

Pupil premium strategy statement – Queens Church of England Academy

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	357
Proportion (%) of pupil premium eligible pupils	112/357 (31%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028 <i>2025-26 Academic Year</i>
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Daniel Chadwick
Pupil premium lead	Thomas Kidd
Governor / Trustee lead	Helen Allred

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,165
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£168,165

Part A: Pupil premium strategy plan

Statement of intent

At Queens Church of England Academy school, we believe every child deserves the opportunity to succeed, regardless of their background and recognise that working with the children and their families from disadvantaged backgrounds is a privilege. Through our Christian Vision of Love in Action (Romans 12:10), we are committed to creating an inclusive, aspirational environment where disadvantaged pupils thrive academically, socially, and emotionally.

Some disadvantaged pupils face barriers that can impact attainment, attendance, and wellbeing. These can include limited access to enrichment opportunities, lower parental engagement, and, for a disproportionate percentage, additional SEND needs. Our strategy is designed to remove these barriers through evidence-based approaches recommended by the Education Endowment Foundation (EEF), ensuring equity and personal excellence for all. Our intent for the next three years:

- Close the attainment gap so the majority of disadvantaged pupils achieve age-related expectations in reading, writing, and maths.
- Improve attendance and engagement, enabling pupils to access consistent learning and enrichment experiences.
- Broaden horizons by guaranteeing equal access to cultural, extracurricular, and leadership opportunities.
- Develop emotional resilience and wellbeing, equipping pupils with the skills to manage challenges and succeed socially and academically.
- Strengthen parental partnerships, empowering families to support learning at home and engage confidently with school life.
- Ensure tailored provision for SEND pupils, so those who are doubly disadvantaged receive the right support to make strong progress.

We adopt the EEF's tiered model:

- High-Quality Teaching – The most effective lever for improving outcomes.
- Targeted Academic Support – Additional interventions for those who need it most.
- Wider Strategies – Addressing non-academic barriers such as attendance, wellbeing, and parental engagement.

Challenges

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

Challenge number	Detail of challenge
1	Some children from disadvantaged backgrounds will benefit from additional support to reach the same levels of attainment as their peers.
2	Some children from disadvantaged backgrounds attend school less regularly than their non-disadvantaged peers.
3	Some children from disadvantaged backgrounds do not have access to the same opportunities and experiences as their non-disadvantaged peers.
4	Some children from disadvantaged backgrounds are less emotionally developed and resilient than their non-disadvantaged peers.
5	Some disadvantaged pupils often face barriers to achievement because schools struggle to engage parents who may lack confidence, time, or resources to support learning at home, limiting the consistency of educational reinforcement beyond the classroom.
6	35% of disadvantaged children are also SEND, meaning they are 'double disadvantaged', as referenced in the Sutton Trust Report , and parents require support to secure the relevant provision for their child.

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
Disadvantaged pupils make accelerated progress through equitable teaching and targeted interventions, achieve outcomes in line with or exceeding those of their peers.	- Disadvantaged pupils make expected or better progress in reading, writing, and maths (tracked termly). - KS2 SATs results show the gap between disadvantaged and non-disadvantaged pupils diminishes. <i>Gap in 2025/26 – 18% or better.</i> <i>Gap in 2026/27 – 15% or better.</i> <i>Gap in 2027/28 – 10% or better.</i> <i>(these targets are to be reviewing each year, based on current cohort targets and may be subject to change yearly)</i>
Disadvantaged pupils attend school regularly and consistently, enabling full access to learning and enrichment opportunities.	- Disadvantaged pupils' attendance is in line with the school target set on DfE ABIE. Year 1 – 95.4% Year 2 – awaiting data Year 3 – awaiting data - Persistent absence among disadvantaged pupils reduces. - Increased participation in school clubs, trips, and enrichment activities (tracked termly).

All pupils, regardless of background, experience a rich and varied curriculum with equitable access to cultural, extracurricular, and aspirational opportunities.	• Every disadvantaged pupil attends at least one enrichment activity or educational visit per term. • Pupil voice surveys show improved aspiration and engagement. • Monitoring shows equitable access to extracurricular clubs, leadership roles and roles in school activities (e.g., leadership groups, roles in production etc).
Disadvantaged pupils develop strong emotional literacy, resilience, and coping strategies, supporting positive mental health and readiness to learn.	• Boxall Profile scores of children attending targeted interventions show improved emotional regulation and social skills. • Reduction in behaviour incidents for disadvantaged pupils, as evidenced in leadership monitoring notes. • Positive feedback from pupils in wellbeing and pupil voice surveys.
Parents and carers of disadvantaged pupils are confident, informed, and actively engaged in supporting learning at home, creating a consistent and positive educational environment.	• Development of a scheme of workshops. • Monitoring of attendance shows disadvantaged families are attending those workshops. • Disadvantaged families engage with school communication (texts, apps, meetings, parents' evenings). • Feedback from disadvantaged families state they can engage in home learning (TTRS, projects).
Disadvantaged pupils with SEND receive timely, tailored provision and family support, ensuring they thrive academically and socially.	• All SEND disadvantaged pupils have up-to-date provision plans reviewed termly. • Progress data shows SEND disadvantaged pupils make progress in core subjects. • Parent feedback indicates confidence in accessing SEND support and provision.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention) Activities:

Budgeted cost: £98,317

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver CPD on Adaptive Teaching and ensure staff use the SEND Continuum to personalise learning for disadvantaged and SEND pupils.	The shift to adaptive teaching: A research-informed guide : My College High achievement for socio-economically disadvantaged students: Example of an equitable education model in schools across five English districts - ScienceDirect <i>In these schools we found that staff receive regular, relevant and high quality professional training. Development of expertise at all staffing levels is encouraged by leaders and includes an expectation that staff will demonstrate leadership in their area of expertise. These schools show a commitment to active in-school research, and staff knowledge of effective practice is developed through relevant training (informed by national and international research programs).</i>	1,6
Embed Equitable Teaching strategies across all classrooms to raise expectations and close attainment gaps.	CBC - RADY Project Evaluation High achievement for socio-economically disadvantaged students: Example of an equitable education model in schools across five English districts - ScienceDirect <i>School leaders suggested teachers have an excellent pedagogical knowledge with a high degree of specialism that reflects the range of specific student needs, which was reiterated by teachers when interviewed. They also reported careful deployment of adult expertise resulting from a deep understanding of students' needs. Teachers have a strong commitment to review their practice regularly, often resulting from school-led research programs and knowledge gained from wider research.</i>	1
Develop and deliver a bespoke handwriting programme to strengthen foundational literacy skills.	High achievement for socio-economically disadvantaged students: Example of an equitable education model in schools across five English districts - ScienceDirect <i>We found non-negotiable expectations about the performance of all groups of learners and adults in these schools, with no compromise as exemplified by very high expectations set and maintained for the disadvantaged group, including both academic performance and personal attributes. Significant emphasis is placed on developing strong student learning behaviours and resilience, and there is substantial investment by leaders and teachers in achieving high attendance including successful work with hard-to-reach families. In all schools the physical environment provides an outstanding resource to support student learning and progress (for example in terms of classroom structures, displays, library provision, provision for encouraging play).</i>	1,4
Provide CPD on assessment standards and RADY principles to ensure aspirational target setting and	CBC - RADY Project Evaluation	1

equitable progress monitoring to promote accelerated academic progress.		
Lead Practitioner supporting teachers using instructional coaching & deliberate practice cycles.	Effective Coaching: Improving Teacher Practice and Outcomes for All Learners	1
Teacher receive CPD in using disciplinary literacy to improve oracy in children.	2025-disciplinary-literacy-white-paper.pdf	1

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

Budgeted cost: £41,073

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement targeted literacy interventions, including phonics catch-up and Fluency Reading to improve comprehension and reading speed.	Reading comprehension strategies EEF Early literacy approaches EEF	1
Deliver language development programmes, such as Talk Boost for KS1 pupils and Flash Academy for EAL learners, to accelerate vocabulary and communication skills.	Oral language interventions EEF	1,4
Provide structured maths support, including engagement with Times Tables Rock Stars to strengthen number knowledge and recall.	Early numeracy approaches EEF	1
Provide early transition planning for pupils to ensure smooth progression and continuity of learning.	(PDF) Primary-Secondary School Transition: Impacts and Opportunities for Adjustment <i>For example, social class has been reported to a significant contributor to the transition, children with parents from professional back-grounds experience less difficulties in adjusting than their working-class counterparts(Smyth,2016)). This is due to children experiencing less parental involvement in</i>	1,2,4

	<i>their education. Lower parental involvement can result in lower engagement in educational extracurricular activities, parental interaction with children's homework and less engagement with children with regards to their school life. Socioeconomic status is also embedded within the structural framework of the education system, research has presented evidence that schools favour the middle-class culture due to possessing more cultural capital which is deemed important to gain educational success.</i>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £28,775

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement an attendance improvement strategy, including early intervention for pupils below 96%, regular monitoring, supportive parental meetings, and incentive schemes to promote good attendance.	Evidence brief on improving attendance and support for... EEF Parental engagement EEF	2
Strengthen behaviour monitoring through consistent use of CPOMS to identify patterns and provide timely interventions for disadvantaged pupils.	Behaviour interventions EEF	4
Embed the Zones of Regulation framework across the school to develop pupils' emotional resilience and self-regulation skills.	Metacognition and self-regulation EEF	4

Deliver a personal development programme that includes leadership opportunities to foster belonging and responsibility.	An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK	3,4
Track and ensure equitable access to enrichment and extracurricular activities, prioritising disadvantaged and SEND pupils, allowing free access to clubs and trips. Subsidisation of residential costs.	An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK	3,4
Enhance parental engagement through targeted workshops, reading cafés, and maths sessions to support learning at home.	EEF Toolkit: Parental Engagement: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5
Provide support for families in securing appropriate SEND provision, ensuring timely access to resources and specialist services.	https://www.suttontrust.com/our-research/double-disadvantage/	6

Total budgeted cost: £168,165

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

End of Key Stage 2 Attainment from 2024/25:

End of Key Stage 2 attainment data demonstrates there is still an attainment gap between disadvantaged and non-disadvantaged which has stayed broadly the same since the previous year.

Reading 2024 – 104 vs 105

Reading 2025 – 102 vs 106

Writing 2024 – 99 vs 102

Writing 2025 – 97 vs 101

Maths 2024 – 100 vs 106

Maths 2025 – 102 vs 105

The school recognises that each year is a snapshot, and it is difficult to compare year on year with different cohorts of children, who had different starting points. We recognise that earlier intervention is needed for these children and to make smaller steps of progress from earlier in their educational journey with us as a Junior School. As a result, the idea of uplifting targets using the RADY Uplift approach is being taken in each year group to identify the smaller steps of progress being taken each year culminating in the increase of disadvantaged children's attainment levels at the end of Key Stage 2. Teachers are now aware that disadvantaged children making expected progress in each year group is not good enough for these children as we are maintaining the attainment gap.

End of Key Stage 2 data in relation to National Average from 2025:

	EXS		GDS	
	National	Queens	National	Queens
Reading	63%	60%	21%	18%
Writing	59%	42%	7%	0%
Maths	61%	61%	15%	14%

We feel the previous attempts to close this disadvantaged gap has not been successful as the data suggests there is still a gap in attainment between disadvantaged and non-disadvantaged. As stated above, utilising the RADY approach of Uplifting in-year data is intended to make the small steps of progress each year to allow gains to be made.

Attendance:

There was an increase in overall attendance from 2023-24 (92.9%) to 2024-25 (93.4%) academic years by 0.5%. There was also a reduction of Persistent Absentees from 2023-24 academic year as this dropped from 21.2% to 15.5%. The Attendance Lead and the Disadvantaged Lead met on a termly basis and by the increase of overall attendance by only 0.5%, they have decided to increase their meetings to six times per year to gain early intervention. In order for those disadvantaged families to be intervened early, the attendance trigger for meetings has been raised from 95% to 96% which allows the Attendance Lead to hold those conversations earlier and offer earlier intervention.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Raising the Attainment of Disadvantaged Youngsters (RADY)	Challenging Education Challenging Education – Education consultancy, training and monitoring to maintained and academy schools across all phases
Hywel Roberts	Hywel Roberts