505
Recovery premium funding allocation this academic year	£16,530
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£
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	£178,035

Part A: Pupil premium strategy plan

Statement of intent

Every child, who is considered 'disadvantaged' is valued, respected and entitled to develop their full potential, irrespective of their background or circumstance. We strive to provide a safe, positive environment and the support needed in and out of the classroom to enable all pupils to access their lessons and therefore make the most of every learning opportunity. We aim to offer opportunities to grow as confident, empowered individuals and to understand that they can make a difference to the world around them.

Challenges

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

Challenge number	Detail of challenge
1	Consistent attendance/punctuality.
2	Access to resources, such as books, libraries, life experiences.
3	Low aspirations about what can be achieved and how to be successful and limited access to positive role-models.
4	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (e.g. PE kit).
5	Parental engagement with school and perceptions of education.
6	Pupils' mental health/well-being and their attitude towards learning.
7	Gaps in prior learning.

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
Attendance to be at least above 90% for all disadvantaged pupils.	Assessment of attendance will identify any persistent absentees.
Attendance to be in line with non-disadvantaged pupils.	Analysis of persistent absentees from the previous year will identify pupils who need immediate support in the Autumn Term and continued analysis to identify pupils in each term.
All disadvantaged pupils to attend trips which provide valuable life experiences.	Budget to accommodate payment for trips, in particular residential trip for Y6 children. Pupil questionnaires about trip/visitor experiences demonstrate children understood outcome of visit.

Pupils are exposed to aspirational opportunities.	Increased self esteem which will reflect in pupils attitudes to learning. Pupil voice. Support pupils working at greater depth for writing and may increase the number of pupils achieving greater depth at end of key stage 2. Data analysis. Pupils can find out about future careers, and this will increase their engagement and motivation to achieve highly in school. Measured by the level the pupils achieve and pupil interviews. Disadvantaged children targeted to attend extra-curricular activities designed to demonstrate how their talents, not necessarily academic, can be displayed.
Parents to engage with school curriculum and value the importance of reducing external barriers to attainment-completion of homework, home reading, attitudes towards learning and uniform.	Increased opportunities for parents to attend assemblies and extra-curricular events. Run workshops for parents focussed on understanding the homework and our curriculum. Measure attendance of these workshops and impact. Parental questionnaire at end of year. Continued use of Class Dojo to communicate with parents/careers. Parental questionnaire at end of year. Measured through pupil interviews and registers to show completion of homework and reading quiz scores.
Mental health and well-being.	Pupils feel safe and ready to access their learning. Pupils know where they can ask for help and get support when needed.
All pupils will have access to uniform and other essential school equipment.	Reduce feelings of being different to others due to lack of uniform (incl. PE kit).
Disadvantaged pupils will be performing in line with non-disadvantaged pupils working at ARE and GDS, particularly in Year 6.	Formative assessment will show gaps being addressed. Pupils will make (or exceed) expected progress. Oracy programme embedded in classes supporting the life chances of children, especially disadvantaged.

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: £65,946

Activity	Evidence that supports this approach	Challenge number(s) addressed
ET in one day per week to upskill subject leaders enabling them to confidently lead their subject, and accurately assess attainment and progress across the key stage. She is also working with the curriculum lead to ensure our curriculum is progressive.	Cornerstones Education website: Why subject leadership is crucial to the success of your primary curriculum. The expectation is that all primary teachers have a high level of subject pedagogical content knowledge for the age range that they are teaching and an understanding of the critical endpoints that come before and after. A subject leader's role is to analyse and build the appropriate provision in their subject, then cultivate the staff's pedagogical content knowledge to maximise learning across their school. This process – Analyse, Build and Cultivate – is the ABC of subject leadership.	2, 3, 7
CPD for Support staff With a focus on Maths this year, we want to provide our support staff with the relevant training so that they can best support teaching and learning across school.	EEF – Effective Professional Development Guidance report Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These 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. EEF – Teaching and Learning Toolkit Teaching Assistant Interventions Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants.	2, 7
Development of Oracy Skills Continued development of oracy skills for children in school, allowing children to distinguish between the language of speech and formality for life experiences (conversing in a job interview etc.).	<u>https://oracy.inparliament.uk/why-oracy-matters</u> Engaging in high-quality oracy practices during lessons deepens understanding and is linked with improved test scores and exam grades as well as greater knowledge retention, vocabulary acquisition and reasoning skills. The Education Endowment Foundation's (EEF) trials of oral language interventions in schools have demonstrated that pupils make approximately five months additional progress over a year, rising to six months for students from disadvantaged backgrounds. With improved oracy comes better academic outcomes and greater self-confidence, enabling young people to access and thrive in post-secondary pathways. The Social Mobility Commission has found that strong communication skills are important for improving social mobility and workplace opportunities.	7

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

Budgeted cost: £60,448

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA support in the classroom Teaching assistants with a focus on supporting our disadvantaged pupils. These TA's will support within class in the mornings, ensuring that all pupils have equal access to the teacher and quality first teaching.	EEF – Making best use of Teaching Assistants - Where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions. - If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others.	6, 7
TA led targeted interventions Small, targeted interventions to take place in afternoons based on teacher assessment. Use of PiXL therapy resources.	EEF – Making best use of Teaching Assistants - Where TAs are working individually with low attaining pupils the focus should be on retaining access to high-quality teaching, for example by delivering brief, but intensive, structured interventions. - Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training.	6, 7
Phonics Targeted phonics interventions for Year 3 pupils who did not pass PSC.	EEF – Teaching and Learning Toolkit <i>Phonics - Overall, the evidence base related to phonics is very secure. There have been a number of studies, reviews and meta-analyses that have consistently found that the systematic teaching of phonics is beneficial. There is some evidence that approaches informed by synthetic phonics (where the emphasis is on sounding out letters and blending sounds to form words) may be more beneficial than analytic approaches (where the sound/symbol relationship is inferred from identifying patterns and similarities by comparing several words). However, the evidence here is less secure and it is probably more important to match the teaching to children's particular needs and systematically teach the sound patterns with which they are not yet confident.</i>	7
DHT to oversee use of PiXL assessment tool. Question level analysis to inform targeted support in class and through small group interventions. DHT to analysis data termly. PP lead and DHT to be in all pupil progress meetings to discuss support needed for disadvantaged individuals.	PiXL The strength of PrimaryWise is the ease in which therapies can be accessed alongside the ability to quickly and simply identify and plan for groups of children who require additional support and teaching. It is critical for the Raising Standards Leader and staff to have access and understand the key functions of this platform.	6, 7

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

Budgeted cost: £44,111

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring. Work in conjunction with Pastoral Lead to identify those children with poor attendance. Time spent understanding children and family barriers to attendance. Regular sharing of information between pastoral lead, PP lead and SLT.	Supporting the attainment of disadvantaged pupils (DfE Nov 2015) <i>NFER research found that schools which are more successful in promoting high attainment have a number of things in common. It identified seven building block to success, number 3 of which is addressing attendance.</i>	1, 4, 6
Inclusion Support our most disadvantaged families through subsidising trip cost; food for those attending breakfast club; and uniform availability. Ensuing equity in opportunities for all pupils.	EEF – Teaching and Learning Toolkit (2018) School uniform	2, 3, 6
Parental engagement Develop parental engagement through workshops to support understanding of and answer queries about homework and our curriculum as well as organised events. Engagement and communication through the increased use of Class Dojo. Parental questionnaire about current strategies and what they would like to see in the future.	EEF – Working with parents to support children's learning guidance report. - There is an established link between the home learning environments at all ages and children's performance at school. - Schools and parents have a shared priority to deliver the best outcomes for their children. - Tips, support, and resources can make home activities more effective; for example, where they prompt longer and more frequent conversations during book reading. - Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance. - Communication should be two-way: consulting with parents about how they can be involved is likely to be valuable and increase the effectiveness of home-school relationships. Currently around half of parents say that they have not been consulted.	1, 4, 5
Raising aspirations	EEF – Teaching and Learning Toolkit (2018) Aspiration interventions – Specific, targeted intervention for disadvantaged children to understand the breadth of opportunity available to them; understanding disadvantaged children's skills and interests and to harness this.	2, 3
Free up SENDCO to better support SEND as well as push forward ECHP applications.	EEF - Teaching and Learning Toolkit Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year.	6

	EEF – Improving Social and Emotional Learning in Primary Schools Guidance report. Social and emotional skills are protective factors for mental health. They equip children with the tools and resources to address mental health challenges that interfere with life, learning and wellbeing (for example, difficulty regulating emotions, concentrating, and interacting with peers).¹³	
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Total budgeted cost: £167,505

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 2022 into 2023 academic year.

Year		2022-23	
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons learned
Attendance to be at least above 90% for all disadvantaged pupils. Attendance to be in line with non-disadvantaged pupils.	Weekly attendance monitoring. Weekly attendance rewards for persistent absentees from previous year.	Pastoral/attendance lead has dedicated time to chase those children who are persistently absent. PP lead meeting with attendance lead at points throughout the year. Disadvantaged overall attendance: 90.2% Non-disadvantaged overall attendance: 94.4%	PP lead to meet with attendance lead on a more regular basis, allowing a clearer picture of attendance landscape. Refinement of systems. Attendance lead to feed back to SLT on a regular basis to ensure all senior leaders/DSLs are aware of attendance concerns and match that to any safeguarding concerns. Rewards not conducive with behaviour policy – moved to a celebration with certificates instead. This worked well in engaging – will continue this into this academic year.
All disadvantaged pupils to attend trips which provide valuable life experiences.	Budget to accommodate payment for trips. Pupil questionnaires about trip/visitor experiences.	26% of pupils attending residential were disadvantaged. This saw an increase of 10% from previous residential trip held in 2021.	Subsidising half of the expenditure of the residential trip removed a significant barrier for our disadvantaged families. As a result, over double the number of children attended, giving life experiences they were unable to have otherwise. PP pupil voice afterwards showed positive impact: <i>"I have never been outside of Nuneaton before, and I learned that I am good at abseiling. I want to find out if there are any clubs nearby."</i> (Year 6 Pupil, March 2023).

Pupils are exposed to aspirational opportunities.	Support pupils working at greater depth for writing and may increase the number of pupils achieving greater depth at end of key stage 2. Data analysis. Pupils can find out about future careers and this will increase their engagement and motivation to achieve highly in school. Measured by the level the pupils achieve and pupil interviews.	Data analysis shows percentage of disadvantaged children working at GDS for writing at end of Year 5 (2021-22) academic year was 8%. At end of KS2, percentage of children working at GDS for writing was 12% so saw a slight increase in attainment. Careers week was held in school but interventions for career motivation was not given to upper school as feedback from children showed little impact as it was not long enough and was often missed in Summer term due to other events taking priority.	Teaching assistant led interventions had some impact. Analyse the impact of having teacher-led interventions on a more regular basis to top up QFT time for disadvantaged. Continue to roll out for lower school to maintain cyclical approach.
Parents to engage with school curriculum and value the importance of reducing external barriers to attainment-completion of homework, home reading, attitudes towards learning and uniform.	Increased opportunities for parents to attend assemblies and extra-curricular events. Run workshops for parents focussed on understanding the homework and our curriculum. Measure attendance of these workshops and impact. Parental questionnaire at end of year. Continued use of Class Dojo to communicate with parents/careers. Parental questionnaire at end of year. Measured through pupil interviews and registers to show completion of homework and reading diary usage.	Whole school events such as sports day, Jubilee picnic run during school hours which suits majority of disadvantaged families and were able to attend. Some workshops were provided but not very well attended by all parents. Parental questionnaires were sent but only asked about upcoming sessions rather than evaluating the current provision.	These worked well – children were motivated by attendance of their parents to engage. Repeat. Workshops are worthwhile but require additional planning into when the best time to deliver to increase participation. PP lead to analyse this with parental questionnaire.
All pupils will have access to uniform and other essential school equipment.	Reduce feelings of being different to others due to lack of uniform (incl. PE kit).	As required, uniform provided for disadvantaged children.	Continue to do this moving forward – strong impact on self-esteem of children.

Disadvantaged pupils will be performing in line with non-disadvantaged pupils working at ARE and GDS, particularly in Year 6.	Formative assessment will show gaps being addressed. Pupils will make (or exceed) expected progress.	December data showed that in Y3, there was 24% difference between PP and Non-PP at EXS(+) level. In July, this figure was 25%. In Y4, December showed a 34% difference, whereas in July, the gap was only 27%. In Y5, December showed 16% difference whereas in July, the difference was 14%. Too many children made expected progress and therefore gaps did not close in the manner that had been hoped. 20% discrepancy between PP and Non PP in EXS(+) at end of key stage 2.	
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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
Hywel Roberts	Create.Learn.Inspire - https://www.createlearninspire.co.uk