

Pupil premium strategy statement – Queniborough CE 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	199
Proportion (%) of pupil premium eligible pupils	12.4%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/23, 2023/24, 2024/25
Date this statement was published	January 2024
Date on which it will be reviewed	January 2025
Statement authorised by	Lindsay Charlton, Acting Head Teacher
Pupil premium lead	Helen Wright
Governor / Trustee lead	Gill Weston, Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,704
Recovery premium funding allocation this academic year	£2,000
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£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>	£19,704

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils in our school will make good progress and achieve their full potential, both academically and socially. We recognise that for some children, circumstances which cause them a disadvantage mean that there is a need for greater support to enable them to achieve these goals. Therefore, our Pupil Premium funding will be targeted to close the gap for these pupils and ensure they are given the opportunity to succeed.

For all pupils, the best tool at our disposal to ensure progress is a focus on high-quality teaching and the nurturing of a learning environment which encourages curiosity, questioning and understanding. These two aspects of our school ensure that all pupils have the opportunity to achieve, regardless of disadvantage. As such, we will continue to develop teaching and learning in our school in order to benefit all children.

For vulnerable children, including but not limited to our disadvantaged pupils, we aim to meet individual needs as well as addressing common challenges. To this end, we will ensure that teachers individually assess their vulnerable pupils to identify their individual needs. In order to maintain accountability and effectiveness, we will make sure that our disadvantaged pupils are:

- challenged to develop themselves academically and socially
- identified early and given intervention at the soonest opportunity
- seen as the responsibility of all staff, particularly in terms of our expectations for the children and the outcomes we expect for them

Challenges

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

Challenge number	Detail of challenge
1	Data shows that our vulnerable children are less likely to participate in our wraparound provision (breakfast and after-school clubs) due to both cost and lack of expectation from parents/carers that the children will benefit from it. Discussions with parents suggest that this has a detrimental impact on their ability to work particular hours and could therefore increase disadvantage for these families.
2	Discussions with pupils and families suggests that there is limited participation in cultural experiences, due to cost, accessibility and

	inclination. This lack of a wider understanding of the cultural landscape narrows their life experiences and has a knock impact on their vocabulary and points of reference, particularly in English.
3	Discussions with parents, class teachers and SENDCo highlights a need for assessment in specific areas of need (SALT / ADHD).
4	Observations show that some of our disadvantaged pupils do not have access to uniform which is both in accordance to our uniform policy and of a standard which does not single them out amongst their peers.
5	Observations and discussions with pupils and families suggest that the emotional wellbeing and mental health of many of our disadvantaged pupils was significantly affected by the Covid-19 pandemic. These findings are supported by national studies. This has resulted in a greater need for support in developing social and emotional resilience in many of our disadvantaged pupils.
6.	Observations and discussions with parents, class teachers and SENDCo highlight the need for one-to-one support for specific pupils in order for them to access the curriculum and participate fully in daily school life.
7.	Parent survey showed that parents felt that pupils needed to develop their personal skills in school.
8.	Leaders have identified that training for early phonics is needed for more members of staff to ensure that all pupils, including disadvantaged pupils, receive effective phonics teaching.

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
Increased participation in wraparound care.	All disadvantaged pupils will be offered access to breakfast and after-school clubs FOC. Participation will be encouraged but not obligatory.
Disadvantaged pupils have unrestricted access to a wide range of experiences outside of the normal school setting alongside their peers.	All disadvantaged pupils attend all enrichment activities for which they are eligible (i.e. Yr Group trips, residentials, swimming etc)
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations

To ensure all disadvantaged pupils are able to access and participate fully in the curriculum and classroom activities.	Pupils are actively supported by allocated staff as timetabled.
To ensure the school is able to assess the needs of disadvantaged pupils.	SALT intervention toolkit purchased and in use; specific pupil assessed by outside agency.
Pupils develop their mental health, wellbeing and personal skills through outdoor learning	All pupils have access to high-quality early phonics teaching.

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: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sounds Write Training	Sounds-Write draws on well-established theories of learning and teaching, and focuses first and foremost on developing teacher knowledge, as this is the single greatest factor in improving student outcomes. What is Sounds-Write? - Sounds-Write	8
Forest School	"There is anecdotal evidence from teachers and others who have come into contact with Forest School that it can have a profound and positive effect on the way children and young people relate to each other and the world around them." Forest Schools: impact on young children in England and Wales - Forest Research	5, 7

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

Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One-to-One support for specific pupils	<p>The EEF guide for PP strategy suggests the use of One-to-One support for pupils in order to improve academic attainment as well as in relation to behaviour and well-being.</p> <p>New guide for schools to support their pupil premium strategy EEF (educationendowmentfoundation.org.uk)</p>	5, 6

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

Budgeted cost: £ 9700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Piano lessons	<p>The DfE suggest that an element of PP funding could be spent on extra-curricular activities, including sports, outdoor activities, arts, culture and trips. Our experience shows that having access to these enrichment experiences improves not only the social/emotional wellbeing of pupils, but also has a residual impact on their attainment due to a broadening of vocabulary and points of reference.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1066915/Using_pupil_premium_guidance_for_school_leaders.pdf</p>	2
Breakfast club and wraparound care	The DfE suggest that PP funding can be spent on wider strategies to address non-	1

	<p>academic barriers to success in schools, such as attendance, behaviour, and social and emotional support.</p> <p>Our experience shows that wraparound care is key to addressing some of these issues.</p> <p>https://www.gov.uk/government/publications/pupil-premium/pupil-premium</p>	
<p>Payment for enrichment activities, including pantomime, swimming lessons, Warning Zone, Tamworth Castle, Belton House and animal experience visit</p>	<p>The DfE suggest that an element of PP funding could be spent on extra-curricular activities, including sports, outdoor activities, arts, culture and trips. Our experience shows that having access to these enrichment experiences improves not only the social/emotional wellbeing of pupils, but also has a residual impact on their attainment due to a broadening of vocabulary and points of reference.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1066915/Using_pupil_premium_guidance_for_school_leaders.pdf</p>	2
<p>ELSA Counselling</p>	<p>EEF reports show that effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. They stress this is especially important for children from disadvantaged backgrounds and other vulnerable groups, who, on average, have weaker SEL skills at all ages than their better-off classmates. 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.</p> <p>https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning</p>	5
<p>Provision of uniform</p>	<p>Our experience shows beyond question that lack of clean, good quality uniform which is in line with our policy and therefore reflects that worn by their peers has a significant detrimental impact on the happiness and self-</p>	4

	esteem of all children, particularly disadvantaged children.	
Purchase of assessment tools (SALT, ADHD)	Our experience and a wide range of evidence for SEND shows that timely assessment and intervention of pupils' needs is essential to improving outcomes and ensuring they have full access to the curriculum.	3

Total budgeted cost: £19700

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<p>Maths 56% EXS 13% GDS</p> <p>Reading 50% EXS 25% GDS</p> <p>Writing 44% EXS 19% GDS</p>
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