

Pupil premium strategy statement - Queen's Hill Primary School

This statement details our school's use of pupil premium (and recovery 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	623
Proportion (%) of pupil premium eligible pupils	56 (10.7%)
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)	2024/2025
Date this statement was published	November 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Matthew Cross Headteacher
Pupil premium lead	Rebecca Suffield Assistant Headteacher
Governor / Trustee lead	Mark Stevenson Pupil Premium Lead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£87,320
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£87,320

Part A: Pupil premium strategy plan

Statement of intent

At Queen’s Hill Primary School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers. This focus on high-quality teaching is underpinned by wider strategies to support pupil’s social and emotional development, which are proven to support academic performance, attitudes, behaviour and relationships with peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic.

At Queen’s Hill Primary School, our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they’re set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Attendance

	<p>We know that children need to be in school in order to learn and reach their potential.</p> <p><i>“As poor attendance is habitual, prevention and early intervention is crucial. The key to this is regular data analysis to both identify and provide immediate additional support to pupils or pupil cohorts that need it.”</i></p> <p><i>DfE Working together to improve school attendance</i></p> <p>Our attendance data in the academic year 2023-24 averaged 94% for disadvantaged pupils this equaled non-disadvantaged pupils. There was a nominal gap of 0.7%. Our attendance data in the academic year 2022-23 averaged 94% for disadvantaged pupils compared to 95% for non-disadvantaged pupils.</p> <p>Attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been 2% lower than for non-disadvantaged pupils. This continues to reduce. It is important we maintain this decline.</p> <p>Unauthorised absences and late arrivals for disadvantaged pupils were slightly higher than non disadvantaged pupils. This will need to be monitored.</p> <p>Whilst PP children are more likely than their peers to have poor attendance, the latest data trend indicates the gap has diminished at Queen’s Hill Primary School. We need to continue this good practice</p>
2	<p>Developing literacy and vocabulary skills across the school</p> <p>Babies born during the 2020 lockdown join Reception this September. Latest research from the charity <i>Speech and Language UK</i> suggests that this group of children are struggling more with speech and language development than any previous generation coupled with an increase in economic deprivation the gap could be as large as two years. This year's on entry assessments for Reception have indicated a higher number of children that need language support and have poor communication skills in comparison to previous years.</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and a vocabulary gap among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils relative to their peers.</p> <p>Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers do. 47% of disadvantaged pupils did not meet the expected standards in the phonics screening check in 2024 compared with 97% of non-disadvantaged pupils. Although this gap is smaller by the end of KS2, the gap remains a trend. This negatively affects their development as readers and latterly their progress in writing.</p>

KS2 2023	%Reading ARE	% Writing ARE	% Maths ARE
PP (pupils)	61% (33%GD)	63% (11%GD)	78% (11GD)
Non-PP (pupils)	88%	82%	87%

3	<p>Mental health and wellbeing</p> <p>Our assessments, observations and discussions with pupils and families have identified social and emotional barriers for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Safeguarding records on CPOMs show that a significant number of PP children have experienced adverse childhood experiences. Because of this, children’s social, emotional and mental health may be more significantly affected. It is evident from working alongside PP families and looking at records on CPOMS more PP children have parents or carers that suffer with poor mental health than non PP children.</p>
4	<p>Academic Attainment in maths</p> <p>Over the last 2 years data had indicated that maths attainment among disadvantaged pupils was significantly below that of non-disadvantaged pupils by the end of KS2. Summer 2024 data identifies a marginal gap of 7% between disadvantaged and non disadvantaged children in maths at the end of KS1. This gap increases by the end of KS2.</p> <p>2024 Maths data shows that the gap between KS1 disadvantage pupils and non is currently larger than the end of KS2 data. The gap decreases by 16%. This is encouraging data, but it is important that we continue to implement and imbed the strategies we have in place to ensure this continues.</p>
5	<p>Broadening experiences</p> <p>Over 95% of children who attend our school live on the Queen’s Hill estate. The geographical location of the estate is very isolated, with one road in and out. Added to this, the estate offers limited opportunities for children to engage in opportunities outside of school, for example there is one community centre and a single bus route to the city. These factors influence the broadness of experiences children can gain during childhood.</p>

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
Improved reading attainment among	Across the school, reading outcomes show a decreasing differential of disadvantaged

disadvantaged pupils	<p>pupils meeting the expected standard compared to their non-disadvantaged peers.</p> <p>To see the % of disadvantaged pupils achieving a pass at the end of year 1 phonics check increase from previous year and in line with national data for non PP children.</p> <p>To see a decrease in the gap between PP and Non PP at the end of KS2 Reading from the previous year.</p>
Improved maths attainment for disadvantaged pupils at the end of KS1 and KS2.	KS1 and KS2 maths outcomes show a decreasing differential of disadvantaged pupils meeting the expected standard compared to their non-disadvantaged peers.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	<p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> ● An increase in participation in enrichment and mental wellbeing activities, particularly among disadvantaged pupils. This may include nurture, outdoor learning, after-school clubs and holiday clubs, referral to MHST or working on Worries programme. ● To continue to see an upward trend of the % of disadvantaged children taking part in after school clubs to 60% in KS1 and KS2. ● To see positive outcomes from pupil voice and teacher observations.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> ● The overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to zero.

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: £29k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Ongoing CPD for teaching and support staff</p> <p>Teaching Support Staff to be given intervention specific CPD.</p> <p>Teaching Support Staff CPD is weekly and delivered by staff who specialise in specific areas and responsive to areas of need identified collaboratively with Staff.</p> <p>Purchase of online Support Staff training, which aims to improve strategies to support high quality teaching.</p> <p>Teaching staff to receive ongoing professional development through our in house QHDP training programme.</p> <p>Our SIDP also prioritises external training for staff through VNET and Global Spirit ED to improve quality of teaching and learning.</p> <p>Continue to embed White Rose Maths to support high quality maths teaching.</p> <p>Subject leads have release time to develop, support and train staff to deliver high quality teaching and learning.</p>	<p>Sutton Trust EEF: Pupil premium funding should be used to ‘improve teacher training and professional development so that all school leaders and classroom teachers understand how to use data and research effectively.’</p> <p>Sutton Trust EEF: The effects of high-quality teaching are especially large for pupils from disadvantaged backgrounds, who gain an extra year’s worth of learning under very effective teachers compared to poorly performing teachers.</p> <p>DfE Coaching for Teachers and learners: When teachers’ learning is based on their genuine assessment and understanding of pupils’ learning they can start to make adaptations to their practice which can lead to real differences in outcomes.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Mathematics guidance: key stages 1 and 2</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p>	<p>1,2 & 4</p>
<p>Summative and Formative Assessment Tools</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct</p>	<p>2&4</p>

<p>Purchase of standardised diagnostic and formative assessment tools to help teaching staff identify and teach gaps in skills and knowledge.</p> <p>This will include training for staff to ensure assessments are interpreted and administered correctly.</p> <p>Resources include Learning by Questions, NTS assessment papers with QLA Assessment analysis, My ON Reader, Testbase and Sonar Tracker.</p> <p>These platforms give us QLA to identify gaps in children’s learning, and interventions necessary to close the learning gap.</p>	<p>additional support through interventions or teacher instruction.</p> <p>Standardised tests: Assessing and Monitoring Pupil Progress. EEF</p> <p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups:</p> <p>Diagnostic assessment EEF</p>	
<p>RWI Online Platform and Training</p> <p>Used to deliver Phonics from Nursery to Year 2. Some SEN and EAL pupils in Year 3 still access the platform.</p> <p>Staff engage with the training available through the online RWI portal and in person trainers. A consistent approach to teaching phonics has shown good outcomes (86% Year 1 phonics screening check in 2024).</p>	<p>Phonics has a positive effect overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>EEF: Phonics Interventions</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Teaching and Learning Toolkit EEF</p>	2

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

Budgeted cost: £ 20k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Learning by Questions, Testbase and interventions</p> <p>Used for school-led and in-class interventions to give dynamic feedback through a range of question sets. It tracks progress and maintains high engagement from our UKS2 pupils.</p> <p>Specific TA targeted small group interventions.</p>	<p>Evidence shows that immediate feedback helps a learner deepen their understanding. After they have given input (i.e. chosen an answer), instant feedback serves to reinforce knowledge by correcting mistakes, affirming competence or debunking misconceptions on the topic.</p> <p>EduMe: Instant Feedback</p>	<p>2,4</p>
<p>RWI Phonics Programme</p> <p>Purchasing of resources, training and staff time to ensure delivery of our phonics programme (RWI) across Early Years and Key Stage one and delivery of additional phonics intervention sessions targeted at disadvantaged pupils and the lowest 20% of each cohort.</p>	<p>Phonics has a positive effect overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>EEF: Phonics Interventions</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p>	
<p>Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively weak spoken language skills. Programmes includes NELI, Talk Boost and Time to Talk.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	

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

Budgeted cost: £ 56k

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Parent Support Advisor with the Benjamin Foundation</p> <p>Works part-time to provide early help support with families, particularly PP.</p> <p>Support includes:</p> <ul style="list-style-type: none"> → The Nurtured Heart Approach (NHA) training → Support around CAFCASS → EHAP trained for early help support → Early intervention for attendance support → Legal and CAFCASS support → Attendance focused intervention 	<p>Evidence suggests that the stability of a child's home life affects how children perform in school.</p> <p>EEF: social and emotional learning</p>	<p>1,3,5</p>
<p>Nurture interventions</p> <p>Children will attend nurture groups to ensure their wellbeing needs are met.</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p> <p>(e.g. improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Toolkit on Social and Emotional Learning Support</p>	<p>1,3</p>
<p>Forest School</p> <p>Forest School used for all year groups across the school but also targeted children to mentor and offer pastoral support to</p>	<p>Outdoor Adventure Learning (OAL) provides opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to</p>	<p>1,3,5</p>

children to instil confidence and improve self-esteem.	develop non-cognitive skills such as resilience, self-confidence and motivation. EEF Toolkit on Outdoor Adventure Learning	
NCC Improving Attendance Attendance of disadvantaged children increased through continuing to embed principles of good practice set out in the DfE's improving School Attendance advice. This process is supported through the employment of an Attendance Admin member of staff.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Research has found that poor attendance at school is linked to poor academic attainment across all stages as well as anti-social characteristics, delinquent activity and negative behavioural outcomes. Evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes. EEF: Attendance Interventions	1,3
Library recording system Promoting the love of reading through making the library organised and attractive. Upskilling the Year 6 librarians to take on responsibility of keeping the resources ordered. The system allows children to borrow books to enjoy at home.	The National Literacy Trust found that 73% of the children who use the school library have higher literacy engagement scores than the average child who doesn't use the space. They also found that pupils eligible for free school meals are more likely to use the school library area daily. This shows the importance of keeping this part of school organised and appealing to children National Literacy Trust: School Libraries	2,5
Holiday Clubs Work with Premier Education to host the HAF funded placements for term holidays. This provides free places for all PP pupils. (This programme is funded until Christmas 2024). We also work with Premier Education to provide half-termly letting of our facilities to run paid for holiday clubs. These are negotiated to offer free places for our PP pupils.	Evidence suggests that all children benefit from a well-rounded, culturally rich, education. EEF: Life skills and enrichment	3,5

Total budgeted cost: £105,000

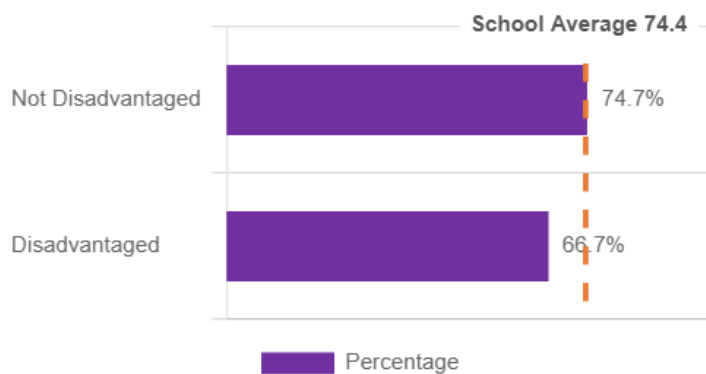
Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

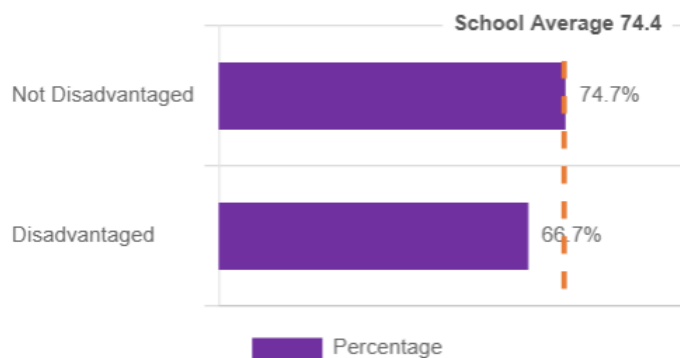
Findings are based on 2023-24 data

EYFS Attainment

Achieved All Goals



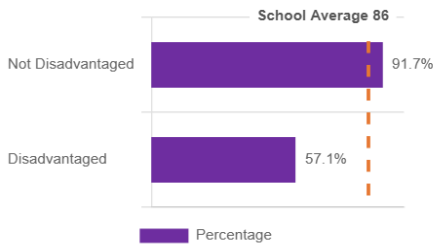
Good Level of Development



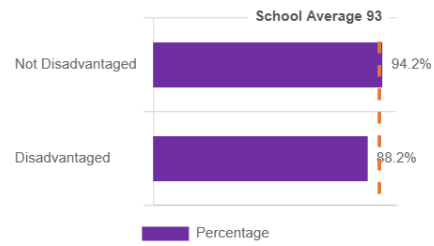
There is an 8% gap between the end of year ARE for disadvantaged pupils and non disadvantaged pupils. This gap decreases through the academic year. This gap trend continues through school until the end of KS 2. The gap is notably higher in the key Early Years areas of speaking & Listening and Listening, Attention and Understanding.

Phonics Check Data

Year One



End of KS1



▼ Year One Data Table

Group	Percentage	Pupil Count
All Pupils	86%	74/86
Not Disadvantaged	91.7%	66/72
Disadvantaged	57.1%	8/14

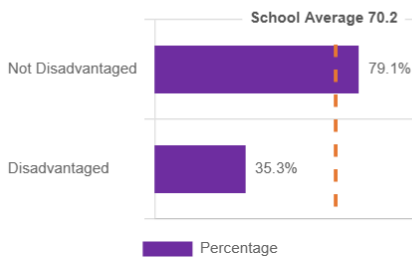
▼ End of KS1 Data Table

Group	Percentage	Pupil Count
All Pupils	93%	80/86
Not Disadvantaged	94.2%	65/69
Disadvantaged	88.2%	15/17

Disadvantage pupils do not perform as well as non disadvantaged pupils at the end of year one in the phonics screening check. This reflects the national picture. By the end of Year two this gap has reduced significantly and is above national data.

KS1 End of Year Attainment

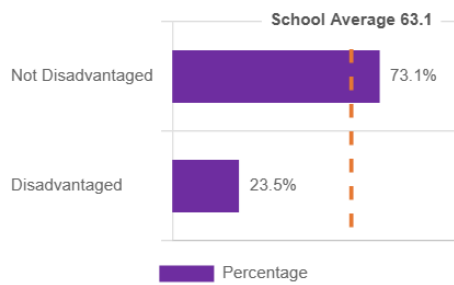
Reading



▼ Reading Data Table

Group	Percentage	Pupil Count
All Pupils	70.2%	59/84
Not Disadvantaged	79.1%	53/67
Disadvantaged	35.3%	6/17

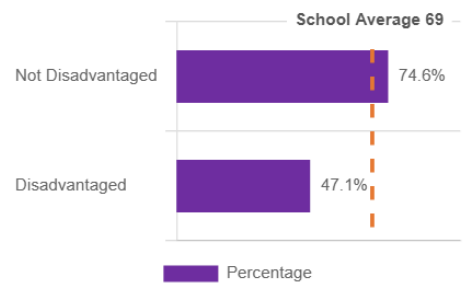
Writing



▼ Writing Data Table

Group	Percentage	Pupil Count
All Pupils	63.1%	53/84
Not Disadvantaged	73.1%	49/67
Disadvantaged	23.5%	4/17

Mathematics

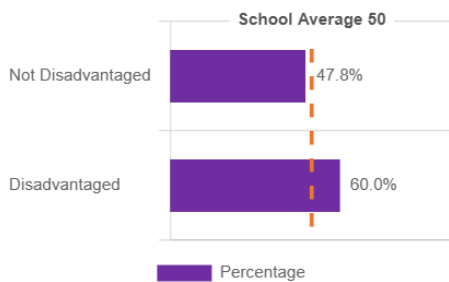


▼ Mathematics Data Table

Group	Percentage	Pupil Count
All Pupils	69%	58/84
Not Disadvantaged	74.6%	50/67
Disadvantaged	47.1%	8/17

KS2 Multiplication Tables Check

Achieved 25/25



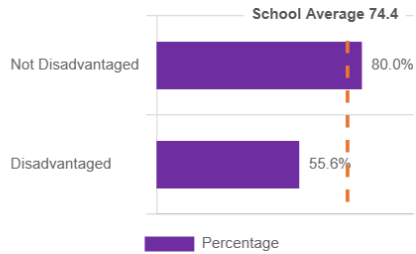
▼ Achieved 25/25 Data Table

Group	Percentage	Pupil Count
All Pupils	50%	41/82
Not Disadvantaged	47.8%	32/67
Disadvantaged	60%	9/15

Disadvantaged children outperformed non disadvantaged children in school and nationally. The national average attainment score for disadvantaged pupils was 18.9%.

End Of KS2 Attainment

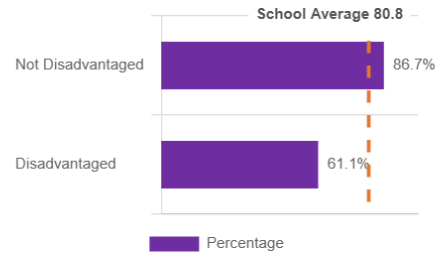
Combined RWM



▼ Combined RWM Data Table

Group	Percentage	Pupil Count
All Pupils	74.4%	58/78
Not Disadvantaged	80%	48/60
Disadvantaged	55.6%	10/18

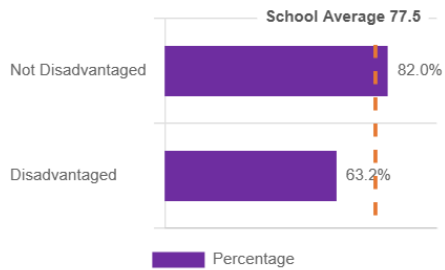
Reading



▼ Reading Data Table

Group	Percentage	Pupil Count
All Pupils	80.8%	63/78
Not Disadvantaged	86.7%	52/60
Disadvantaged	61.1%	11/18

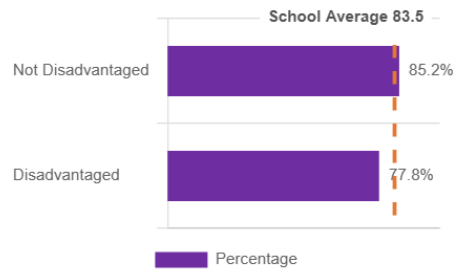
Writing



▼ Writing Data Table

Group	Percentage	Pupil Count
All Pupils	77.5%	62/80
Not Disadvantaged	82%	50/61
Disadvantaged	63.2%	12/19

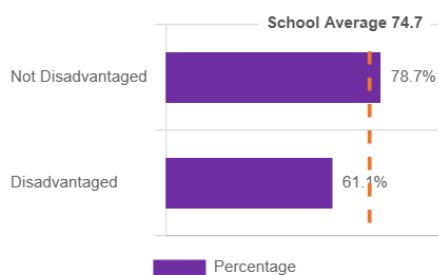
Mathematics



▼ Mathematics Data Table

Group	Percentage	Pupil Count
All Pupils	83.5%	66/79
Not Disadvantaged	85.2%	52/61
Disadvantaged	77.8%	14/18

Grammar, Punctuation and Spelling



▼ Grammar, Punctuation and Spelling Data Table

Group	Percentage	Pupil Count
All Pupils	74.7%	59/79
Not Disadvantaged	78.7%	48/61
Disadvantaged	61.1%	11/18

2024 data shows that the gap between KS1 disadvantage pupils and non is currently larger than the end of KS2 data. The gap decreases by the end of KS2. This is encouraging data, but it is important that we continue to implement and imbed the strategies we have in place to ensure this continues.

Wellbeing and wider opportunities

- We were a host school for the HAF holiday projects and offered places each term and 2 half-terms specifically for PP pupils
- The local library bus came to school and engaged with families monthly.
- Terrific Tuesday Events took place over three days during the Summer holidays to provide free lunches, activities and access to the library bus.
- A number of enrichment trips and experiences occurred over the year, offering a variety of opportunities to Pupil Premium children. These experiences included a careers fair for Year 6 pupils, camping trip to Witwell for Year 4, one-day trip to the beach for Year 2 pupils and a visit from the dentist for Reception and Year 1 children plus a music recital for Year 3 children.
- Two reading themed trips were organised for Pupil Premium children across the year. When there was a trip to a local book shop most of these children were Pupil Premium children.
- Half termly Nurture group sessions organised for Pupil Premium children.

Attendance

Our attendance data in the academic year 2023-24 averaged 94% for disadvantaged pupils this equaled non-disadvantaged pupils. There was a nominal gap of 0.7%. Our attendance data in the academic year 2022-23 averaged 94% for disadvantaged pupils compared to 95% for non-disadvantaged pupils.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.