

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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	356
Proportion (%) of pupil premium eligible pupils	118 (33%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
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	£153,735
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	£153,735

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 (eg PE kit).
5	Parental engagement with school and perceptions of education.
6	Pupils' mental health/well-being and their attitude towards learning.
7	Pupils being 'ready to learn' in class (pupils are in a secure place mentally/emotionally).
8	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. Pupil questionnaires about trip/visitor experiences.

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.
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.
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. Increase in disadvantaged children accessing extra curricular activities.
All pupils will have access to uniform and other essential school equipment.	Reduce feelings of being different to others due to lack of uniform (inc 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.

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: £11,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Upskilling of subject leaders to support children within their subject Curriculum leader 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, 8
CPD for Support staff With a focus on Reading 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, 8

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

Budgeted cost: £79,711

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.	7,8
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.	7,8
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>	8
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	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	7,8

support needed for disadvantaged individuals.	Leader and staff to have access and understand the key functions of this platform.	
Oracy Introduction of a programme to improve listening and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	EEF – Teaching and Learning Toolkit (2018) Oral Language Interventions <i>There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.</i> <i>Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers.</i>	3

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

Budgeted cost: £62,324

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring. PP TA to monitor target pupils throughout the week. Rewards given to persistent absentees from previous year for improved attendance. Our Learning Mentor and SLT work with families regarding attendance along with the Deputy Head. WAS Service WCC (6 FD visits) to support school with persistent absentees.	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>	1,4,7
Inclusion Support our most disadvantaged families through subsidising trip cost; food for those attending breakfast club; and uniform availability. Ensuing equality of 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.	EEF – Working with parents to support children's learning guidance report. <i>- There is an established link between the home learning environments at all ages and children's performance at school.</i> <i>- Schools and parents have a shared priority to deliver the best outcomes for their children.</i> <i>- Tips, support, and resources can make home activities more effective—for example, where they prompt longer and more frequent conversations during book reading.</i>	1,4,5

Parental questionnaire about current strategies and what they would like to see in the future.	- <i>Well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.</i> - <i>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.</i>	
Raising aspirations Set up and embed aspiration interventions with UKS2 (year 5 and 6), especially higher attaining pupils (Bright Futures Group). This will be led by TA and pupils will be exposed to routes they may not have been aware of both academically and career-wise. Career day for all children, giving them the opportunity to be exposed to a range of careers, both requiring academic achievement and vocational aptitude.	Programmes Evaluation - The Brilliant Club EEF – Teaching and Learning Toolkit (2018) Aspiration interventions <i>‘Aspiration interventions without an academic component are unlikely to narrow the disadvantaged attainment gap. Teacher expectations play a role in shaping pupil outcomes and teachers should aim to communicate a belief in the academic potential of all pupils.’</i>	2,3
Mental health and well-being Cadmus Inclusive is an SEND and pupil well-being advisory service which provides a holistic range of expert, fast and easy to access services. We support educational settings to maximise the learning potential, educational access, the social, emotional and mental health and life chances of vulnerable learners.	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. 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	6,7
Thrive approach. Training of SENDCO and Learning mentor completed last year and subscription and resources bought. Thrive room has been established and used to support children requiring Thrive intervention. Additional member of staff has been trained in Thrive approach to support those children requiring Thrive intervention.	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. 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	6, 7
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, 7

	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: £153, 735

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 2021 to 2022 academic year.

Year		2021-22	
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.	Assessment of attendance will identify any persistent absentees. 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.	PP lead (KR) and learning mentor (JR) met regularly to identify children who are identified as persistent absentees. Learning mentor working closely with those families to understand the barriers to coming to school. PP TA check-ins with targeted children identified as priority each morning.	Whilst attendance is being monitored by learning mentor, information is not always shared fully with class teachers and leaders and as a result, when talking about progress, this factor is not always considered. As a result, learning mentor to attend SLT meetings regularly to feed back on persistent absenteeism to senior leaders who can also monitor.
All disadvantaged pupils to attend trips which provide valuable life experiences.	Budget to accommodate payment for trips. Pupil questionnaires about trip/visitor experiences.	PP budget covered all PP children on trips last year, amounting to £1564 spent. Impact saw children accessing life experiences to London Museum and historical landmark that would not have otherwise been possible. Pupil questionnaire demonstrate that children understood the purpose of the trip but not always how that learning would then be used in the curriculum.	Refine the pupil questionnaire for academic year 2022-23 to ensure that leaders can identify impact of the trips will benefit children academically and how learning will then be used in the curriculum.

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.	Brilliant Club successful – allowed children whose family members have not been to University to understand that they can attend. Assignments completed and 83% (10/12 with two withdrawing before completion) of children attending passing at University level. Careers day successful in Summer term 2022 – variety of jobs and careers came to speak to the children at all levels of aspirations and qualification levels (hair and beauty/ personal trainers/ doctor) this showed children there are a range of opportunities for them. Unsure if there was a pupil interview or survey afterwards to capture this information. Bright Futures group run by PP TA allowed PP children to identify their future careers and have the opportunity discuss and be guided into how best to do this. PP TA reported that those children in Y5/6 specifically benefitted more from this than those in Y3/4 in the group. No pupil feedback recorded.	This has proved successful and will be continued into this academic year and beyond. Identify ways to capture the effectiveness of these interventions to judge how well they have been received.
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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.	Opportunities for parents to attend workshops with family support worker, SENDCo and Maths & English subject leads throughout the year. These were not well attended generally but there are a core group of parents that support these events. Class Dojo used consistently across the school and had become embedded as the way of communicating.	Although parents have been consulted about the content of the sessions delivered, they are not well attended. School needs to identify why the uptake is poor and ways to increase the attendance of parents to share information about their child's learning. Complete questionnaire regarding Class Dojo for parents and identify any issues from a parental perspective.
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.	Increase in support for SEMH across the school. Continued focus on Protective Behaviours for all children and they can identify their 'early warning signs'. Early warning sign sheets have been created for children to collect and return into a post box that are regularly monitored by learning mentor and DSLs. Cadmus Inclusive support for targeted children throughout the year and ADPR targets have included SEMH targets for these children. Introduction of Jigsaw PSHE curriculum. Training needs identified for staff working closely with target children with LA significant adult.	Since 2020, increase of 10 children in the school who have SEMH as their priority area of SEND need and double the amount of children who have EHCP as priority area of need. Continuation of Cadmus Inclusive and LA significant adult to support staff needs to support children in school.

All pupils will have access to uniform and other essential school equipment.	Reduce feelings of being different to others due to lack of uniform (inc PE kit).	Uniform supplied to children as required. Including support in purchasing new school shoes, for example. Lost property jumble sale (Summer 2) gave opportunity for all parents to collect/take any lost uniform that would be suitable for them. PE supplied to those who require it, including football boots to take part in school fixtures.	This has proved successful and will be continued into this academic year and beyond.
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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
Thrive	Thrive - Home - The Thrive Approach to social and emotional wellbeing
Cadmus Inclusion Service	Home Cadmus Inclusive

Further information (optional)

To support children with positive mental health, Headteacher is a DfE trained Senior Mental Health Lead and alongside external agencies can support children and staff as appropriate.