

Queensbridge Primary School Pupil Premium Strategy Statement 2024-2025

This statement details our school's use of pupil premium and recovery premium for the 2024 to 2025 academic year 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	Queensbridge Primary School
Number of pupils in school	240 including 22 in Nursery
Proportion (%) of pupil premium eligible pupils	34 % Rec to Y6
Academic year/years that our current pupil premium strategy plan covers	2024/25
Date this statement was published	25 th September 2024
Date on which it will be reviewed	25 th September 2025
Statement authorised by	Headteacher
Pupil premium lead	Headteacher
Governor / Trustee lead	Carol Burrows, Chair of Governors

Funding overview

Pupil premium funding allocation this academic year (This does not include LAC/Post LAC funding, which is directed through the virtual head).	£111,000
Recovery premium funding allocation this academic year	£11,455
Pupil premium funding carried forward from previous years	£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	£121,455

Part A: Pupil Premium Strategy Plan Statement of intent

Queensbridge Primary School

Where Every Child has a Champion Respect. Believe. Achieve

At our school, we believe that it as non-negotiable that each child has an adult who believes in them and is their champion. We will make sure that all of our children know that we believe in their ability to succeed. We provide support so that every child finds joy in working together to develop the knowledge, skills and attitudes that lead them to being the best version of themselves.

Our main goals are to ensure that Pupil Premium children's achievements are in line with their non-pupil premium peers. The Governors at Queensbridge are aware that not all disadvantaged pupils are Pupil Premium. Evidence based research states that 'quality first and adaptive teaching' makes the biggest difference to the attainment of all children. Therefore what we provide for our Pupil Premium children works for all our children.

At Queensbridge our Pupil Premium children are:

- Further behind on entry to Early Years, especially in Communication and Literacy
- Struggle with behaviour and self-regulation
- Struggle with attendance
- Have poor vocabulary
- Have poor maths fluency
- Have poor reading fluency

Therefore our intent is to support holistically as well as academically.

Challenges

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

Challenge number	Detail of challenge
1	Language and Literacy skills on entry to EYFS are low and this may potentially affect attainment in reading, writing and phonics in reception and KS1 which in turn impacts on KS2 outcomes.
2	Decoding and reading skills, although continually improving, in KS2 there are gaps in phonic knowledge and fluency, meaning that children are finding it more of a challenge to access the wider curriculum.
3	Parental engagement in home reading routines is sporadic for disadvantaged pupils, thus decoding skills may be below age related expectation.
4	Basic maths skills are low on entry to EYFS which affects attainment in KS1 and KS2.
5	Attendance of disadvantaged pupils is lower than that of non-disadvantaged. Low attendance would impact on academic achievement. Personal, social and emotional development is lower for pupils eligible for PP than for other pupils. This will limit learning overall over-time.
6	Pupils eligible for PP have limited out-of-school experiences, which limit their vocabulary and understanding of the world.
7	Children come to school without having breakfast and are not ready to learn due to being hungry.
8	Children who do not attend school regularly find it more difficult to self-regulate and to follow our school rules.
9	Health deprivation is also a major issue. Some parents and pupils may be struggling with poor health (including mental health), impacting on their engagement in learning.

Pupil Premium - intended outcomes and assessment of impact

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 oral literacy skills in reception.	CLL scores will show an improvement in the number of pupils working at age related expectations by the end of reception.
Children meet National Expectations by the end of Y1 and pass the phonics screening check.	Children in receipt of premium funding will pass the phonics check in line with their peers.
Those children in Y2 who did not previously pass the phonics screening check by the end of Y1 will do so by the end of Y2.	Children in receipt of premium funding will pass the phonics check in line with their peers.
Increase children's progress in all subjects, with a specific focus on phonics and maths.	Pupils make rapid progress by the end of the year so that greater numbers of pupils meet age related expectations.
Reduce the gap in attainment.	Increase the proportion of disadvantaged children achieving ARE in Reading, Writing and Maths.
Progress and attainment data at end of KS2 will show that PP children are in line with national (all) and enter secondary school with their attainment gap having been narrowed towards the national average; thus setting them up for future success.	KS2 outcomes will be in line with national average and progress of disadvantaged pupils will exceed that of national others as a consequence of effective pupil engagement and high aspiration and expectation
Improve personal, social and emotional or mental health skills for pupils to increase their capacity to learn.	KS2 outcomes will show an improvement of pupils working at age related expectation. There will be a reduction of reported concerns reported which link to children's health and well-being.
Children are provided with food to enable them to focus and engage in lessons. Improve attendance.	Progress of disadvantaged pupils will be accelerated. Attendance will improve.
Increase access to experiences and opportunities beyond the school. Widen pupils' horizons and aspirations.	Children access a wide range of extra-curricular opportunities-this includes trips, visitors, workshops etc. All children will have a developed understanding of the term 'charity' and will give back to our local community.
Increase access to opportunities for children to be involved in experiences which promote self-regulation, following simple instructions, showing empathy to others.	All children will access a wide range of opportunities such as Forest School where the focus on learning is about one's self and how to care for others.
Raise levels of pupil aspiration; develop a growth mindset, inform about the impact of crime on future opportunities, engage with arts based enrichment activities – thus impacting on raised achievement through increased knowledge and cultural capital	KS2 outcomes will be in line with national average and progress of disadvantaged pupils will exceed that of national others as a consequence of effective pupil engagement and high aspiration and expectation

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: £39,560

Intended outcome	Activity and Evidence that supports this approach	Cost	Challenge number(s) addressed
Quality first teaching is prioritised, so that children are able to make accelerated progress from below average starting points on entry.	All EYFS staff are enabled to meet weekly to discuss and further develop the EYFS curriculum to improve standards in EYFS. This means paying staff some overtime and releasing the EYFS lead for regular planning and monitoring. Lead Practitioners to continue to improve quality of teaching through regular monitoring and support. The appointment of a new Early Years staff member will strengthen the staff team. Our Resourced Provision teacher will complete her NPQSL so that her understanding of leadership develops. This will enable her to support staff to make accelerated progress – particularly for those children with an identified need and who are also in receipt of pupil premium. Our additional Resource Provision teacher will begin her NPQSEND which will deepen her knowledge and understanding of all pupils of SEND, including those children who are identified as SEND and in receipt of pupil premium. Staff release time, including leadership and management to facilitate further CPD.	£14,600	1

	Staff training in relation to Rosenshine's Principle in Action which will underpin the teaching and learning cycle.		
Increased focus on fluency and basic skills.	Class teachers, particularly those new to Queensbridge to have CPD on Maths to support them in being aware of possible misconceptions. Maths to be integrated into all parts of the day in EYFS, including snack time, story time, and access to board games such as snakes and ladders. Continued engagement with the Maths Hub, we are now in our sixth year (sustaining mastery). All identified groups to be tracked accordingly by Maths Lead/SLT.	£5000	3
Increased focus on basic skills in writing, including handwriting to improve learning across the curriculum.	Class teachers, particularly those new to Queensbridge to have CPD on improving writing. Continued engagement with English Hub. Writing moderation groups set up across the cluster of school to aid professional dialogue.	£3000	1
	All new staff to be trained in the handwriting scheme which is implemented across school. All new staff to be trained in the colourful semantics approach and a refresher session for all other staff.	£1000	1

Improve the teaching of reading through high quality phonics teaching and high quality reading lessons.	Work with the Local Authority on whole school reading (Are you really reading project). Fluency checks across Y3-6 so that all children receive the correct home reading book. Phonics checks across KS2 in order to identify gaps in learning. English and phonics leaders are provided with time out of class weekly to support quality of teaching. Additional TAs in classes to support during phonics and reading teaching. Purchase of new reading resources.	£15,960	2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 41,900

Intended outcome	Activity and Evidence that supports this approach	Cost	Challenge number(s) addressed
To provide the knowledge to staff from a trained external speech and language therapist	Therapist to identify the additional specific needs of each child requiring intervention. Teaching Assistants to deliver intervention across school Relevant CPD and the purchase of resources. Introduce systematic teaching of vocabulary throughout school.	£9,900	1, 2, 3
Children make accelerated progress in English due to targeted small group intervention	All classes to have additional support for English to work across school. All identified groups to be tracked accordingly by English Lead/SLT.	£10,400	1,2

Pupils with SEND are provided with specific, appropriate provision to meet their needs.	Purchase of an SLA for an educational psychologist to be able to identify specific needs. SENDCO to have release time in order to monitor quality of teaching of these pupils and support teachers. EEF Guidance Relevant training in relation to SEND, including bespoke training for our new Resource Provision 'The Hive'. Contributions towards our newly established building – 'The Hive'.	£21,600	2, 5, 6
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 57,995

Intended outcome	Activity and Evidence that supports this approach	Cost	Challenge number(s) addressed
Improved behaviour and readiness to learn leads to improved progress.	Jason Bangbala – Refresher training in relation to behaviour. Aspire behaviour support programmes – Triple P, 1:1, Lego therapy. Children have access to breakfast every day to support their readiness to learn. Staffing for breakfast club. Purchase consumables and refreshments for breakfast club. Full time Safeguarding/Welfare officer to engage with children and families who find behaviour and self-regulation a challenge Access to Hate Crime sessions. Playground leader training for all Year 5 and Year 6 children and staff.	£22,400 41150	4, 5, 6
Improved attendance leads to improved progress.	Full time attendance officer engaging with families who find attendance a particular challenge. Local authority follow up training. Parental contracts in place which holds families to account. Specific 'shadowing' of staff and further relevant training for Attendance and Officer and SLT.	£13,250	4

Children access a wide range of opportunities and raise their aspirations	Range of trips and extra-curricular opportunities through the year, including clubs run by staff as part of directed time. Y5 Farnworth Matters Project Local, national and international charity events across school Links with the local community	£5,500	5
Children with social and emotional or mental health barriers to learning are identified and provided with targetted support (including support for parents e.g. triple P) to increase their capacity to engage with learning, leading to increased progress.	Provision of a nurture specialist (HLTAs) to undertake Boxall profiling and deliver appropriate intervention according to Boxall profile. Nurture CPD across school Global policing - project chameleon (crime awareness programme) Aspire behaviour support programmes Newly established nurture room	£16,845	

Total budgeted cost: £ 139,455

School Top Up Cost : £18,000

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 2023 to 2024 academic year.

EYFS

In the last academic year, disadvantaged pupils in Reception outperformed non-disadvantaged in relation to across all areas, with the exception of personal, social and emotional.

KS1

In Y1 the percentage of disadvantaged pupils who passed the phonics check was 62% which is lower than non-disadvantaged at 73%. At the end of KS1 assessment, both disadvantaged children performed similarly to non-disadvantaged in achieved the combined age related outcomes across reading, writing and maths.

KS2

At the end of KS2 assessment, both disadvantaged children performed similarly to non-disadvantaged in achieved the combined age related outcomes across reading, writing and maths.

Attendance

Attendance for disadvantaged pupils is slightly below non-disadvantaged which currently stands at 92% vs 94% and will remain a focus for this academic year. Clear systems in place are having a positive impact.

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
Flash Academy
Learning by Questions
Power Maths
Phonics Bug
Minshall Music
TT Rockstars
Spelling Shed
White Rose Maths
White Rose Science
Language Angels
My PE Passport
Nessy
Ed Shed